



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

SCHOOL NAME: BENJAMIN N. CARDOZO HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q415

PRINCIPAL: GERALD MARTORI

SUPERINTENDENT: **DONALD CONYERS**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gerald Martori	*Principal or Designee	
Dino Sferrazza	*UFT Chapter Leader or Designee	
Evette Ennis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Valentina Aquista Sara Levine	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ann Sund	Member/UFT	
Orline Borno	Member/UFT	
Yvette Bohlman	Member/CSA	
Michael Krocondelis	Member/UFT	
David Wallach	Member/Parent	
Elizabeth Milonas	Member/Parent	
Gina Codelia Madeline Rosario	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By August 2015 the school will improve the graduation rate of students with disabilities from 55% to 58%

Comprehensive needs assessment

- The New York State Report Card cited the school for not making yearly progress in graduation rate for students with disabilities
- The schools Quality Review and Survey was reviewed...

Instructional strategies/activities

- Curricular supports for students with disabilities will be further aligned to Common Core standards
- Approaches that stem from the Universal Design for Learning will enable staff to create multiple entry points for students with disabilities
- To increase writing across the curriculum including students with disabilities.

Strategies to increase parental involvement

- Teachers will continue to reach out to parents by telephone, writing letters and e-mails
- Teacher have additional time during the week a on Tuesdays and Wednesdays
- Department meetings with parents regarding students not making progress

Budget and resources alignment

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

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

 x Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Continue to increase the number of Integrated Collaborative Classes (ICT)
- An Assistant Principal of Special Education was hired
- To have the Assistant Principal of Special Education work with teachers in all disciplines

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By August 2015 to increase the graduation rate of English Language Learners from 56% to 71 % in order to meet our progress target percentage as outlined by the NY State accountability report

Comprehensive needs assessment

- The New York State Report Card cited the school for not making yearly progress in the above areas.
- The Quality review and school survey was reviewed

Instructional strategies/activities

- ESL teachers will expand their teaching toolkit by using modes other than English to perpetuate the importance of communication (graphs, visuals, etc).
- Vocabulary work will coincide with school-wide development of Academic Vocabulary aligned to Common Core instructional shifts.
- To increase writing across the curriculum and to especially concentrate in ESL classes

Strategies to increase parental involvement

- ESL classes for parents in the Spring

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Title III – Summer School for Summer 2013
- Title II LEP– ESL classes for parents in the Spring

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To strengthen teacher practice by developing a shared understanding of instructional excellence as evidenced by the implementation of a new teacher evaluation and development system.

Comprehensive needs assessment

- Have the Assistant Principals engage in at least 4 unannounced teacher observations
- Increased Teacher Training should occur during Faculty Meetings and Staff Development Days

Instructional strategies/activities

- Have at least 4-6 teacher reviews for all 151 teachers done by both Assistant Principals and Principal using the Danielson Framework
- Increase the number of informal observations school-wide
- Disseminate best practices aligned to key competencies from the Danielson Framework

Strategies to increase parental involvement

- Meeting of the School Leadership Team
- Parent Teacher conferences

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

To have the network support and the DOE talent coach work with teachers and Assistant Principals on the teacher evaluation rubric

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Repeated reading and writing skills	tutoring	During the school day
Mathematics	Repeated problems	Tutoring	During the school day
Science	Repeated reading and writing skills	Tutoring	During the school day
Social Studies	Repeated reading and writing skills	tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		One to one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Teachers are hired in their content area

All Special education teachers that are newly hired are now dually licensed in special education and a content area

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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: Benjamin N. Cardozo High School | DBN: 26Q415

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy

Total # of ELLs to be served: 228

Grades to be served by this program (check all that apply):

