

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q328

School Name:

THE HIGH SCHOOL FOR COMMUNITY LEADERSHIP

Principal:

CARLOS BORRERO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School 9 - 12 School Number (DBN): 28Q328
School Type: Limited unscreened Grades Served: 9 - 12
School Address: 167-01 Gothic Drive, Jamaica, NY 11432
Phone Number: 718 558-9801 Fax: 718 558-9807
School Contact Person: Carlos Borrero Email Address: Cborrero@schools.nyc.gov
Principal: Carlos Borrero
UFT Chapter Leader: Addie Auerbach-Villegas
Parents' Association President: Marva Dudley
SLT Chairperson: ToshaLyn Francis
Student Representative(s): Ashley Ramnarine

District Information

District: 28 Superintendent: Mr. Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent's Email Address: Jmendez2@schools.nyc.gov
Phone Number: 718 281-7696 Fax: 718 281-7519

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: N561 Network Leader: Derek Jones

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carlos Borrero (Staff)	*Principal or Designee	
Addie Auerbach-Villegas (Staff)	*UFT Chapter Leader or Designee	
Marva Dudley	*PA/PTA President or Designated Co-President	
Johnny Baez (Staff)	DC 37 Representative, if applicable	
Ashley Ramnarine Mostafa Khan Sara Lops	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Victoria Penedo (Staff)	Member/ UFT	
Abdo Alkaifi (Staff)	Member/ UFT	
	Member/	
Karen Plummer	Member/ Parent	
Mark Bullock	Member/ Parent	
Kari Khan	Member/ Parent	
Chandra Williams	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

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

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

- 1) Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- 2) School strengths, accomplishments, and challenges.
- 3) The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

At The High School for Community Leadership, our mission and vision combine the following core values:

- **A CULTURE OF COLLABORATION**
We create a culture of collaboration to support future leaders as they develop their academic, social and emotional potential to engage with peers and the broader community in meaningful ways.
- **CREATING FUTURE LEADERS**
We inspire and challenge future leaders to pursue academic excellence, while defining a vision for how they will make positive contributions to their future endeavors and communities.
- **INSTILLING COMMUNITY**
We collaborate with parents and community partners, striving to ensure that each student develops her or his potential and graduates confident and prepared to achieve post-secondary success.

At HSCL, we have strategically partnered with such institutions as St. John's University, Syracuse University, Parsons/The New School, as well as Grace Episcopal Church and The Queens Library to provide our students with opportunities for innovative learning opportunities and leadership-building experiences. Through these partnerships our students and families are able to access college level coursework and instructors in a variety of disciplines. Our students also have multiple opportunities to engage in service projects within southeast Queens.

Over the course of our four years of existence, we have grown in size and our ability to provide a rigorous education. Our strategic plan for the year includes:

- 1) Building upon our success in graduation rate and college access for first generation post-secondary students
- 2) Continuously improving instruction as well as cutting edge learning opportunities for our students and families through strategic partnerships
- 3) Fostering a supportive environment for our students and families, as well as teaching staff.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on 2013-2014 data, our school achieved an 82% graduation rate with 97% our graduates obtaining admission to a post-secondary institution. Additionally, we were able to show significant gains in New York State assessments (Regents Exams) across all areas. Despite these successes, our students did not achieve desired levels of proficiency on the SAT exam, which resulted in a lower than desired acceptance rates for our graduates at top tier post secondary schools. The area of critical reading was a particular concern in this regard. These results were partially due to a high percentage of English Language Learners (ELLs) and Students With Disabilities (SWDs) enrolled at our school. To address this issue, our goals reflect the need to improve the overall level of rigorous instruction at our school through multiple opportunities to simulate college-level academic demands and to bolster the supports necessary to accelerate the academic progress made by high needs (e.g. ELL, SWD) students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

75% of our students in cohort 2011 (graduating class 2015) will have an early college experience through either AP level coursework or a rigorous educational experience with one of our strategic partnerships by June of 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We have obtained instructional materials as well as professional development training with the College Board for the development and expansion of AP courses at our school. Additionally, we have developed our partnership with St. John’s University (Institute for Writing Studies), which allows our students to enroll in hybrid courses that combine college-level course work and periodic integration into college classes. Finally, we have contracted with	All English as well as selected science and math teachers; 11 th grade	October 2014 through May (SAT/AP exam administration) of 2015.	Principal and AP Supervision

Kaplan K12 to provide SAT preparation for or students.	students;		
The needs of high needs students will be met by strategically allocating resources for one-on-one support/tutoring sessions with licensed teachers as well as the hiring of an additional English teacher to support our highest needs students in small group and individual settings.	ELLs and SWDs	2014-2015 school year	Principal and AP Supervision
Parent outreach will be conducted through direct teacher outreach, guidance outreach and an array of communication tools (e.g. school website, school messenger, etc.)		2014-2015 school year	Principal and AP Supervision
Teachers will provide administration with periodic feedback from PD as well as ideas to integrate or modify our strategic plan in this area.		2014-2015 school year	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
AP training provided by college board (TL funding); Kaplan SAT preparation program (Title I funding); SIG grant funding for PS; St. John’s Early College (Title I funding)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
(Q04U, AP Training) (GOSBV & GQOGI, PS for small group supports SWD and ELL) (Q5CJ, Kaplan SAT) (Q5AX, St. John’s)									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
January student progress and achievement data Administration and staff will assess AP training, Kaplan SAT impact on SAT scores, and college admissions data				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

