



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

SCHOOL NAME: HIGH SCHOOL FOR LAW, ADVOCACY & COMMUNITY JUSTICE

03M492

PRINCIPAL: DOREEN CONWELL

EMAIL: DCONWEL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: FRED WALSH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP 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.

Name	Position and Constituent Group Represented	Signature
Doreen Conwell	*Principal or Designee	
Joshua Stone	*UFT Chapter Leader or Designee	
Waple Kellman	*PA/PTA President or Designated Co-President	
Miggie Reyes	DC 37 Representative, if applicable	
Shonda Morgan Corolla Perez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jennifer Corrado	Member/UFT	
Hannah Kang	Member/UFT	
Sharinne Betances	Member/Parent	
Louesta Antoine Paul	Member/Parent	
Stacy Reynolds	Member/Parent	
Zoila Martinez	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should 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, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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.

To increase the percentage of students scoring a 75 or higher on the ELA Regents exams by 5% as informed by results from the 2013-14 school year (a minimum of 56 students out of 161 scoring 75 or higher) by the end of the testing cycle in August 2015..

Comprehensive needs assessment

The 2013-14 ELA Regents results were that 30% scored a 75 or higher. A score of 75 or higher is an important indicator of college readiness, and is used by CUNY schools as a benchmark to separate students who need remediation from those who don't. Working towards this goal will help to increase our students' college readiness, and, further, their ability to successfully attain a college degree.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

USE OF DATA RESI and ITT (data specialist) - to use RESI and ITT data in September 2014 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies.

-Item Analysis of ELA Regents (coaches, teachers) - to perform an item analysis of past ELA Regents results in January 2014 and June 2014 to determine areas of instructional focus that will best serve our students. Based upon results of the analysis teachers will target specific areas that student have demonstrated weakness. Teachers will use targeted instructional strategies to strengthen areas needed and students will have the opportunity to attend 8th period class.

Common assessment analysis/ scholarship data (teachers) - to use common assessments (every five weeks) and scholarship data (every six weeks) to assess progress and to predict performance of students who have not yet taken the Regents and target as necessary for intervention

CURRICULUM AND INSTRUCTION - In ongoing circular 6 meetings, to identify performance objectives aligned to the state CCLS, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs) - To build into the core ELA sequence scaffolding which support students performing at or below minimum standards. - To add Advanced Placement courses in ELA to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT) - To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, coaches, APs) - To modify core curriculum and instructional strategies to build

student capacity in reading and writing by: - Incorporating short writing tasks into daily work and homework - Incorporating mini lessons that focus on conventions, vocabulary and grammar into unit plans. - Increasing the number of extended writing assignments and the frequency of feedback. - For students with disabilities, fostering strong student engagement by including student-interest-driven text choices in each unit, increasing frequency of feedback for writing assignments and incrementally building to extended writing assignments. o For ELLs, increasing the use of vocabulary-building strategies in each unit. - Review lesson plans to ensure that standards are addressed. - Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses. With this targeted instructional approach students will receive immediate and meaningful feedback with specific steps to improve achievement. Exemplars will also be provided as a model for students.

Timeline: September 2014-August 2015

Strategies to increase parental involvement

- 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;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- College-Now Program on Saturdays and after-school to assist students with rigorous reading and writing strategies and time-management and organizational skills
- Implement Digital Literacy and Citizenship lessons that address such issues as: nutritional awareness, self-esteem, substance abuse and pregnancy, cyber-bullying, relationship counseling and drug prevention. Students will be asked to participate in role-playing, read articles/stories, conduct research and subsequently be able to write about their experiences.
- Classroom workshops conducted by Peer Health Exchange and guidance counselors around social issues that affect student achievement. After conducting workshops students will be asked to establish personal goals and each session will end in a writing assignment where students will be asked to write about their progress toward their goals. Peer Health Exchange and guidance counselors will also address issues such as peer pressure and the pressure to cheat or plagiarize.
- Parent Coordinator will conduct workshops during monthly PTA meetings to impart information relating Academic Policy, College Readiness Standards, and CCLS.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2014-June 2015 as indicated below:

Tax Levy CFN: Support for CFN team (monthly network trainings for AP's, teachers and support staff)

Tax Levy FSF: Support ELA teacher positions

Title I SWP: Support Classroom Para for SWD

Contract for Excellence: Reduce class size by increasing the number of teachers hired.

Title I SWP: Professional Development for Improved Teacher Quality

Title I SWP: Support Supervision for ELA

TL NYSTL Textbooks: Support variety of student readings

Title I SWP: Saturday and after-school programs

ANNUAL GOAL #2 AND ACTION PLAN

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.

To increase the graduation rate for the 2011 cohort to 79% as compared to the 2010 cohort graduation rate of 73% (a minimum

of 93 out of 118 students graduating), and to increase the percent of Advanced Regents diplomas from 20% of diplomas earned to 25% of diplomas earned, by the end of the testing cycle in August 2015.

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.

Focusing on increasing the overall graduation rate as well as the percentage of advanced Regents diplomas earned encourages students to earn more than the minimum credits required, and, specifically is an indicator that students are taking advanced math courses that will help increase their college readiness. Various data reports will be used to monitor credit accumulation and to identify patterns of student performance by grade, by class, by subgroups and by student for the purpose of modifying instruction and increasing support when necessary. Reports: graduation tracker, RCOL ATS report, scholarship reports, NCLB reports, unit tests, and mid-year analysis reports.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

USE OF DATA - To use various data sources to monitor credit accumulation and to identify patterns of student performance by grade, by class and by student for the purpose of modifying instruction and increasing support when necessary. A review of the following data will be conducted after each marking period: - STARS scholarship reports by subject and by teacher - Individual student line grades, Unit test analysis/ scholarship data - To use unit tests and class records to predict performance of students before the issuance of grades and target as necessary for intervention. Diploma certification tracking forms - To use diploma certification forms as a means of identifying those members of the 2011 cohort in need of intervention.

CURRICULUM AND INSTRUCTION - To build into the core sequence support courses which support students performing at or below minimum standards. - To add enrichment courses to the course sequence during the senior year to allow students performing at high levels to accelerate to college-level course work. - To increase partnerships with colleges to include those who offer College Now courses to increase the opportunity of junior and senior students to gain college credit before graduation from high school. - To increase the number of students participating in SAT and ACT testing, and to incorporate in ELA and math classes during the junior and senior years, the explicit teaching of test prep strategies for these assessments. - To increase the variety of options for students to enroll in credit recovery courses, including online options, PM school and Saturday school

courses, to monitor attendance in these courses and to conduct conferences with students and parents when students' failure to attend puts graduation requirements in jeopardy. - To use College Summit in all senior English classes as a means to encourage students to realize post-high school aspirations. - To schedule frequent visits to senior classes from speakers from the world of college admissions and recent college graduates to motivate and prepare students for the transition from high school to post-secondary education. - To schedule periodic one-on-one conferences with guidance counselors to track progress toward graduation using the graduation certification form, resulting in identification of students who need additional support through such programs as The Amazing Race, mentoring, social/emotional counseling and SPARK.