K 1 2 3 4 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
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: We will offer two afternoon classes per week, and one Saturday class, for approximately 150 ELL students (Levels 1, 3, and 5). The program will run on Mondays through Thursdays from 3:06pm to 4:36pm (Monday and Wednesday will be dedicated to the skills needed for the new Common Core ELA Regents and Tuesday and Thursday will be dedicated to Global Regents skills), and Saturday from 9am to 11am (Reading Comprehension and Writing skills), for approximately fifteen weeks starting in January and running through May. In these noncredit bearing classes, students will also focus on auditory and reading comprehension skills as well as specific tasks that need to be mastered such as note taking and essay writing. Note taking and essay writing are related to the improvement of auditory skills and reading comprehension as Social Mediating Strategies; students converse, and work in pairs and/or groups, while peer editing their essays. The rationale for this ongoing Title III funded program is based upon the rising passing rate for ELLs on the ELA Regents. The passing rate has increased from 20% to 45%, including 5% of our ELLs reaching mastery.

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: All staff is responsible to monitor the progress of ELL students and work collaboratively to address their needs. Professional development will be conducted on staff development days. It will be led by in-school staff from the English department as well as the Social Studies Department, and presenters from CFN 201 support network. The topic is Shift 6 of the Common Core State Standards (Academic Vocabulary) This Professional Development will take place after school, on the following dates and times -- September 19, 2014 from 2:00 to 3:00 PM, October 3, 2014 from 2:00 to 3:00 PM, October 17, 2014 from 2:00 to 3:00 PM, November 4, 2014 from 9:30 to 11:30 AM, November 17, 2014 from 2:00 to 3:00 PM, and December 12, 2014 from 2:00 to 3:00 PM

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: Two bilingual teachers (one bilingual and one general education), one supervisor, and one counselor will hold Newcomer Saturday classes from 9:00 - 1:00 for 40 hours over the course of the school year. Parents will use this time to talk to the counselor and a teacher about their concerns about NYSESLAT, the Regents exams requirements, and the new State Mandated Common Core Standards. Parents will also be able take a reading and writing class with a certified English teacher. Parents will be able to use this time to speak to the counselor and ask any questions/discuss any concerns they might have about their ELL students. In addition, community speakers will be asked to meet with parents throughout the course fo the year, including an imigration lawyer to discuss immigration laws. The Saturday classes will take place over a course of ten weeks, beginning in February 2015.

Part E: Budget

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

Allocation Amount: \$27208

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 	\$20787.00	ESL Saturday program for parents $\$51.51 \times 40 \text{ hours per teacher} \times 2 \text{ teachers} = \4120.00 $\$55.38 \times 40 \text{ hours for 1 counselor} = \2215.00 $\$52.84 \times 40 \text{ hours for 1 supervisor} = \2113.60 TOTAL = \$8448.60 (There are no other supervised programs in the building at this time, hence the need for a supervisor.) Teacher Per Session cost for after school instruction of students 30 sessions - 90 minutes per session $\$51.51 \times 45 \text{ hours} \times 3 \text{ teachers} =$

Part E: Budget

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

Allocation Amount: \$27208

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$6953.85 \$55.38 X 45 hours for 1 counselor = \$2492.10 52.84 X 45 hours for 1 supervisor = \$2377.80 TOTAL:\$11823.75</p> <p>(There are no other supervised programs in the building during these hours, hence the need for a supervisor.)</p> <p>Teacher per session cost for professional development planning for two ESL teachers - \$51.51 X 5 hours X two teachers = \$515.10 TOTAL: \$515.10</p>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$3500	Professional Development Opportunities \$2500 Community Speakers (including 1 immigration lawyer) \$1000
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2920.55	Consumable Supplies \$2185.55 Parental mailings throughout the course fo the school year Postage = \$735 -- approximately 5 mailings to approximately 300 parents throughout the year (49cents postage - as of 10/21/14)
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 26	Borough Queens	School Number 415
School Name Benjamin N. Cardozo High School		