<p>12th grade advisory focuses on the college application process.</p> <p>Additional enrichment courses are also offered to expand opportunities for credit accumulation and appeal to student interests (e.g. Computer Coding, 3D Modeling).</p> <p>Teacher teams will review student progress at two intervals during the Fall and Spring semesters (every six weeks) and make interventions with “at risk” students to increase pass rates. Teacher teams also meet on a weekly basis to discuss students “outside the sphere of success”, develop individual action plans and submit to the principal lists of students that require program modifications.</p>			
<p>The needs of ELL students will be met by providing differentiated strategies based on English language proficiency, level of academic proficiency and schooling in home language and motivation. Students will be placed accordingly in either a sheltered ESL program with content area instruction provided in native language, in collaboratively taught content classes (ESL/content teacher) with additional freestanding ESL classes or in fully integrated content area classes with additional technology supports as well as freestanding ESL classes. All ELL students will have access to tutoring and additional support services.</p> <p>The needs of IEP students/lowest 3rd will be met through collaborative team teaching. An additional ELA teacher will provide additional supports on an F Status basis (4 x per week) through SIG funding. We have a Guidance Counselor assigned to the 9th and 10th grades that monitors student progress and liaises with families to ensure that students remain on track for graduation.</p>	<p>ELLs and SWDs as well as other high needs students</p>	<p>ESL and IEP teachers, Guidance staff</p>	
<p>We will continue to purchase of Datacation/Skedula software both to monitor interim progress of students and identify “at risk” students in a timely manner as well as to provide parents with updated information related to student progress. This same technology is used to inform parents and students of all criteria for successful completion of coursework, assessment requirements, etc.</p> <p>Additionally, our school invested heavily in the development and maintenance of a website that includes the technological capacity to provide families an array of updates on school events, both academic and other.</p>	<p>Parents/families</p>	<p>Ongoing (Monthly PA meetings)</p>	<p>Administration, PA president/SLT</p>
<p>Regular teacher meetings provide opportunities for teachers to develop leadership capacity and participate in strategic planning, monitor plans/strategies and recommend revisions.</p>	<p>teachers</p>	<p>Ongoing (bi-monthly staff meetings)</p>	<p>Administration</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>TL funds for all human Resources (e.g. teachers, guidance); SIG grant funds for additional time on task (extended day, additional planning and academic interventions) as well as enrichment classes; TL funds for website/software;</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

(GOSBX ,GOSBV & GQOGI, for PS) (Q5CD and Q5CV for parent involvement as well as incentives for academic success)

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

85% of Cohort 2014 students will have accumulated at least 5 credits by the end of January 2015. Spring semester reviews of student progress will take place on March 27 and May 13 by teacher teams with Administration and academic counseling staff.

Ongoing use of protocols during teacher team meetings to analyze data related to student progress and course pass rate statistics (minimum of two intervals throughout each semester as well as at the conclusion of the Fall semester) inform extended day instruction as well as future programming.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Current college and career readiness metrics for our school point to an area in need of improvement. For example, our population achieved a 25% rate of college level proficiency viz. a 32% citywide average. An internal analysis has resulted in the identification of achievement data for ELLs and SWDs that have had a significant impact in this area. The strategic decision was made to focus on SWDs as strong academic language skills within the ELL population tend to require longer periods of time to develop. As such, we have identified Regents-level commencement proficiency for SWD as an immediate goal.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

70% of IEP students will earn a Regents diploma by August 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
IEP teachers will continue to participate in high quality professional development provided both by the network and the NYCDOE to ensure that SWD receive rigorous instruction with appropriate modifications. Currently, we have one IEP teacher assigned to each grade as well as an additional IEP teacher that can support through management of administrative functions and coverages. This allows IEP teachers to engage in small group and individual interventions both during the school day and after school.	SWD	Ongoing	AP supervision
SWD as well as ELLs have special advisory classes that combine developmental (e.g. life skills) and academic supports. These are programmed classes. IEP teachers meet on a weekly basis both as a team and with general education teachers to develop intervention	Teachers	Ongoing until June 2015	Guidance and IEP team leader

plans, monitor student progress and revise plans/goals for students.			
All teachers use phone messenger as well as communication software to ensure that parents are informed and have avenues for input into plans.	parents	All teachers and families	AP supervision
Teacher team makes recommendations to guidance and administration regarding all intervention plans and appropriate timeframes to measure effectiveness.	All students	Teacher team leaders	AP supervision

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

(GOSBX ,GOSBV & GQOGI, for PS) (Q5CD and Q5CV for parent involvement as well as incentives for academic success)

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

70% of Cohort 2011 (graduation class 2015) IEP students will be on track for graduation by January 2015. Spring semester reviews of student progress will take place on March 27 and May 13 by IEP teacher team with Administration and academic counseling staff.

Ongoing use of protocols during teacher team meetings to analyze data related to student progress and course pass rate statistics (minimum of two intervals throughout each semester as well as at the conclusion of the Fall semester) inform extended day instruction as well as future programming.

Part 6b. Complete in **February 2015.**

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Quality instruction is the essential requisite for student success. This assertion has been repeatedly proven in various studies. As such, HSCL is committed to continuously improving instruction through high quality professional development as well as structures that allow for collaboration and the sharing of best practices. Towards the same end, HSCL also aims to foster a culture of professional excellence. For the 2013-2014 school year, the majority of teachers at HSCL were rated effective. Given a significant number of new teachers to our school, as part of institutional growth, we aim to achieve a high level of effective and highly effective teacher ratings for the year reflected both in classroom observations and student achievement data. This requires significant leadership support in the areas of planning and coaching/supervision.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