- For students with disabilities, to create personal interest inventories to identify post-high school opportunities, including connections with College Summit, VESID, and college and career fairs. - To increase the number and variety of senior activities, and to restrict these activities to those students meeting promotional criteria set by the school.

Timeline: September 2014-August 2015

Strategies to increase parental involvement

To extend parent awareness of graduation requirements and their own child's status, to increase the communication, through senior parent night, guidance conferences and written contracts and status updates, between the school and the parent. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. Through our partnership with College Summit, to offer workshops to parents on the college admissions process.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- NYIT Program on Saturdays and after-school to assist students with rigorous reading and writing strategies and time-management and organizational skills. The skills learned in this class are transferable to higher level coursed such as AP and college credited courses.
- Implement Digital Literacy and Citizenship lessons that address such issues as: nutritional awareness, self-esteem, substance abuse and

pregnancy, cyber-bullying, relationship counseling and drug prevention. These courses are aimed at boosting self-esteems and removing the stigma that its “not cool” to do well in school and be concerned about good grades.

- Classroom workshops conducted by Peer Health Exchange and guidance counselors around social issues that affect student achievement.
- Extended Day after-school programs to provide targeted academic intervention services
- Curriculum Night two times a year to apprise parents of academic requirements and to meet with teachers about mandated requirements for each subject/course.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2014-June 2015 as indicated below:

Tax Levy CFN: Support for CFN team.

Title I ARRA: Support teacher for after-school academic electives

Title III: Translation of Materials

Tax Levy FSF: Support Attendance Teacher for Outreach

Title I SWP: Support Attendance Aide for Outreach

Tax Levy FSF: Support for Student Activities

Tax Levy FSF: Support for Parent Involvement: Mailings

Tax Levy FSF: Support Supervision for Guidance and Operations

Tax Levy Mandated Counseling: Support Counseling and Transition services for SWDs

Tax Levy Parent Coordinator: Maintain PC position for parent outreach

Title I SWP: Support for Parent Involvement

Title I SWP: Professional Development for Improved Teacher Quality

Title I SWP: Saturday and after-school programs

ANNUAL GOAL #3 AND ACTION PLAN

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.

To increase the passing percentage on the Algebra Regents exams to 60% up from 47% as compared to results from the 2013-2014 Algebra results (a minimum of 91 students out of 152 passing), by the end of the testing cycle in August 2015.

Comprehensive needs assessment

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

THE MAJORITY OF OUR INCOMING 9TH GRADE STUDENTS ARE AT LEVELS 1 AND 2 AND ARE DEFICIENT IN BASIC MATH SKILLS. USING ARIS AND OTHER DATA REPORTS SUCH AS RESI AND ITT (DATA SPECIALIST) WE WILL IDENTIFY STUDENTS THAT ENTER 9TH BELOW GRADE LEVEL IN MATH. WILL USE THESE REPORTS in September 2014 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies. STUDENT PROGRESS WILL BE TRACKED VIA END OF UNIT ITEM ANALYSIS AND SCHOLARSHIP REPORTS.

Instructional strategies/activities

USE OF DATA--use data reports, such as NYS Common Core Individualized student Math Reports in September 2014 to identify students who have historically performed at Levels 1 or 2 in order to target them for intervention strategies - **Item Analysis of Math Regents (coaches, teachers)**- to perform an item analysis of past Math Regents results in June 2014 and August 2014 to determine areas of instructional focus that will best serve our students -To establish a baseline of 65% passing percentage using final results from the 2013-2014 school year -**Unit test analysis/ scholarship data (teachers)**—use common end of unit tests (every four-six weeks) and scholarship data (every six weeks) to predict performance of students who have not yet taken the Regents and target as necessary for intervention

CURRICULUM AND INSTRUCTION -In ongoing circular 6 meetings, to identify performance objectives aligned to the CCLS, and to create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs)

- To build into the core math sequence support courses which support students performing at or below minimum standards.
- To add enrichment courses in math to the course sequence to allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT)
- To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, coaches, APs)
- To modify core curriculum and instructional strategies to build student capacity in reading and writing about math content by:
 - Incorporating problem-solving tasks into daily work and homework
 - Incorporating Regents review content and tasks into daily lessons and weekly assignments

- For students with disabilities, fostering strong student engagement by including student-interest-driven content in each unit and increasing hands-on problem solving.
- For ELLs, increasing the use of vocabulary-building strategies in each unit.
- Review lesson plans to ensure that standards are addressed.
- Incorporate questions into lesson plans that address at least three levels of inquiry to improve student responses

Timeline: September 2014-August 2015

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - 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

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- College-Now Program on Saturdays and after-school to assist students with rigorous math strategies, SAT/ACT math prep, and time-management and organizational skills.
- Implement Digital Literacy and Citizenship lessons that address such issues as: nutritional awareness, self-esteem, substance abuse and pregnancy, cyber-bullying, relationship counseling and drug prevention
- Classroom workshops conducted by SAPIS worker around social issues that affect student achievement. Will address such issues as, peer pressure, being “not cool” to excel in school and the pressure to cut class and not do homework.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2014-June 2015 as indicated below:

Tax Levy CFN: Support for CFN team.

TL FSF: Support for Math coach/lead teacher comp time

Title I ARRA: Support for Math Coach (Professional/Curriculum Development)

Tax Levy FSF: Maintain Math teacher positions

Contract for Excellence: Reduce class size by increasing the number of teachers hired.

Title I SWP: Support Supervision for Math

Title I SWP: Support texts for new math course

ARRA RTTT Citywide: Support teacher after-school academic program

ANNUAL GOAL #4 AND ACTION PLAN

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

- To ensure 100% alignment of our core course sequences to the CCLS, and the associated assessments, as measured by unit plans and assessments that are delineated by subject specific CCLS, tasks, skills, and the corresponding assessments, by the end of the testing cycle in August 2015.

Comprehensive needs assessment

- Common Core Learning Standards establish the levels of performance that students, teachers, and schools are expected to meet. To succeed, and meet the level of College readiness, all students will need to perform to high standards and acquire mastery of rigorous core subject material. All students will also need to gain the cognitive and social skills that enable them to deal with complex challenges. It is essential that a full range of knowledge and skills be integrated explicitly into standards, assessments, curriculum, instruction, professional development and the learning environment. Courses are designed to incrementally develop students' abilities to master increasingly complex tasks and afford them opportunities to engage in experiences that are related to and enrich their exposure to the content and grade level of the course.