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 Gerald Martori	Assistant Principal Bonnie Messina
Coach	Coach
ESL Teacher Jocelyn Brathwaite	Guidance Counselor Adriana Saponara
Teacher/Subject Area Daniel Feliz/ESL	Parent Lisa Liotto
Teacher/Subject Area Phyllis Liang/ESL	Parent Coordinator Barbara Nunziata
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	9
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3267	Total number of ELLs	190	ELLs as share of total student population (%)	5.82%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										4	4	6	6	20
Push-In										0	2			2
Total	0	0	0	0	0	0	0	0	0	4	6	6	6	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	190	Newcomers (ELLs receiving service 0-3 years)	91	ELL Students with Disabilities	20
SIFE	7	ELLs receiving service 4-6 years	47	Long-Term (completed 6+ years)	25

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

	ELLs by Subgroups									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										0

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	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										26	14	2	1	43
Chinese										36	20	39	8	103
Russian												1		1
Bengali										4		1		5
Urdu														0
Arabic											1	1		2
Haitian										1	1			2
French												1	2	3
Korean										6	6	2		14
Punjabi										1	1			2
Polish														0
Albanian														0
Other										4	1	5	5	15
TOTAL	0	78	44	52	16	190								

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	90		19	
Integrated Algebra	16	78	11	63
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry	60		40	
Earth Science		20		5
Living Environment		104		65
Physics	35		29	
Global History and Geography	76	51	60	43
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use prior ELA Regents grades, NYS Performance Assessments, and prior report card grades to help assess the literary levels of our ELLs. This information helps us to determine, for one thing, how we will use our Title III money. For instance, we might target a particular subject area, or a particular grade level, according to our needs. Last June we looked at our assessments and targeted 48

students for extra help over the summer. We use our Title III summer funding to create collaborative teaching teams. We had an 80% passing rate on the ELA Regents.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data reveals a steady upwardly mobile progression, with very few exceptions. Most ELLs (approximately 85%) move to Proficiency prior to graduation. The exceptions are the lowest third, who do not do as well as the general population, and X coded students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Using the RLAT and the ELA Regents, we have found that our ELLs are most deficient in their writing skills. ESL teachers are adapting their lessons to the NYS Common Core Standards with techniques such as writing routinely over extended time periods, developing and strengthening writing as needed by planning, revising, editing, and rewriting.

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?

Our periodic assessments are school designed, and we base them on PSAT reading and writing skills. Our ELLs do well in accordance to their levels. Beginners fare the worst and Advanced students do as well as most of their peers who are not in ESL classes. Our ELLs fare very well in their math classes, where there is less reading and writing required. They struggle the most in English and Global Studies. Students who have failed a regents, regardless of whether or not the test was taken in English of their native language, are mandated, through programming, to attend the Cardozo Tutoring Center. Our library has a collection of textbooks in our most prominent native languages, and students may borrow them as needed.

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](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?
In all ESL classes, 100% of instruction is in English. In other content area classes, 100% of instruction is in English. ESL teachers work with content area teachers, to assist them wherever possible. Former ELL Student Teaching Assistants are placed in ESL classes for extra support. Students take math, science, and history regents exams in their native languages, and students are provided with glossaries in their native languages.

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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELLs through our AYP. We look at the passing rate on the NYSESLAT exam, passing rates on regents exams, and number of students taking Advanced Placement classes in Foreign Language.

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](#).)
Parents of students new to the NYC school system are interviewed by a pedagogue and administered a HLIS. At that time students are assessed for experience with formal education in and out of the US, experience with instruction in the English language, special

needs, etc. Upon review of the HLIS, students may be identified as LAB_R eligible. Eligible students are administered the LAB-R and if the student scores below 40 %, a parent is invited to an orientation. These procedures are conducted by Ms. Braithwaite, a state certified ESL teacher. At the orientation the parent watches a video that describes the options for the student. If the parent speaks another language, translation is provided. All questions are answered in the language preferred by the parent. The parent also completes the option survey. The student is given the Spanish LAB if he or she speaks Spanish. The information is then provided to the Guidance office to schedule the student for the correct number of ESL units required by P154.