90% of teachers will achieve an end of year rating of effective or highly effective by September 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Currently our school uses the Charlotte Danielson Framework to ensure that we share a common language around quality instruction and professional practice. After two years of integrating this framework into the various facets of instructional supervision, we have consolidated our knowledge of this research-developed tool. Currently, the core elements of said tool are made available to all teachers through summer ‘new teacher’ workshops, digital	Teachers and administration	ongoing	Principal and AP supervision

reproductions, etc.			
Because the framework includes practices appropriate for all students, and teachers of ELL/SWD are required to participate on all of the professional development sessions, these teachers and their students will be included in all activities around promoting effective teacher practice.	All teachers	ongoing	Principal and AP supervision
Currently, the school uses its website to offer course descriptions, including rigorous, college preparatory assignments/tasks. Additionally, monthly Parent Association meetings include a principal's report to parents, which includes details around CCLS as well as expectations for teacher evaluation.	Principal, parent coordinator and PA president	monthly	Principal
Teachers have multiple opportunities to provide principal and AP supervision with feedback, request specific supports and, where appropriate, develop their own PD plans.	Teacher team leaders, UFT chair	Ongoing	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for PD fees where appropriate as well as coverages

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal. (QO4U, professional development & GOSBR, per diem coverages)									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Mid year reviews of teacher performance data in ADVANCE will be used to indicate instructional areas in need of specific PD as well as teachers that require additional supports.				
Observations rounds follow a two-week cycle with conferencing as needed.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our current yearly attendance rate as reflected in the most recent data for 2013-2014 school year was 84%. Successful schools have higher rates of student attendance.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will achieve an end of year 90% attendance rate by June of 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
HSCL has a robust advisory program in which students meet in small groups 2 times per week with a faculty advisor to discuss adolescent issues and provide social emotional support. HSCL will offer enrichment classes based on student interest (e.g. music, computer coding, chess) HSCL had previously purchased materials to support the development of an Advisory program from Educators for Social Responsibility (e.g. ESR Advisory Library). Said materials continue to be used. HSCL to create half credit and full credit enrichment classes based on student interest surveys (e.g. music, dance) Monthly ATS reports monitor attendance patterns and identify “at-risk” students. Said reports form part of Inquiry team meetings at grade level. Monthly faculty meeting facilitated by School Social Worker to assist	ALL students	Ongoing	Guidance, School Social worker

<p>faculty in implementing Advisory program.</p> <p>Teacher teams meet to discuss students with academic and social emotional needs, develop intervention plans that include attendance outreach.</p> <p>Attendance trackers are developed for appropriate students and are shared with parents.</p>			
<p>HSCL has is developing a robust program of student organizations (e.g. SGA, Latin American & Caribbean Student Union, SYFA) TL funds have been used to help launch these organizations that are student driven. Each organization is mentored by an appropriate staff member (e.g. bilingual SW). regular invitations are extended to parents through a variety of means (e.g. phone, mail, translated invites) to encourage parent attendance at events.</p> <p>HSCL has also developed and funded a series of extracurricular activities (e.g. Step/Dance team, PSAL sports, Fitness club, Chess team) to incentivize adherence to the school community on the part of students and families.</p>	All students, ELLs and SWD	Teacher mentors	Principal
<p>Parent coordinator and GCs develop and facilitate a series of parent workshops on a variety of issues (e.g. immigrant rights, financial aid) in conjunction with parent leadership. Parent coordinator, guidance counselor and school social worker work along with faculty and administration to evaluate progress and effectiveness of interventions, liaise with and elicit parent cooperation.</p> <p>A phone system for informing parents of absences will be purchased using TL OTPS funds (School Messenger)</p>	Parents	Ongoing	Guidance, teachers, Parent coordinator
<p>Principal and guidance staff meet with student council as well as grade assemblies on a monthly basis to have informal conversations about school events, tone, etc., exchange ideas and give mutual feedback.</p>	Student leaders/all students	monthly	Principal

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>TL funds for permanent staff; Title I and Title III for student-centered activities to promote attendance.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>TL funds for all permanent staff; (Q5CQ for incentives) (PDJP for enrichment)</p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>40. Specify a timeframe for mid-point progress monitoring activities.</p>
<p>Monthly monitoring of attendance data using ATS and Datacatation. Students that fall short of threshold will have family interventions and/or SIT plans. SIT meetings are monthly for each grade. Additionally, the Parent Coordinator will</p>

engage in ongoing outreach to ensure that parents are supported in monitoring academic progress and attendance.

Part 6b. Complete in February 2015.

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Report card and/or teacher recommendation; IEP or LEP status	Interactive Writing, additional time on task	Tutoring, small group	After school and Saturdays
Mathematics	Report card and/or teacher recommendation; IEP or LEP status	Interactive math, additional time on task	Tutoring, small group	After school and Saturdays
Science	Report card and/or teacher recommendation; IEP or LEP status	Additional time on task	Tutoring, small group	After school and Saturdays
Social Studies	Report card and/or teacher recommendation; IEP or LEP status	Additional time on task	Tutoring, small group	After school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated or student/parent request	n/a	Small group and individual counseling	As needed

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

2a. Highly Qualified Teachers (HQT)

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

HSCL has developed a recruitment system that utilizes NYCDOE resources (New Teacher Finder) and independently developed network of local area schools of education (e.g. St. John’s University, Columbia University, Queens College, CUNY, etc.)