Instructional strategies/activities

All of our instructional goals revolve around further developing and refining curriculum maps for each course of study that set the performance expectations for students at each grade level, describe the texts, experiences and overarching questions that provide the framework for students to master these expectations, and identify the assessments that will measure their level of mastery. The interim objectives that accompany these goals include:

- Continued development of units of study that include complex, CCLS-aligned tasks that measure student mastery of unit objectives
- Creating grade-level- and subject-specific rubrics that delineate levels of expected performance appropriate for the grade level and/or content area.
- Using these rubrics and units to clarify course- and grade-level performance expectations, to inform instruction and to set measurable goals for student achievement.

Timeline: September 2014-August 2015

Strategies to increase parental involvement

These goals were developed collaboratively at the SLT table, with input from parents, teachers and students. They represent the commitment of our community to establish distinctive characteristics about our school: our commitment to connecting rigorous course content to meaningful experiences that give students the chance to apply their learning in more than one context; our need to continue to develop organizational structures that support aspirations that frequently outrun our resources; and our shared commitment to work with community partners to continue to build out from our own classrooms opportunities for our students to explore their interests, build real capacity in an authentic setting, and develop a portfolio of experiences that will make post-secondary study a natural next step.

Additionally, parents will be provided with the following:

- 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 Common Core Learning 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

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Extensive Professional Development for teachers relating to CCLS and assessment-workshops will take place during the day and after-school
- Daily Teacher Team Inquiry meetings to develop units and assessments, look at student work, and use data analysis reports to inform instruction
- Use of Danielson Framework to guide and improve teacher practice
- Provide supplemental texts for SWD's and ELL's
- Incorporate use of technology in all subject areas

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, 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	Language Acquisition Workshops, Extensive Writing Academy, PM School and Saturday school and student feedback sheets delineating areas of strength and areas of weakness.	Small Groups, one-to-one tutoring, Socratic seminars, PM & Saturday credit recovery, Regents Prep	Daily during double period English classes in grades 9 and 10, after-school on Mondays-Fridays, Lunch & Learn Tuesday-Thursdays, SAT Prep
Mathematics	59 minute math class/lab, Problem based learning activities, Real-life applications, On-line targeted intervention through Classroom Inc. Software, student feedback sheets delineating areas of strength and areas of weakness.	Small groups, one to one tutoring, PM and Saturday tutoring, Regents Prep,	Daily during extended periods, after-school on Mondays-Fridays, Lunch & Learn Tuesday-Thursdays, Saturday school, SAT Prep
Science	59 minute Science class/lab, Problem based	Small groups, one to one tutoring, PM and Saturday	Daily during extended periods, after-school on Mondays-

	learning activities, Real-life applications, On-line learning through AVENTA and School-Island	tutoring, Regents Prep,	Fridays from 3:00-4:00 PM., Lunch & Learn Tuesday-Thursdays, Saturday school,
Social Studies	Extensive Writing Academy, Alignment of Social Studies and English courses, PM School and Saturday school	Small groups, one to one tutoring, PM and Saturday tutoring, Regents Prep,	Daily during extended periods, after-school on Mondays-Fridays, Lunch & Learn Tuesday-Thursdays, Saturday school,
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> -One-on-one meetings to identify individual student goals and action plans to reach them -Contracts signed by parents and students related to positive strategies the student can take to reach the individual goal -Small group sessions to address identified social-emotional barriers to academic success -Identification of career and college opportunities keyed to student interests -Referrals for substance abuse and pregnancy counseling -Parent outreach to solicit and support parent input and participation in addressing student needs 	<p>Small Groups (3-8 students) Discussion of various topics such as coping as a freshman in H.S., dealing with anger, depression, family issues, relationship issues, etc.</p> <p>Therapeutic Games to help students recognize and process their feelings.</p> <p>Individual Counseling with the individual student to process personal barriers to success or to manage a crisis</p> <p>Goal-Setting to help students determine needs and develop strategies to obtain goals</p>	Daily during scheduled counseling sessions, Weekly during advisory lessons delivered in English Classes, Female/Male group sessions during lunch period

	<ul style="list-style-type: none">-Case-conferences with parent, student and teachers to ascertain areas of need and develop action plan-Self-esteem and sexual awareness workshops		
--	--	--	--

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

PROFESSIONAL DEVELOPMENT –

-To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies - To utilize collaborative planning, in-class modeling by a coach and inter-visitations to support teachers in creating open-ended questions and implementing a problem-solving focus in ELA, Social Studies, Science and Math classes - To utilize a lead-teacher/coach collaboration to support teachers in effectively using rubrics to improve student performance on weekly tasks keyed to performance objectives. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. - Teachers will engage in professional development workshops to build capacity for the use of strategies that increase achievement of ELL's and SWD's. - Supervisors will conduct regular observations to support and to identify professional development needs of teachers. - In collaboration with the staff, to develop the essential characteristics of differentiated teaching approaches that address student needs in the context of engaging and meaningful instruction. Through teacher participation in targeted PD workshops offered through the Network and College Summit, to build teacher capacity to differentiate instruction in the classroom to better use the results of unit tests, interim assessments and student performance on weekly tasks to target instruction to the needs of the class and of individual students, and to thereby increase the scholarship rate. -

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;
- always try my best to learn.

DBN: 03M492

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$320,192.73	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	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,137,003.00	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.

**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 03	Borough Manhattan	School Number 492
School Name H.S. for Law, Advocacy, and Community Ju		

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 Doreen Conwell	Assistant Principal Tamar Muscolino
Coach type here	Coach type here
ESL Teacher Peter O'Donell	Guidance Counselor Rosellen Flete
Teacher/Subject Area Kendra Miller	Parent Waple Kellman
Teacher/Subject Area Christine Fyer	Parent Coordinator Miggie Reyes
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Gerald Beirne	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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	584	Total number of ELLs	56	ELLs as share of total student population (%)	9.59%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										15	21	11	9	56
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	15	21	11	9	56

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	15
SIFE	11	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	20

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25	2	2	11	7	5	20	2	8	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	25	2	2	11	7	5	20	2	8	56
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	16	7	5	40
Chinese												1		1
Russian													1	1
Bengali														0
Urdu														0
Arabic										2	4		1	7
Haitian											1			1
French										1		1	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												2	1	3
TOTAL	0	15	21	11	9	56								

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)										3	1		1	5
Intermediate(I)										2	4	3	3	12
Advanced (A)										8	12	7	4	31
Total	0	13	17	10	8	48								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	20		5	
Integrated Algebra	20		6	
Geometry	23		6	
Algebra 2/Trigonometry	6		0	
Math _____				
Biology				
Chemistry				
Earth Science	11		3	
Living Environment	18		8	
Physics				
Global History and Geography	15		3	
US History and Government	11		1	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Writing across all levels needs to be our focus in the classroom. Across all levels is where our students struggle the most. Listening is

another area of focus. Students show a lack of skill in identifying key words, making predictions and seeing patterns in informational listening sections of exams. Students performed poorly in these areas on the NYSESLAT and Regents Exams. The Combined Modality Report is needed for further analysis

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 [AMAQ tool](#))

COMBINED MODALITY REPORT NOT AVAILABLE

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

N/A-OUR STUDENTS DO NOT TEST IN THEIR NATIVE LANGUAGE

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

N/A

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

N/A

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of our ELL program based upon students progress on the NYSESLAT Exam and grades on the English Regents Exam. Throughout the year we evaluate our students with exams that mirror the skills tested in the exams above. We do an item analysis after each exam to help us target future instruction. The ELL teachers work closely with the Social Studies teachers to help them incorporate strategies to help ELL's in the areas of speaking, writing, reading and listening into their content areas.