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.
The process is stated above. Depending upon the time of year we average 2 to 3 days from intake to programming. The parent video is available in 8 other languages. The video can be accessed through the OELL website.
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 [\[see tool kit\]](#).)
Entitlement letters are filled out when the families are present during the administration of the LAB-R, and copies of the Parent Survey forms and Program Selection forms are stored in the ESL LAB Coordinator's office, and originals are placed in the students' permanent records, in the records room.
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.
Students are placed in ESL classes according to their level of proficiency. Ms. Braithwaite works closely with the Guidance Counselors to ensure that students are in the correct classes, and receiving the correct number of instructional minutes in ESL. ESL teachers communicate with parents through translators. The orientation video for parents and families of English Language Learners is in 13 languages; Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. They can be found on the OELL website.
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.
ESL teachers administer the oral portion of the test over the course of several days. Teachers "swap" classes, where possible, or are given coverage compensation. The written portion takes place in the classrooms with their ESL teachers, with make-up days planned at the end of the week. The library is closed and X coded students, with specific accommodations, are sent there to take their tests, under the supervision of Ms. Braithwaite and three ESL Teachers who receive coverage compensation.
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. 
This year, all parents opted for freestanding ESL. There is no grade (9, 10, 11, or 12) with 20 or more NL speakers. We inform parents that we will continue to monitor the responses on the surveys and requests for Transitional Bilingual Education and will keep them informed if we get twenty students in the same grade in the same language.

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])?

Instruction is delivered in a departmentalized, self-contained model. Proficiency levels are not mixed, and students find themselves in similar homogenous ESL and ESL English classes. Proficiency levels are mixed (heterogenous) in science, math, and Global History classes. Where possible, we place an ESL teacher with a monolingual content area teacher in a collaborative setting. This is cost prohibitive and difficult to achieve, but we accomplish it by putting two classes together during the same period (the ESL class and the content area class).

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)?

Guidance Counselors are given proficiency reports on the ESL students in their caseloads. Beginners are given three classes (540 minutes per week), Intermediates are given two ESL classes (360 minutes per week), and Advanced students receive 1 ESL class (180 minutes per week). During the first week in October, all ESL programs are printed and checked by myself, to ensure proper placement.

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.

ESL teachers attend PD, and work in teams with content area teachers, in order to prepare students for the new Common Core aligned NYSESLAT exam. ESL teachers, when possible will collaborate in contest ESL classes. This entails putting two classes together in one large classroom 2 or 3 times a week. This helps the content area teacher with ESL strategies, it helps the ESL teacher with content area language (crucial for the new NYSESLAT exam), and it benefits students because they have two teachers, and a more heterogenous mix of students to help.

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

Students are tested in their native languages in January and June when they take Regents examinations. All required exams are administered in native languages; Earth Science, Living Environment, Integrated Algebra, and Global History.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The four modalities of English acquisition (Reading, Writing, Listening, Speaking) are buttressed by the NYS Common Core Standards. In all ESL classes, as in all other classes, the four modalities are expected in every lesson. Additionally, teachers are evaluated(Advanced) based on the inclusion of the four modalities in their daily lesson plans, and their assessments of the four modalities. Curriculum for ELS is evaluated each year based on NYSESLAT results. As stated above (III-4)Students who have failed a regents, regardless fo whether or not the test was taken in English of their native language, are mandated, through programming, to attend the Cardozo Tutroing Center.

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. We have no recent SIFE students. Any student in our school that was last designated SIFE was last so designated years ago. Our plan, however, includes intensive work with a Teaching Assistant, under the supervision of a classroom teacher, to bring any future students up to grade level. Additionally we do extensive skill building during tutoring.