Two times per year HSCL hosts a hiring fair at the school. The dates of these activities are usually around January 30 and April 30. Prospective candidates are vetted in a three stage process: Panel interviews are conducted by teachers and students using a common rubric aligned to the Danielson framework; in school demo lessons are scheduled for the corresponding license area with procedures for both student and administrative or teacher evaluation; an interview with administration is then scheduled. Upon completion of the final stage, candidates are vetted by Human Resources support from the network.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

HSCL has formed a Professional Learning Community (PLC) in which whole faculty PD topics are decided upon based on data reviews. Additionally, each teacher is required to choose an individual area of PD. Administration funds high quality training to facilitate the particular professional development goals of its faculty. For example, new teachers have had individual coaching in classroom management, while senior teachers have had leadership training. Specialty PD offerings have included workshops for English language Learners, SWDs, Advanced Placement training, etc. This year, our school community has decided to focus on digital literacy. Extensive PD has been facilitated by in house staff as well as Custom Computer solutions to develop proficiency in Google Drive applications as well as teacher Dashboard.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers, both individually and through committees, identify PD topics and resources. The principal allocates funds and organizes a yearly schedule of PD opportunities based on the counsel of teacher committee.

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 (CEP) 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	\$180470	x	9, 12, 14, 16, 18
Title I School Improvement 1003(a)	Federal	\$135544	x	9, 12, 14, 16, 18
Title I Priority and Focus School Improvement Funds	Federal	n/a	n/a	n/a
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	n/a	n/a	n/a

Title III, Immigrant	Federal	\$11200	x	9, 12, 14, 16, 18
Tax Levy (FSF)	Local	\$2532557	x	9, 12, 14, 16, 18

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

The High School for Community Leadership, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 328
School Name High School for Community Leadership		

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 Carlos Borrero	Assistant Principal
Coach type here	Coach type here
ESL Teacher Miriam Acosta and Flora Lutsky	Guidance Counselor Susan Erhard
Teacher/Subject Area Sara Rhodes	Parent type here
Teacher/Subject Area Priscilla Rodriguez	Parent Coordinator Kristina Rodriguez
Related Service Provider type here	Other Diana Franco, SSW
Network Leader(Only if working with the LAP team)	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	2	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	359	Total number of ELLs	76	ELLs as share of total student population (%)	21.17%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE										23	22	22	9	76
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	23	22	22	9	76

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	7

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	68	0	0	1	0	0	7	0	3	76

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	68	0	0	1	0	0	7	0	3	76
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										6	8	7	5	26
Chinese														0
Russian										0	1	0	0	1
Bengali										3	4	5	4	16
Urdu										2	2	0	2	6
Arabic										2	0	3	1	6
Haitian										1	2	6	2	11
French										0	0	1	1	2
Korean										0	0	0	0	0
Punjabi														0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other														0
TOTAL	0	14	17	22	15	68								

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)										8	14	4	1	27
Intermediate(I)										4	4	9	2	19
Advanced (A)										6	5	7	4	22
Total	0	18	23	20	7	68								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		6	
Integrated Algebra	53		46	
Geometry	26		23	
Algebra 2/Trigonometry	5		5	
Math _____				
Biology				
Chemistry	9		6	
Earth Science				
Living Environment	9		7	
Physics	9		7	
Global History and	9		7	
Geography				
US History and	48		37	
Foreign Language	40		39	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
If the student is eligible they are given a LAB-R exam and/or Spanish LAB-R exam within 10 days of matriculation. Eligibility for this exam is limited to students that are enrolling in a New York City school for the first time and is determined by one of two ESL teachers at our school. These are Flora Lutsky, an ESL certified teacher and ESL LAB Coordinator, and Miriam Acosta, an ESL certified teacher.

The Language Assessment Battery Revised (LAB-R) is an exam that tests the four modalities of English: written, spoken, listening, and reading. Based on the results of this exam, a child can "test out" placed within a English language learning program.

To evaluate the English proficiency progress of ELLs the New York State as a Second Language Achievement Test (NYSESLAT) is administered. This exam is given to every ELL student. Graduating from the ESL program is possible with a high score in the NYSESLAT. This exam is administered in the spring to all students who have limited English language proficiencies. The results are returned in august. The exam covers all four modalities of the English language, similar to the LAB-R. The NYSESLAT examination results are also used to determine instructional focuses for the following school year. If a student is deemed proficient in English Language Arts they enter the general program of study, letters are sent home to inform parents that their child are no longer in the ESL program although transitional support remains available. If a student does not achieve proficiency in English, a letter of continuance is sent to parents to inform them that their child will be enrolled in additional English development support classes for the English language learner. The parent is also provided with a continuance in which they acknowledge their child's continued ESL education.

We determine placement student profeciency based on the LAB-R. Currently we offer three levels of ESL: beginner, intermediate, and advanced. A curriculum is collaboratively written by the ESL teachers to provide lessons, methodolgies, and instructional materials that will meet the students needs at each level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Length of time in the country and enrollment in the High School plays a role in accelarating the students level. Students with consistant attendance, strong literacy skills tend to progress faster through the evaluation process than recently arrived ELLs with limited literacy skills and interrupted formal education.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The ESL teachers devise activities and lessons plans based on the skills that the various NYSESLAT modalitiesaccess. We use the the Annual Measurable Achievement Objects to inform our curriculum writing process. We try to align our goals for our ESL program based on the Achievement Objectives.

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?

Length of time in the country and enrollment in the High School plays a role in accelarating the students level. Students with consistant attendance, strong literacy skills tend to progress faster through the evaluation process than recently arrived ELLs with limited literacy skills and interrupted formal education. Students who have strong native langauge profeciency and of good educational foundation, tend to progress at a quicker pace than student with weaker academic backgrounds. These students who have strong literacy skills are able to perform well in their classes and their English level profeciency is matching up to their native langauge profeciency. However, in content classes in which the language is much more complex and targeted, students have the option to take the tests in their native language.

School leadership and teachers are using the ELL Periodic Assesment to determine placement of students as well as to provide an individual need based support.

The Periodic Assessment help us learn that the curriculum needs to have multiple entry points that allow for various educational needs.