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](#).)

At enrollment teachers, guidance counselors and translators conduct informal oral interviews with newly admitted New York City public school students in English and the home language. They administer the Home Language Identification Survey (HLIS) to parents. Every question on the HLIS is asked of the parent. We determine the language the child understands, speaks, reads and writes. We determine the majority language of the home. We determine the language the child speaks with the parents, siblings, friends and other relatives and/or caregivers most of the time. We determine the child's schooling prior to entry in the NYC school system and the language of instruction in this school. We determine any other group experience prior to entering school and the language of this experience. We determine any other forms of communication such as American Sign Language or Argumentative Communication Device. If the answers to the questions on the HLIS indicate that the child may be an ELL, the student is tested with the Language Assessment Battery-Revised (LAB-R) and, when applicable, the Spanish LAB-R. Testing takes place within ten days of enrollment.

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.

Parent orientations are conducted for parents of newly enrolled ELLs in late September and throughout the year to provide them

with information about program offerings. The orientations are facilitated by Programmer/Guidance Counselor, Mia Bradford. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available during the orientations. Informational materials are also available in the parents' home language, such as A Guide for Parents and the New York City DVD instructing parents to programs available to ELLs. All print materials, the instructional DVD and the oral presentation contain explicit information about the three program choices—Transitional Bilingual Education, Dual Language and Freestanding ESL—available to students. The orientation facilitator explains the parents' rights to the program of their choice. ELL parents are also contacted and encouraged to attend all PA functions and semi-yearly Open School opportunities. Parents are asked to fill out the Parent Survey and Program Selection Forms after they have been given the opportunity to make an informed decision. These forms are maintained on file in the guidance office. For the past 10 years, parents have evidenced a trend of preferring and requesting freestanding ESL, expressing a belief that this is the best way for their children to acquire English quickly. 100% of parents have elected freestanding ESL on the Parent Choice form and the school has responded by offering freestanding ESL classes. Our program offering, namely freestanding ESL, is aligned with parents' desire for freestanding ESL. Should a parent ever choose TBE or DL, Mia Bradford or Delfina Leston will refer him or her to a school in our district that offers that program. These names will be kept on file for contact should our school ever open a TBE or DL program. Mail and telephone follow-up is conducted for parents who do not attend the orientation in order to give these parents, if they wish, the opportunity to select a program.

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

When a new student enters our school they are given an enrollment packet that includes the HLS, blue card, Parent Survey, Program Selection form as well as other important DOE and school forms. All forms are completed at the time of enrollment and stored in the student's permanent record folder. After placement in classes, ELLs are given the Entitlement Letter for parent's signature. The letter is returned signed and maintained on file in the guidance office, in the student's permanent record folder. If the child does not return the letter, a copy is sent via postal mail after contact is made in the parent's language. The same protocol is followed for notification of continued entitlement for returning ELLs.

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.

N/A-we only offer an ESL program. Upon admission parents are shown the ELL Orientation Video and the types of programs to ELL's are explained to parents. We do explain that we only offer ESL here and if the family is interested in one of the other programs we help them to find a school that does offer their program of interest along with the High School Enrollment Office.

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

Students are programmed to take the NYSESLAT every spring. The programmer gives each student a specific schedule of when and where they will be tested. Our ESL teachers are given time to administer the exams. If students are absent, they are rescheduled. If students are still not present, parents are contacted and if need be home visits are made to make sure students come in and take the exam. All outreach is documented.

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. 
- N/A-we only offer an ESL program.

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])?

ESL instruction is aligned to NYS Learning Standards for English as a Second Language which include Common Core State Standards for each grade level. All of our ESL instruction is self-contained. Teachers use texts, textbooks (Shining Star, Cause and Effect), reader- writer notebooks, leveled/abridged fiction, dictionaries, glossaries, internet (including a large projection screen), laptops, Rosetta Stone software, audio/visual devices such as SmartBoards, Elmo, graphic organizers, pictures, manipulatives, music, posters, maps, primary documents and much of the above generated by students. ESL classroom teachers use ESL strategies such as the Point of Entry Model; Content-Based ESL, which uses content as a means to give students English skills; and Balanced Literacy, which includes interactive writing, guided reading and writers' workshop to deliver academic content area instruction and provides additional support for our students. Classrooms are print-rich, employing word walls, in-class libraries and publicizing student work. As per CR Part 154, the native language is used 25% of the time to access students' transferable skills. Academic rigor is valued and expected. Two bilingual and fully certified ESL teachers provide supplemental instruction to ELLs. This supplemental instruction includes a 45-minute tutorial each week (period 4) to support ELLs by reinforcing work from regular classes, helping with vocabulary in homework assignments and acting as liaisons to the mainstream teachers in articulating academic difficulties experienced by the students. The Wilson Reading System is used to individualize and support student learning, especially for SIFE students. This system employs various manipulatives to aid students to attend to decoding and message-making skills to build literacy. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts, nylon graphic organizers, sentence strips, glossaries, dictionaries, scaffolded text for formal assessments and alternative assessments with extended time and translation. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELLs and long-term ELLs. All students take electives in content-rich and experiential art, forensics and constitutional law classes. Extra credit is offered to students for participation in our after school arts program, the "CALL". This is a program that uses drama to teach English language and English language arts skills. The program also includes a Homework Help component. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacatation, SESIS and ARIS to access program-wide data on student performance.

We base instruction primarily on grade-level Common Core State Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments with extended time and translation. All students are evaluated in their native language periodically as per the mandated 25% native language use in CR Part 154. This is effected by informal conversations in the native language to ascertain understanding. Teachers, guidance counselors, other staff and peer helpers all contribute in this effort.