- b. ELL students who have been in US schools for less than three years (newcomers) are assigned buddies in class and work with

Teaching Assistants, under the supervision of a classroom teacher. These students go for mandated, programmed tutoring in our tutoring center with ARISTA tutors and teachers who work in the tutoring center for their professional activity.

c. ELL students who have been receiving service for 4 to 6 years are assigned buddies in class and work with Teaching Assistants, under the supervision of a classroom teacher. Tutoring is also available in our tutoring center with ARISTA tutors and teachers who work in the tutoring center for their professional activity.

d. Long term ESLs with 6+ years get intensive practice in the four modalities with extended emphasis in reading and writing. Long term ELLs are often x-coded, so particular emphasis is placed on their IEPs.

e. Former ELLs are tracked and teachers are told that these students continue to receive ELL accommodations. Additionally, former ELLs continue to receive accommodations, for a period of two years, when taking Regents exams.

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-SWDs utilize differentiated instructional techniques for class and homework assignments to help students succeed. Teachers utilize Smartboards and auditory and visual stimuli rather than rely on textbooks alone during lessons. SIOP strategies are employed using level appropriate content, level III vocabulary, appropriate standards, opportunities for interactions, etc.

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-SWDs are placed in as many mainstream classes as possible. ALL ELL-SWDs are encouraged to join school clubs and are afforded after school tutoring with an ESL teacher. They are also placed in collaborative classes, in accordance with their IEPs.

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:

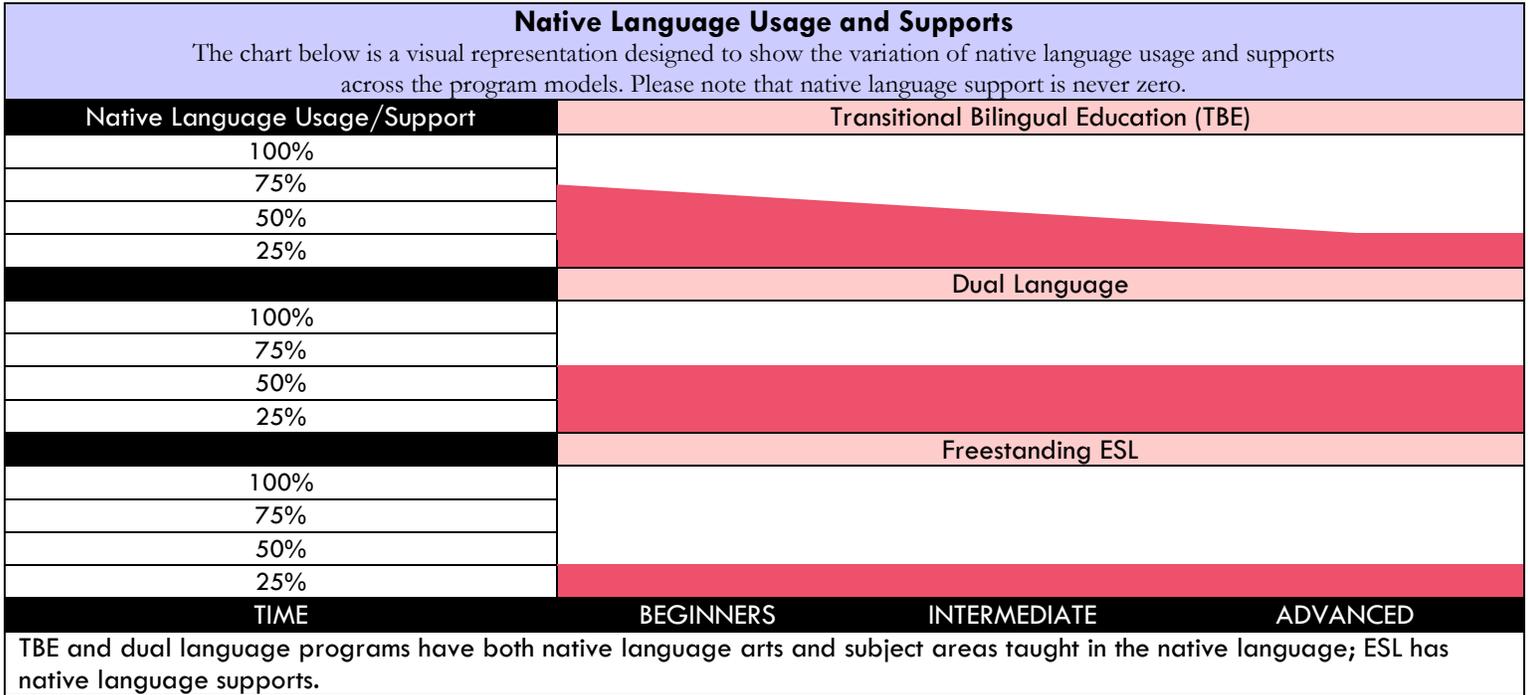
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Students attend our Tutoring Center and work with an ESL teacher in ELA or with a content area teacher. The Native language serves as an instructional scaffold to facilitate comprehension.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Students are sometimes lax about attending tutoring. We find that programming a student for the Tutoring Center is very helpful. In tracking those students who were compelled to attend we found that most students' grades improved in their classes and their regent's grades rose. A conscious effort was made to disseminate this information throughout our ESL population. This year we are already seeing an increase of ESL students in the center. We also saw a slight increase in the number of students going from Intermediate to Advanced on the NYSESLAT exam.
11. What new programs or improvements will be considered for the upcoming school year?
I am working with the ESL teachers to create exit tests. I find that teachers complain that their students' levels are inaccurate, but when we check their grades they are placed "appropriately" according to their levels. I would like to offer exit tests in order to determine for which class a student should really be programmed. For example, perhaps an "Advanced" student struggled with the exit test. I would offer another ESL support class for that student, beyond the mandated one. I am also considering more heterogeneous classes, but this warrants more research. I am also very interested in creating collaborative ESL classes. However, there are budgetary restrictions for doing so, unlike in ISS, so this also warrants more research on my part.
12. What programs/services for ELLs will be discontinued and why?
I am discontinuing NYSESLAT tutoring, much to the chagrin of the ESL teachers. I feel strongly that we are doing them a disservice by showing them tricks and strategies to use in order to help them test out of ESL before they are ready. I understand the imperative that students feel about getting out of ESL and moving on with their lives; however, given the demands of the NYS Common Core Standards, it is not efficient or productive to drive instruction to pass a test.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Title III monies are used to provide supplemental services in the form of after school skills tutoring, which is provided by ESL licensed pedagogues. ELLs also have access to all after school activities, including clubs and athletic teams. They also take advantage of after school tutoring, which is provided by our ARISTA students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All ESL classrooms are equipped with Smartboard technology. In addition, we offer Castle Learning and Empower 300 to all of our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students work with Teaching Assistants who are under the supervision of classroom teachers. TAs who are fluent in our predominant native languages (Chinese, etc.) are chosen to work with ESL students
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
When possible students are programmed by age and grade level. This is not always possible since students are placed according to their levels on the latest NYSESLAT exam.
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 provide orientation to the families of all new students. The parents of ELLs receive invitations in their native languages (as is the case with all school correspondence). Entering freshmen, including ELLs, are invited to attend a special summer school class that introduces them to the rigors of high school.
18. What language electives are offered to ELLs?
Students are encouraged to take a foreign language in order to prepare for college. Students may avail themselves to the level of language that meets their needs, including Advanced Placement.
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)?

NA

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.

Part of this year's staff development initiative is teacher teamwork. The ESL teachers will team with content area ESL teachers to discuss all of the above.

*The Common Core requires students to read complex texts, which is of a particular concern for ELLs. Our team will work together to create strategies and compile Common Core related materials.

* PD will require work on how to develop exit tests, collaborative ESL classes, and the possibility of creating heterogenous classes.

* 7.5 hours of ELL training will take place in both department and faculty meetings, which will be run by ESL teachers.