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
At HSCL we provide teachers with sheltered instruction strategies with emphasise on enveloping academic vocabulary and grammatical structures. Langauge is taught through content for an organic, natural approach to learning.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use the NYSESLAT and other standardized testing, such as the Regents, to determine their progress. Depending on their scores on these assessments, we determine their academic and langauge development.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The first step in identifying English language learners (ELLs) is to observe students for inflection and phonology in their speech to determine if it is in the normal parameters of native English speaking students during the formal intake/screening interview conducted at the school. This initial step always takes place with the pupil accounting secretary and one of two licensed ESL teachers, Flora Lutsky or Leticia Tobar. At this intake/screening interview with the student and parents, both are interviewed and all paperwork from their home school is received to determine from transcript and other records the extent of their English language education. We also note that depending on the incoming student's point of origin their English language education may already be far along or not started at all. At this point parents are provided with a Parent/Guardian Home Language Identification Survey (HLIS), in a variety of languages if necessary (e.g. Spanish, Bengali). This survey identifies the language(s) the child speaks at home as well as any self-identified writing and/or reading proficiencies. The HLIS also serves to identify Students with Interrupted Formal Education (SIFE) or if the student has any communication deficiencies. This interview is also the time were parents choose what language they would like to use both in verbal and written communication with the school. In the event that the parent also needs verbal assistance during this interview, we access capable staff in the building or they are assigned a qualified translator from the DOE Translation Unit's Phone center to guarantee that they are aware of all of the placement opportunities that their child has in the New York City school system.

If the student is eligible they are given a LAB-R exam and/or Spanish LAB-R exam within 10 days of matriculation. Eligibility for this exam is limited to students that are enrolling in a New York City school for the first time and is determined by one of two ESL teachers at our school. These are Flora Lutsky, an ESL certified teacher and ESL LAB Coordinator, and Leticia Tobar, an ESL and NLA certified teacher. The Language Assessment Battery Revised (LAB-R) is an exam that tests the four modalities of English: written, spoken, listening, and reading. Based on the results of this exam, a child can "test out" placed within a English language learning program.

To evaluate the English proficiency progress of ELLs the New York State as a Second Language Achievement Test (NYSESLAT) is administered. This exam is given to every ELL student. Graduating from the ESL program is possible with a high score in the NYSESLAT. This exam is administered in the spring to all students who have limited English language proficiencies. The results are returned in august. The exam covers all four modalities of the English language, similar to the LAB-R. The NYSESLAT examination results are also used to determine instructional focuses for the following school year. If a student is deemed proficient in English Language Arts they enter the general program of study, letters are sent home to inform parents that their child are no longer in the ESL program although transitional support remains available. If a student does not achieve proficiency in English, a letter of continuance is sent to parents to inform them that their child will be enrolled in additional English development support classes for the English language learner. The parent is also provided with a continuance in which they acknowledge their child's continued ESL education.
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.

After the intake/screening interview has been completed both in English and the native language, Flora Lutsky then presents the parents with an orientation DVD in Room 339 or on one of the office computers if necessary. This content of this DVD is available in several languages. The orientation DVD describes the opportunities that students have in the New York City education system. It covers the three different programs; transitional bilingual education (TBE), dual language, and free standing ESL. The DVD explains to the parents and student the type of instruction that each of these programs affords. The purpose is to enable parents to make a choice that reflects the education path best suited for their child. The DVD also explains that ESL is a Department of Education

mandate, however it is optional to receive bilingual education. The DVD also explains parents' options if the school's demographics make certain programs unavailable. For example, our school has insufficient numbers of students identified as Spanish, Bengali or Haitian Creole students to develop a Dual Language program at this time. Parents are informed that they have the option to transfer to a school that has the available program in these cases. They are also informed that should they decide to keep their child at our school, once the school population reaches a threshold of 20 students of the same foreign language with consenting parents, a bilingual education program (e.g. Dual Language) will be created at our school.

The next step is to give parents a Parent Survey and Program Selection form. This form is given in the parent's native language. This form reviews some of the information presented in the DVD and allows the parent to make a written selection of the program they wish their child to take part in. This form also gives the parents an opportunity to review and correct any of the information which they supplied during the initial intake/screening interview on the HLIS form. The final function of the Parent Survey and Program Selection form is to disclose all of the information the parents received during the enrollment and program selection process, including the placement of their child in an age appropriate group. At this time parents are also informed that the selection is for the whole year, their transfer rights if they wish a bilingual program, and the ESL requirements of the Department of Education. We make every effort to complete this process during the first day in which parent enroll their child. However, in cases in which the process cannot be completed during the first day, parents are informed that the timeline for completing this process may not exceed ten days. The form also informs them that if they make no selection or that if they take more than ten days to return the completed form the default program choice is Bilingual Education. Our school has set a policy to reach out to parents either by phone or letter if forms are not returned within five days of the initial intake/screening date. here:

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

Communication is maintained with a student's parent through a variety of means (e.g. phone, email, mail) once the initial intake process is complete. Our school encourages parents to submit the Parent Survey and Program Selection forms during the initial intake/screening. However, in cases in which this is not possible, we use a variety of means (E.g. phone, email, mail) to ensure the return of these completed forms. During intake, every effort is made to ensure that gathering contact information for the families of ELL students follows the same process as for all students. Translated blue cards (Emergency Cards) and other intake documents are filed in individual student records along with the language preference forms. At a minimum, our school seeks to maintain phone numbers, email and home addresses as well as additional emergency contacts. Parents are also provided the school website address (www.nychscl.com) and explained the translator function. The parents are also made aware that they will receive periodic status updates on their child's progress at school through a variety of means.