Long-term ELLs typically struggle with credit accumulation and Regents requirements. Many are under-credit and overage 11th and 12th graders. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer mentoring, PM school credit recovery, period 4 tutorial and Regents task attack strategies in a dedicated Regents prep courses offered both in the summer and academic year. The Regents are very explicitly addressed in this special prep class given to all ELLs students who have failed the ELA Regents at least once. The school community is very serious about ensuring passing grades for all ELLs. We also partner closely with guidance counselors and the college advisor as these staff members work closely with students on students' plans for graduation and beyond. All of the 12th grade students complete the College Summit Program, a program that assists students with college selection and the application and financial aid process. Students who are interested may attend a summer College Summit program with the college advisor. We feel that this is a good leverage point for these students. A college-going culture is maintained and bolstered for long-term ELLs.

All of our students can take either Spanish or French as a Foreign Language elective. Students who are proficient in another language are encouraged to sit for the LOTE Exam in that language.

Newly enrolled ELLs, no matter what grade level, are invited to our orientations over the summer and at the beginning of the school year. All ELL students have a double period of ELA instruction in addition to homework help 3 days a week with their ELA teacher. The ELA teacher meets with the students other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to "buddy" the newly enrolled student with an older student who can serve as a peer mentor, especially if the new student does not have a communicative threshold of English. The students are also encouraged to join after-school clubs and sports.

Our eleven (11) SIFE students are fully supported in literacy acquisition. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELLs. A college-going culture is maintained and bolstered for SIFE students. An ESL teacher pushes into history and science classes to scaffold content for SIFE students. Examples of scaffolding include annotated parallel texts and graphic organizers.

Special Education students are programmed into ICT and/or resource room. The ESL and resource teachers inter-visit and debrief students' needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contained in the IEP. ESL teachers contribute to, read and maintain on file IEPs and work with SESIS for all Special Education ELLs. Examples of scaffolding include annotated parallel texts and graphic organizers. SPED students are always allowed extended time to complete tasks. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELLs.

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)?

The 56 ELLs are organized in block classes by grade level. Within each class is a mix of NYSESLAT and LAB-R determinations. According to the most recent available scores, there are 5 beginning students, 12 intermediate and 31 advanced students. Scores are currently missing from ATS reports for 8 students. Students receive the required minutes in accordance with New York State law (540, 360 and 180 minutes weekly for beginner, intermediate and advanced students, respectively) in double and triple period programming blocks. In the case of advanced students, more time than required is given. Students receive an additional chance for small group tutoring 1 day/week during the lunch and learn period. The programmers, ESL teachers and administrators make sure students' programs reflect the mandated number of instructional minutes for their level. By grade level, there are fifteen 9th graders, twenty-one 10th graders, eleven 11th graders and nine 12th graders. Instructional blocks are coded to reflect both ELA and language support credit accrual. Rigorous, high school-level ELA content is present throughout class time and curriculum. This ELA content is delivered with ESL strategies and methodologies. Some examples of content-area strategies are leveled and/or abridged texts, support texts and extended time.

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.

N/A

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL students are regularly assessed in all for modalities. Every unit in their ELA classes is aligned to both the Common Core and the skills assessed on the NYSESLAT exam. Every unit has embedded learning activities that required student to read, write, speak and listen. These skills are assessed. Data is collected on skill development/progress. We use this information to guide future instruction in lessons and units.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Newly enrolled ELLs, no matter what grade level, are invited to our orientations over the summer and at the beginning of the school year. All ELL students have a double period of ELA instruction in addition to homework help 3 days a week with their ELA teacher. The ELA teacher meets with the students other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to “buddy” the newly enrolled student with an older student who can serve as a peer mentor, especially if the new student does not have a communicative threshold of English. The students are also encouraged to join after-school clubs and sports.

Our eleven (11) SIFE students are fully supported in literacy acquisition. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELLs. A college-going culture is maintained and bolstered for SIFE students. An ESL teacher pushes into history and science classes to scaffold content for SIFE students. Examples of scaffolding include annotated parallel texts and graphic organizers.

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?
The teachers of ELL-SWD's use multiple versions of classroom texts including the original author's version as well as leveled and abridged versions of texts. Students are also asked to write portions of texts in their own words.
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?
Special Education students are programmed into ICT and/or resource room. The ESL and resource teachers inter-visit and debrief students' needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contained in the IEP. ESL teachers contribute to, read and maintain on file IEPs and work with SESIS for all Special Education ELLs. Examples of scaffolding include annotated parallel texts and graphic organizers. SPED students are always allowed extended time to complete tasks. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELLs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

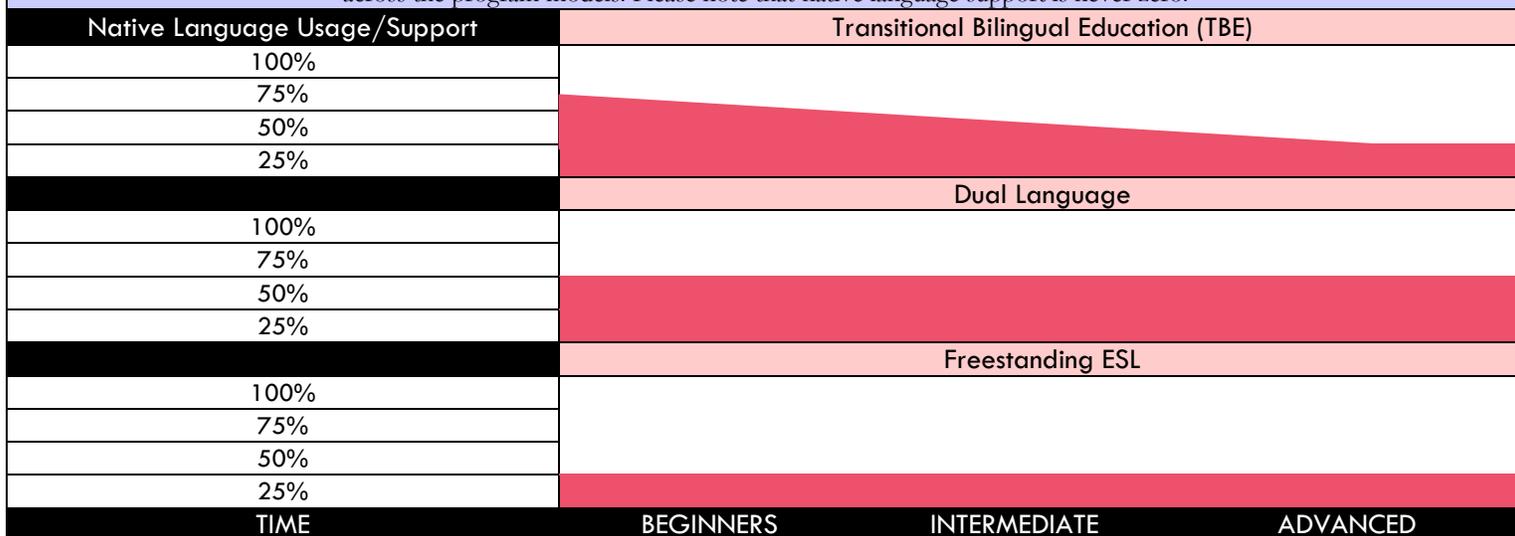
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts, nylon graphic organizers, sentence strips, glossaries, dictionaries, scaffolded text for formal assessments and alternative assessments with extended time and translation. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELLs and long-term ELLs. We also offer a Homework Help program after school for our ELL's facilitated by our ESL teacher to offer students extra support in all subject areas.