D. Parental Involvement

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

With the use of Title III monies we run weekend workshops for the parents. We start by reaching out, through the parent coordinator and a translator, to ask them for their preferences. Last year we provided a lawyer who helped them with immigration issues, a word processing workshop, and a language acquisition class. This year, we shall offer what the parents want and need.

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.

I have been the AP of English for 11 years, but I took on the ESL department last year. In addition, my BESIS coordinator started with me last year, as well. It has been a challenge, but a wonderful challenge. ESL students need to be nurtured and protected, and made to feel like they have a voice. Last year I sat back and learned. This year I have many ideas about how we can improve the educations of our ESL students. The additional challenge is doing it within the budgetary constraints that our school is feeling in all departments. For instance, I would love to create collaborative ESL classes. They were highly effective during the summer, when I was able to use my Title III money. However, unless my Title III is increased by a few hundred thousand, to accommodate teachers' salaries, I can not offer collaborative classes during the year. I created what I call "poor man collaborations." I placed teachers together, with each of their classes, twice a week. They meet in the chorus room, which is the only room large enough to accommodate two classes. This year, as stated in my report, I plan to create exit tests, and look into content area heterogenous classes. All of this is possible because I have a wonderful group of hard working ESL teachers who are willing to go the extra mile for their students.

Part VI: LAP Assurances

School Name: Benjamin Cardozo High School		School DBN: 26Q415	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gerald Martori	Principal		1/1/01
Bonnie Messina	Assistant Principal		1/1/01
Barbara Nunziata	Parent Coordinator		1/1/01
Jocelyn Brathwaite	ESL Teacher		1/1/01
Lisa Liotta	Parent		1/1/01
Daniel Feliz/ESL	Teacher/Subject Area		1/1/01
Phyllis Liang/ESL	Teacher/Subject Area		1/1/01
NA	Coach		1/1/01
NA	Coach		1/1/01
Adriana Saponara	Guidance Counselor		1/1/01
NA	Network Leader		1/1/01
NA	Other _____		1/1/01
NA	Other _____		1/1/01
NA	Other _____		1/1/01
NA	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q415 School Name: Benjamin N. Cardozo High School

Cluster: 2 Network: CFN 201

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

Part A: Needs Assessment Findings

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

We use the Home Language Aggregation Report (RHLA) to ascertain the names of the parents that need translation services. We also canvass translation needs during Open-School week, and through review of the parent surveys.

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

The majority of our ESL parents are Chinese (63%), the second largest group is Hispanic (17%), the third largest group is Korean (9%), with the rest falling under "other" (11%). Teachers are contacted concerning the home language of their students, if the language is other than English. Some translation services are supplied through Title III funding, but we have staff that is able to translate for our most prominent languages. All academic departments have all parent information (i.e. progress reports, special event notices, letters to parents, etc.) translated.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All school correspondence (lunch form information, bus safety, PTA meetings, SAT classes, college night, etc.) is sent home in home languages, according to the needs as specified in A:1 above. ESL students receive the notices, in either their period 2 or period 9 classes, on the same day as the rest of the school. Correspondence is "back packed" home due to budgetary restraints. Our correspondence is translated by pedagogical school staff. We rarely find the need for outside translators when it comes to written materials.

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.

We have canvassed several pedagogical staff members who are proficient in several home languages. We hire these teachers to attend meetings, both large and small. They are compensated for their time with per session monies. We set aside several hours each year for this purpose. In addition, we use Title III money to hire a vendor, when needed (Thebigword - vendor number THE491811), and use over the phone interpretation services.

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>.

- * Benjamin Cardozo High School provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
- * Signs are posted at the front entrance and in the Guidance Suite, in the predominant covered languages of the school, that indicate the availability of interpretation services.
- * The school safety plan includes instructions to ensure that parents in need of translations are not prevented from obtaining information from the school administration due to language barriers.
- * We do not have over a 10% parental representation of uncovered languages.