During the fall parents receive an annual Entitlement Letter, after their child has been enrolled in an ESL program for a minimum of one school year. At a minimum of four times throughout the school year the parents of ELL students are invited to meetings in which their children are recognized for their progress. In addition to the two mandated Parent Teacher Conferences (Fall and Spring), there are two scheduled meetings in the winter and late spring specifically for parents of ELLs. When entitlement letters are given to parents (Fall), they are informed that maintaining program selection consistency promotes the acquisition of language skills in English. The entitlement letter is sent home with the student and by mail in cases in which parents do not attend. Follow-up phone calls are made to parents to verify receipt of the entitlement letter and remind them to return the completed form. The entitlement letter reminds parents of their education selection rights. The letter also offers them the option to continue in the selected ELL education program or to make a change. The letter also highlights that staying in the same program year after year normally produces better results for the student.

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.

The Language Assessment Battery Revised (LAB-R) is administered by ESL teacher, Flora Lutsky during or as soon as possible after enrollment. This assessment is given within the first 10 days of a student's matriculation in school. This assessment determines the English proficiency level of ELL students for the purpose of placement. The assessment covers proficiency in reading, writing, listening, as well as speaking in English and Spanish. The placement levels are Beginning, Intermediate, Advanced, or Proficient. If the student does not speak, read, understand, or write in English, they are still tested. However, the test is marked "unable to answer." The LAB-R is then scored in house to place the student properly within ten days of student enrollment. Results are also forwarded to the borough assessment office in Long Island City. In our school, Beginning level students receive a minimum of three periods of ESL per day or the equivalent of 540 minutes of ESL instruction per week. Intermediate students receive a minimum of two periods of ESL per day, equivalent to 360 minutes of instruction per week. Advanced students receive a minimum of one period each of ESL and one period ELA instruction daily; the equivalent of 180 minutes of each per week. Students that qualify as proficient and have graduated from ESL are given after school tutorial support classes. Native Language Arts in Spanish are currently available in our school to support some students in the transfer of their native language skills and knowledges to English language Arts

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.

We first obtain the list of the eligible students. Then, we allocate appropriate space and timing to administer the test. We notify the students and teachers of the designated test time and space by posting the list of students who need to take the test with the time and room number. We make announcements in our classes of the schedule as well as all content area teachers working with ELL students. We administer the exam sequentially based on the modality and time frame designated by the Department of Education. The speaking modality part of the exam is done individually. For any reason a student is absent for any part of the exam, make-up dates are also allocated into the schedule.

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. *①*
High School for Community Leadership is currently in its fourth year and all of the parents have selected ESL as their first choice. The program is aligned with parents requests. There are freestanding ESL classes, along with additional support in the form of push-in model classes and bilingual support.

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])?

In HSCL there are various organizational models used. There are certain classes that are self-contained, such as Global 3-4. There are also several classes that follow the collaborative co-teaching models such as the ELA and math classes. The program models are blocked and we try to create homogeneous groups based on language level proficiency.
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)?

Core content classes consist of 90 minute blocks. Push in ESL instruction takes place for the entire block. ELL students take 2 core content classes daily for a total of 180 minutes of ESL instruction in the content area. They take an additional 45 minutes daily of freestanding ESL instruction. Additionally, ESL students are provided with tutoring after school 3 days a week. Students at all levels are currently receiving a total of 1125 minutes of ESL instruction each week. Advanced students receive an additional 45 minute ELA class daily for a total of 225 minutes of instruction per week.
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.

Content area instruction is delivered in English by the content area teacher with the use of QTEL, sheltered models, and Best Practices strategies delivered by the ESL teacher to support ELL students.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use periodic teacher created assessments created by the NYSESLAT and the LAB-R.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - a. basic literacy skills and fundamentals using a combination of educational software, textbooks and workbooks, trp activities and teacher created materials.
 - b. Communicative competencies and language functions, introduction to content area topics through collaborative units planned with content teachers
 - c. We push in to classes and support the ELL students with assignments and projects assigned by the content area teachers. We provide teachers with strategies to help teach students.
 - d. These students are mainstreamed and are supported by grouping them with the transitional classes which help approximate regular content area classes.
 - e. We provide transitional services and push-in support on an on needs bases.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL students teach ESL classes in English using a grade/level appropriate series (National Geographic's "Edge" series as well as content rich independent readers). In addition to QTEL, Best-Practices, and Sheltered Instruction, the strategies that are utilized are as follows: assisted reading, sight word categories, synonyms match, KWL charts, semantic feature analysis, previewing target text, segmented text, oral reading prompts, analyzing main concepts, visual displays, paragraph restatements by summarizing or paraphrasing, meta-comprehension training on main ideas, pre – paragraph questions, writing before reading, story mapping training, collaborative learning, identifying and interpreting theme, self-questions for main ideas, reciprocal teaching, story retelling, two column notes, anticipation guides, feature analysis, verbal – visual associations, and sentence starters. We currently have a high percentage of ELLs that are newcomers (students with less than 3 years in the country). These students are supported by materials that focus on content knowledge acquisition (e.g. translated and bilingual books, dictionaries, software, etc.) as well as ESL materials that focus on acculturation (e.g. common social interactions). ELL students that have been the country for either 4 to 6 years, or "long term" ELLs receive instruction modified to focus on academic language acquisition and formal

register.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL students who are also designated SWD are provided with a non restrictive environment. This includes a coteaching team classes, as well as SETTS class.