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

Effectiveness of instruction is assessed by classroom instruments, unit exams, medial assessments as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacation, SESIS and ARIS to access program-wide data on student performance. We base instruction primarily on grade-level Common Core State Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments with extended time and translation. All students are evaluated in their native language periodically as per the mandated 25% native language use in CR Part 154. This is effected by informal conversations in the native language to ascertain understanding. Teachers, guidance counselors, other staff and peer helpers all contribute in this effort.

Long-term ELLs typically struggle with credit accumulation and Regents requirements. Many are under-credit and overage 11th and 12th graders. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer mentoring, PM school credit recovery, period 4 tutorial and Regents task attack strategies in a dedicated Regents prep courses offered both in the summer and academic year. The Regents are very explicitly addressed in this special prep class given to all ELLs students who have failed the ELA Regents at least once. The school community is very serious about ensuring passing grades for all ELLs. We also partner closely with guidance counselors and the college advisor as these staff members work closely with students on students' plans for graduation and beyond. All of the 12th grade students complete the College Summit Program, a program that assists students with college selection and the application and financial aid process. Students who are interested may attend a summer College Summit program with the college advisor. We feel that this is a good leverage point for these students. A college-going culture is maintained and bolstered for long-term ELLs.

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

Our ELL students will have PEER Health Exchange, Columbia Youth for Debate and Lincoln Center Theater programs push-in to their classes.

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

NONE

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

All of our clubs and student government sponsored activities are open to our ELL's and advertised in the ELL classrooms. The ELL's work with Lincoln Center Theater, Columbia Youth for Debate, College Summit and with Peer Health Exchange. These are programs that push-into our ELL classrooms.

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

Paste response to question here:

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

N/A

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

Paste response to question here:

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.

Parent Orientations with the students present. The students have the opportunity to meet and talk to our staff members (ie.

Guidance Counselors, ESL teachers, and support staff to assist them along the way). New ELL students are partnered with existing students to assist them with the transition to our school. All of our clubs and student government sponsored activities are open to our ELL's and advertised in the ELL classrooms.

18. What language electives are offered to ELLs?

Spanish and French

19. For schools with dual language programs:

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

N/A

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.

Our ELL teachers receive on professional development related to the Common Core and Daneilson. Professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers during daily team planning time to assist them in planning, delivery of instruction and assessment. All teachers and administrators serving ELLs will participate in regional professional development offerings, such as how to administer the NYSELAT and techniques on differentiating instruction and aligning ELL instruction with State Standards. All content teachers will be trained to develop a college-going culture for ELLs as well as general education students beginning in 9th grade, as students transition from middle school. All new special education teachers will be provided with ten hours of professional development in ESL strategies. ELL teachers receive SESIS training and may also participate in UFT-sponsored ELL and SPED training. Implementation and effectiveness of professional development will be assessed by classroom observation by administration and coaches, as well as self-reflection. ESL teachers will turn-key the training listed above to English and content area teachers, as well as secretaries in six 1/2-day workshops dedicated to Measures of Student Learning. ESL teachers will alternate minute-taking during these PD sessions. Professional development will be effected throughout the school community. Teachers, administrators and guidance counselors also attend our CFN's PD sessions as they are held. Staff sign a sheet to verify their attendance and participation in these PD sessions. Records are kept on file.

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?

ELL parents are regarded as important partners in the school community. On-going communication between our ESL teachers and attendance teacher help to ensure effective and ongoing communication with parents. This year the programmer will conduct a workshop for parents to learn to use the internet to communicate with teachers and administrators, particularly through Datacation. An additional workshop will cover the topic of how to talk to teenagers. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PA and SLT and attend all school functions such as award dinners and fund raisers.

Parent orientations are conducted for parents of newly enrolled ELLs in early October and throughout the year to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for the parent orientations and Open School sessions. Informational materials are also available in the parent's home language, such as A Guide for Parents and the New York City DVD instructing parents to available programs for ELLs. We also provide mid-year interventions to develop a plan of action with parents of students who are struggling with schoolwork.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M492 School Name: H.S. for Law, Advocacy and Communit

Cluster: 536 Network: CEI-PEA

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

Part A: Needs Assessment Findings

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

The HLIS, with its comprehensive questions about the child's home language experience, provides important data for language needs for parents. Namely, the HLIS tells us specifically what languages are represented in the homes of our ELLs. Other data reports such as the LAB-R, NYSESLAT and BESIS survey give information as to the linguistic scope and diversity of our ELLs. We also speak individually with the students to find out what their specific translation needs are as well as their families. We also work closely with the SLT and PA for further information about necessary language services for parents. We also track rates of return of such records as lunch forms and attendance at school functions such as awards dinners, noticing if any language group is underrepresented in these areas. In these cases, this indicates a need for outreach and further translation and interpretation.

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.

We find that the primary language other than English among our ELLs is Spanish. These 35 ELLs comprise approximately 60% of our ELL population. Therefore, 60% of our ELLs' parents are also Spanish speakers. Many of our Spanish-speaking ELLs are not proficient in English. We are fortunate to have on our staff many native Spanish speakers, some of whom live in the same communities as our students. We are able to reach out extremely effectively to these parents both orally and via written messages. We find that the translation need for these parents is unpredictable. Some of these parents are proficient in English. Others, though not proficient themselves, thoughtfully come to school events accompanied by an English-proficient friend or relative. Regardless, our school can always provide oral interpretation and written translations for Spanish speakers and we always ensure that these parents feel comfortable and informed. For our 6 French speakers, accounting for approximately 10% of our ELLs, our ESL teacher/coordinator is proficient in French and conducts necessary outreach in French. We find a predictable pattern of these parents needing help from our French-speaking teacher. For Haitian, our Spanish teacher, Ms. Durogene, is a native speaker and a great resource for communication in this language. Our research indicates that these parents are uniformly able to

communicate in French and have rarely, if ever, availed themselves of Ms. Durogene's services. For lower frequency languages, essentially every other language in our ELL population (such as Portuguese, Mandingo and Afrikaans) we hire outside professional translators to speak and write to parents. For informal visits to the school, we have found that our 8 Arabic speakers, similar to the Spanish speakers, tend highly to bring along an English-proficient friend or relative. The Mandingo-speaking and Afrikaans-speaking parents have shown themselves to be proficient in English. We also maintain DOE generated documents for such purposes as Parents Orientation and Program Choice. It is important that our school community recognize that teaching a child whose home language is not English need not preclude communication with the parent. Professional development and staff meetings, especially those preceding major school community events such as Open School, are times that we speak to general education teachers and other staff about the need to communicate effectively with ELL parents, their right to this communication and the resources available to effect it.

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.

Whenever needed we provide translations of important documents, especially those documents that ask for parents' signature for permission or release. Examples of these types of documents include HLIS, DOE Discipline Code, "Parents' Bill of Rights and Responsibilities" and the Chancellor's Regulations are available in Spanish and/or other languages. IEP information, health forms, registration forms, college information, trip permission slips, Peer Health Exchange (PHE) survey and taping and photography for LEAD (an arts program in partnership with Lincoln Center). Most documents are created by staff or downloaded from the DOE website. However, PHE and LEAD provide translations of their forms. We make full use of the language choices available and distribute the correct form based on our data, prior experience and by encouraging students to advocate for their families. These documents are procured well in advance of the time they are distributed to students so that there is no impression that translations are an afterthought.

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

Oral interpretation is primarily provided during Parent-Teacher Conferences, ELL Parent Orientation Meeting, school orientations, college planning sessions and interventions such as annual IEP meetings or guidance/disciplinary meetings. During Parent-Teacher Conferences and our ELL Parent Orientation meeting we make sure to provide DOE-listed interpreters in all needed languages if a staff member is not readily available. In practice, we have many Spanish speakers on staff to assist Spanish-speaking parents. We hire interpreters for Arabic, French and all other needed languages. For intervention and mandated meetings we know in advance if interpretation is needed. School Aide Angie Perez-Davis is our usual Spanish language provider. ESL teacher/coordinator Peter O'Donnell provides French interpretation for French-speaking parents. We have hired interpreters for some of the other languages.

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>.

Our school is committed to providing a helpful and transparent language experience for all parents. Signs are posted in all of our offices as to the language services available to families. We provide in house translation for families that speak Spanish and French, we do have other staff members in the building that speak other languages that we call upon when needed. When other translation is needed who we do not have a translation services call we contact the translation needed. Documents such as "Parents' Bill of Rights and Responsibilities" and the Chancellor's Regulations are available in Spanish and/or other languages.



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: H.S. for Law, Advocacy & Commu	DBN: 03M492
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 19
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: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: Mr. Scheno one of our bilingual and fully certified ESL teachers will provide supplemental instruction to ELL's. (N.B.: Although our talented ESL teachers are bilingual, we do not have certified bilingual teachers because we do not have a bilingual program.) This supplemental instruction includes twice weekly sessions (Tuesday & Thursday) for 60 minutes (2:50pm-3:50pm) for homework help and skill development after school to support ELL's by reinforcing work from regular classes, helping with vocabulary in homework assignments and acting as liaisons to the mainstream teachers in articulating academic difficulties experienced by the students. After school time is also allocated for to build language acquisition skills The Wilson Reading System is used to individualize and support student learning, especially for SIFE students. This system employs various manipulatives to aid students to attend to decoding and message-making skills to build literacy. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

Students are tracked through their content area subjects by the ESL teachers. The Social Studies and Math teachers work with the ESL students in their Regents classes after-school on content specific literacy skills. The content area teachers Ms. Fryer (social studies) and Ms. Jaman (Math) work with students for 60 minutes on Wednesdays after school. Content area teachers are given support and materials to scaffold content for ELL's. Examples of these supports include leveled content texts, alternate versions of the main class text (for example, Shakespeare without Fear), word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELL's. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELL's and long-term ELL's. Homework help is programmed and matched to facilitate specific content needs. All students take electives that are content-rich and experiential such as: art, drama and constitutional and current issues law classes. ELL students also have the opportunity to take A.P. classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments, common end of unit assessments, as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacation, ARIS and SESIS (for classified) to access program-wide data on student performance.

Part B: Direct Instruction Supplemental Program Information

Our long-term ELLs struggle with credit accumulation and Regents requirements. Many are under-credit and overage 11th and 12th graders. This year in particular many of seniors still need to pass the English Regents Exam which we administer in the 11th grade. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer tutoring, PM School is available Monday-Friday from 2:50pm-3:50pm. Homework help, language acquisition support and Regents task attack strategies are offered after-school from 2:50pm-3:50pm on Tuesdays and Thursdays. The Regents are also very explicitly addressed in a special prep class for students who have failed the ELA Regents at least once. The school community is very serious about ensuring passing grades for all ELL's. We also partner closely with guidance counselors, social worker and the college advisor as these staff members work closely with students on students' plans for graduation and beyond. All of the 12th grade students complete the College Summit Program, a program that assists students with college selection, college application and financial aid process. Students who are interested may attend a summer College Summit institute at a College with the college advisor where they learn all about the college application process and how to turn key the information they learn to their classmates. We feel that this is a good leverage point for these students. A college-going culture is maintained and bolstered for long-term ELL's.

All of our students can take either Spanish or French as a Foreign Language elective. Students who are proficient in another language are encouraged to sit for the LOTE Exam in that language.

Newly enrolled ELLs, no matter what grade level, are invited to our orientations over the summer and at the beginning of the school year. All ELL students have a double period of ELA instruction in addition to homework help on Fridays and/or when requested during lunch with their ESL teacher. The ESL teacher meets with the students other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to "buddy" the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after-school clubs and sports.

Our ten (10) SIFE students are programmed into homework help after-school and our after school Language Acquisition Program. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELL's. A college-going culture is maintained and bolstered for SIFE students. An ESL teacher works with the history, math and science teachers to scaffold content for SIFE students. Examples of scaffolding include annotated parallel texts and graphic organizers.

Special Education students are programmed into an 8th period resource room. The ESL and resource

Part B: Direct Instruction Supplemental Program Information

teachers inter-visit and debrief students' needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contain in the IEP. ESL teachers contribute to, read and maintain on file IEP's for all Special Education ELL's. An ESL teacher collaborate with history, math and science teachers to scaffold content for Special Education students. Examples of scaffolding include annotated parallel texts and graphic organizers. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELL's.

The ELL teachers are meeting daily from 11:00-11:45, with our ELA teachers to collaborate in aligning the curriculum and texts. Our focus is on student writing, particularly identifying relevant themes and generating cogent theses from them. In all of the ELA classes the teachers follow the same grade level curriculum and unit plans with modifications made where appropriate, such as modified texts and extended unit time. Students are given the same periodic assessments. We use the information from the assessments to drive instruction. It is important that our ELL students are held to the same standards as the rest of the student body since they must pass the English Regents Exam in order to graduate.