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:	Spanish		
Math:			
Science:			

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

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

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

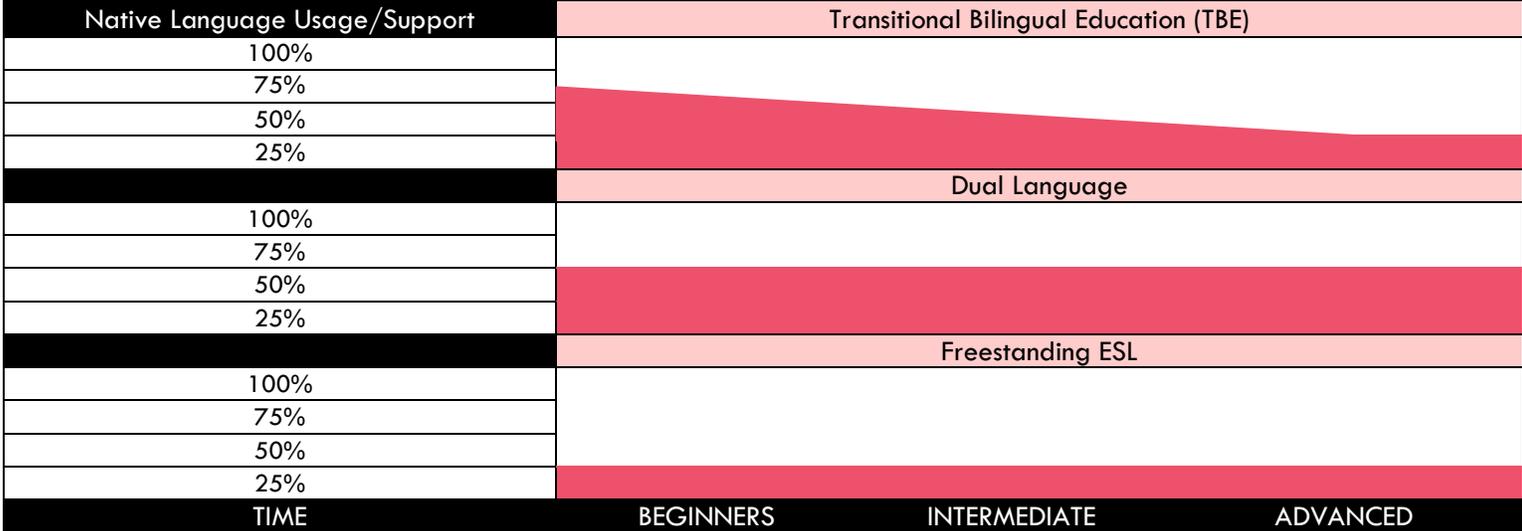
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

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.
Here at HSCL, we have various programs to help our ESL students obtain the maximum level of support and learning. There are various push-in classes, cotaught classes, pull-outs, and a class taught in Spanish for students whose native language is Spanish.:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on the NYSESLAT and the Regents, students on average are showing progress.
11. What new programs or improvements will be considered for the upcoming school year?
After school programs for advanced and transitional students to offer targeted standardized testing preparation.
12. What programs/services for ELLs will be discontinued and why?
Nothing we have in place will be discontinued. :
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students have access to all school activities and programs that are offered to mainstream students if they are willing to do so.:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We use the EDGE series, Achieve 3000, and the Plato program. We also provide iPads to content area teachers to use with ELL students in their classes for translators, dictionaries, and glossaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Our ESL teachers are bilingual and use native language support to facilitate content area instruction. Native language support is used more for the struggling incoming students. An example of this is using bilingual literature in the classroom.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
We choose appropriate grade level and interest level materials for students to use.
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.
We use orientatoinis during the summer to welcome and inform the student of important information fo the school. We also use the buddy system in which a student is paired up with a student of the same native lanauge and, if possible, country or origen to help guide the student. The ESL teachers also introduce the students to their content area teachers.
18. What language electives are offered to ELLs?
Spanish and French,
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. ESL teachers have had the opportunity to attend various professional development opportunities such as QTEL conferences, NYSESLAT PDs, and other DOE sponsored professional development workshops.
 2. Please see above.
 3. There is a social worker and guidance counselor who help students with their social, emotional, and academic needs.
 4. We do many in-house professional development as well as DOE sponsored professional development.

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?

We have initial parent orientation in which they are informed of the ESL program in our school. Teachers meet with parents during Parent Teacher Conferences, as well as periodic individual meetings set up through appointments. Through the individual conferences, needs of parents are determined. Through these conferences and meetings, teachers and parents are able to determine the needs of parents and establish a plan that allow for the student to thrive.

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: 28q328 School Name: The HS for Community Leadership

Cluster: _____ Network: 561

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.

Freshmen orientation as well as intake protocols throughout the year include a language questionnaire. As a Google Apps for Education school, we also gather information on the best ways to reach out to parents. This information is cross-referenced with information gathered from the LAB-R, etc.

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.

At present, we have staff capable of effective and clear translations (oral, written) in Spanish, French, and Arabic. Urdu, Bengali and Haitian Creole are additional languages spoken by our families. Various staff meetings and occasions for staff to participate in student organizations (Latin American and Caribbean Student Union and Southeast Asian Fellowship) have served as venues to strategize about how to improve communication with these communities.

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.

In staff translations of written documents will be made for Spanish, French, and Arabic. Parent and student volunteers will translate for Bengali, Urdu and Haitian Creole. All additional languages will require the use of the translation unit.

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

In staff oral interpretation will be made for Spanish, French, and Arabic. Parent and student volunteers will translate for Bengali, Urdu and Haitian Creole. All additional languages will require the use of the translation unit.

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>.

Building signage in case of emergency and notifying parents of the availability of translation services in multiple languages has been posted, parents have been sent translated copies of the Parent Bill of Rights, the safety plan allocates for cross school staff to liaise with different language groups on campus.