Our school participates in campus-wide sports. Indeed, for many years our ELL's have figured prominently on the campus's award-winning boys' soccer team. Other sports such as girls' soccer, baseball, basketball, track and volleyball are also available. Additionally we have the following clubs: yearbook, student government, debate, human rights, chess, MLK cares, drama and a fashion club. These programs also have and are open to ELL students. ELL's participate freely as the school reaches out to the through fliers, classroom visits and assemblies.

Other building resources include an intervention program, campus library and medical office. Orientations are held for these services at the beginning of the year. ELLs are aware of and avail themselves to all of these services.

The school will participate in the LEAD (Learning English and Drama) program with Lincoln Center. This program pairs the classroom teachers with a teaching artist from Lincoln Center Theater to work with students on CCLS-aligned curriculum and ELA/ESL class literature (fiction and non-fiction). This is a text-based program. The program enables students to build writing skills and literary analysis skills by embodying a text through drama skills. Students act out characterization, plot, conflict and theme in such activities as team building, tableaux, dialog, improvization, script, vocal technique, interpersonal communications (register, language level, expressiveness, clarity, et al.) An especially attractive aspect of the program is that is offers unlimited entry points for students' varying English language, grade and education levels, as our students are grouped. The LEAD program provides leverage points for all students which assures that everyone is learning at all times.

Part B: Direct Instruction Supplemental Program Information

Subgroups, grade levels, schedule, duration, language, number of teachers and materials: All 37 ELLs in grades 9-12 will participate in a single, mixed group under the guidance certified ESL teachers Peter O'Donnell and Steven Scheno and LEAD teaching artist Mariana Elder. These students range from beginner through recently proficient NYSESLAT determination. There are several SIFE children and SPED children. There will be 20 hourlong sessions during classtime from November 2014 to April 2015. The sessions will be conducted in English. The program employs many different teaching materials from hand-made stenciled cut-outs to high technology iPads and laptops. Costumes, props and set pieces, some of them from actual Lincoln Center productions, are used for sharings.

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: PD will be provided to our ELL teachers to help them improve both their practice and student achievement in courses and on Regents Exams. Professional Development takes place every other Monday after school from 2:50pm-3:50pm and daily during Circular 6 Meetings from 11:00-11:45.

Stronger instruction will lead to better student understanding which in turn lead to increased scholarship and increased NYSESLAT scores and Regents scores. PD will focus on the following Danielson areas:

3b-Using Questioning and Discussion Techniques

3c-Engaging Students in Learning

3d-Using Assessment in Instruction

Our two ESL teachers will be provided professional development in the following areas : language acquisition, literacy instruction and on how to help ELL students meet the Common Core State Standards, College Readiness Standards and the NYS Regents requirements. The ELL teachers attended a school based PD on Depth of Knowledge on 9/3/2014 during the AM session. The ELL teacher that is programmed to teach our 12th grade ELL students will attend full-day College Summit Professional Development seminariars on the college admission process and how to foster college readiness and college going culture for our ELL students. Both ELL teachers will attend all-day PD's offered by Lincoln Center Theater there are 4 during the school year that focus on reading, vocabulary and speaking development for ELL students. The ELL teachers attended a full day PD 10/22/14 that focused on scaffolding texts to engage students, recognizing textual evidence and writing argumentative essay.

Implementation and effectiveness of professional development will be assessed by classroom

Part C: Professional Development

observation by administration, student progress on unit exams, state exams and the NYSELAT exam. ESL teachers will turn-key the training listed above to English and content area teachers. as well as secretaries and the parent coordinator in five 1-hour workshops from 11:00-11:45. ESL teachers will alternate minute-taking during these PD sessions. Future full day PD's will take place for ESL teachers on 11/4/2014, 1/30/2015, 6/4/2015 as well as on during the year in department meetings faculty meetings, Circular 6 meeting times, 4 additional occasions with Lincoln Center theater and network advertised PD's that suit our teacher's and student's needs. PD will be provided by the following service providers: College Board, Executive Leadership Institute Lincoln Center Theater and by our Network (CEI-PEA).

Mr. Scheno and Mr. O'Donnell, our two ESL certified teachers will provide workshops to our content area teachers in the following areas: Vocabulary Acquisition, Scaffolding assignments, use of and choosing modified texts, and writing strategies for ELL's. These workshops will take place during Circular 6 Meetings from 11-11:45 during the months of October, January, March and May.

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: Communication between our ESL teachers and the attendance teacher help to ensure effective and ongoing communication with parents. Parent orientations are conducted for parents of newly enrolled ELLs from 5:30pm-6:30pm on 10/10/2014 and 10/23/2014 Additionally, we invite all of our parents to two Curriculum nights during the year to discuss specific course content and expectations as well as to celebrate student work. These meetings are on 10/10/2014 and 5/14/2015 from 5:30pm-8:00pm. Throughout the year during PTA meetings and grade meetings (ex. Senior Parent Night) we provide families with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. These parent meetings are delivered by our ESL teachers and our Bi-lingual Guidance Counselor. Translators are available for the parent orientations. Informational materials are also available in the parent's home languages, such as Expect Success, A Guide for Parents of ELL's, a list of sample questions to ask at parent teacher conferences and the New York City DVD instructing parents to available programs for ELLs. We also provide mid-year interventions to develop a plan of action with parents of students who are struggling with schoolwork. Throughout the year College Summit hosts meetings for students and their parents on the following topics: Selecting a College, The College Application Process and Financial Aid. During Parent Teacher Conferences and Curriculum Nights we offer workshops for parents to learn to use the internet to

Part D: Parental Engagement Activities

communicate with teachers and administrators, particularly through Datacation. An additional workshops will address the college application process and the Dream Act. Teachers, administrators and guidance counselors talk with parents to ensure that they understand the NYS graduation requirements and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translators as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

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 	6,720	-ESL teacher used to supplement instruction in content area classes as a means of supporting ELL and the content area teachers. -ESL teacher provided after-School Regents Prep for ELL students and NYSESLAT prep. -ESL teacher and content area teachers provide extra-help (building literacy skills) for ELL students after school.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	2,480	Professional Development for ELL Teachers: -Lincoln Center Theater
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	1,000	-Content Area Libraries -Novels -Non-Fictions Texts -Vocabualry Acquistion Materials -Regents Prep Materials -NYSESLAT Prep Materials
Educational Software (Object Code 199)	-	-

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.
Travel	-	-
Other	1,000	-Translation Services for parent meetings/conferences -Translation Services for Regents Exams
TOTAL	11,200	_____