Department of English Language Learners and Student Support

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<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: <u>HS for Community Lead</u>	DBN: <u>28Q328</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 37
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: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

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:

Supplemental instruction for ELLs is provided after school as well as on Saturday throughout the 2014 - 2015 school year. In order to provide the additional instruction described below, we have decided to supplement the Title III funding allocated for Per session with SIG ARRA funds also allocated for Per Session.

Saturday Program

Saturday classes run from late September - mid January for 15 sessions and resume in March to conclude in May for 8 sessions. Saturday classes meet from 9am - 12pm. Classes are Native Language US History (Spanish) as well as ESL. There will be 2 classes of 10-15 students from grades 9-12 depending if they need supplementary support in US History and ESL. For the fall semester 2014, we have 8 ESL students level Beginner and 12 students in the US History (Native Language Spanish class. For the Spring we will have the same type of program with one content area teacher and one ESL teacher. There will be 2 groups of 10-15 students and they will switch every 90 minutes. Content classes are offered in native language in US History. Classes are taught by licensed Bilingual Content Area Teacher as well as licensed ESL teacher during the Saturday Program. Classes are 90 minutes long. ESL class - one class - is taught by the ESL licensed instructor and the US History class is taught by a content teacher. The groups switch after each 90 minute session.

After School Program

Additionally, ESL free-standing classes are given to beginning level students after school on Monday, Wednesday and Friday for 17 sessions throughout the academic year from October to May. Classes meet from 3:30 - 5:00pm. Three licensed ESL teachers (Ms. Lutsky, Mrs. Tobar and Ms. Acosta) alternate to provide this additional time on task which focuses on ESL, but also incorporates content for Algebra and US History. There are 17 level I (Beginner) students attending after school. Students are grades 9-12. There will be one group of 17 students. Supplemental classes in content areas are also offered and follow the model used during the regular school day in which classes are taught by content teachers with language proficiency or by content area teachers along with ESL licensed teachers.

Part B: Direct Instruction Supplemental Program Information

ELL instruction in our school is delivered through several models designed to best meet individual students' needs. ESL stand-alone classes are designed for student language acquisition to facilitate them to be mainstreamed into monolingual content classes. In addition to free standing ESL classes, the beginning level students receive core content classes which are taught by ESL teachers using ESL strategies. There is also a Global Studies class taught in Spanish a content area teacher (Ms. Rodriguez) with native language proficiency and a dually licensed ESL/Spanish teacher (Ms. Tobar). The Collaborative Team Teaching Model, used for the intermediate and the advanced students, is a model in which a licensed ESL teacher (Flora Lutsky, Letecia Tobar, or Miriam Acosta) pushes into content classes in which ELL students are blocked along with monolingual (English) students, to provide ESL instruction and support. Content classes use flexible student grouping depending on the lesson being taught at a given time (e.g. heterogeneous by language). This gives students the opportunity to use language in an authentic setting while giving them content and language exposure with scaffolds and support .

In addition to adaptive software designed to improve literacy (e.g. Achieve3000) our school also uses Geographic's "Edge" series as well as content rich independent readers). In addition to QTEL, Best-Practices, and Sheltered Instruction, the strategies that are utilized are as follows: assisted reading, sight word categories, synonyms match, KWL charts, semantic feature analysis, previewing target text, segmented text, oral reading prompts, analyzing main concepts, visual displays, paragraph restatements by summarizing or paraphrasing, meta-comprehension training on main ideas, pre – paragraph questions, writing before reading, story mapping training, collaborative learning, identifying and interpreting theme, self questions for main ideas, reciprocal teaching, story retelling, two column notes, anticipation guides, feature analysis, verbal – visual associations, and sentence starters.

We currently have a high percentage of ELLs that are newcomers (students with less than 3 years in the country). These students are supported by materials that focus on content knowledge acquisition (e.g. translated and bilingual books, dictionaries, software, etc.) as well as ESL materials that focus on acculturation (e.g. common social interactions). ELL students that have been the country for either 4 to 6 years, or "long term" ELLs receive instruction modified to focus on academic language acquisition and formal register.

Part C: Professional Development

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

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

Begin description here: Professional development will focus on Writing and the use of adaptive software for this purpose. Specifically, our PD will be around the use of Achieve 3000 adaptive writing software. Sessions will be held after school for 6 teachers. Sessions will be held on October 29th, November 13th, December 4th, January 9th, February 27th and March 26th, usually from 3:30 - 5:00pm.

Part C: Professional Development

Topics will include:

writing conventions
social studies writing

DBQs, Thematic Essays. The Kevin Baird and Robert Marantz are the facilitators.

The rationale for this PD is to target an area in need of improvement based on student achievement data for ELLs.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In addition to multi-lingual parent association meetings, which are held every third Tuesday of each month from 6:00 - 7:30PM, phone "blasts" and mailings to keep parents informed, we have also organized and will continue to organize college trips and specialized workshops specifically for parents of ELLS

(FAFSA en Espanol

College Applications in Haitian Creole, Spanish, Bengala)

We have and will continue to organize trips to specialized college fairs (e.g. Latino College Fair hosted by Lehman College). We are also organize an annual college trip to Hostos Community College specifically for ELLs and families. Several workshops have been planed that include break out sessions for different linguistic groups using community members and families as translators. Each workshop coincides with parent association meetings which are held once a month. Parent are always notified via phone and tranlated flyers. Ms. Susan Erhard, Ms. Sophia Papadatos and Ms. Diana Franco will facilitate sessions at Parent Association meetings as follows:

College Application Process 11/13, 11/14/ 11/15

Financial Aid for Parents 1/8, 1/9,1/10

Resources for Parents with Teenagers

Immigration 3/24/15

Mental Health resources 5/19/15

Part E: Budget

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

Allocation Amount: \$11200

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