



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** WILLIAMSBURG HIGH SCHOOL FOR ARCHITECTURE AND DESIGN

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 14K558

**PRINCIPAL:** GILL CORNELL **EMAIL:** GCORNEL@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

**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
Gill Cornell	*Principal or Designee	
Fredeswinda Valentin	*UFT Chapter Leader or Designee	
Edward Pitre	*PA/PTA President or Designated Co-President	
Delilah Crespo	DC 37 Representative, if applicable	
Stephen Solano Nyasia Fequiere	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Farrah Celis	Member/Parent	
Chanda Glasgow	Member/Parent	
Indira Haynes	Member/Parent	
Emily Wilson	Member/Teacher	
Jared Soto	Member/Student	
	Member/	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **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 adapted from 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 “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, 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.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## 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**

*To improve the level of student college readiness. The number of graduates with an Advanced Regents Diploma from WHSAD in the 2011/2012 will increase by no less than 100% when compared to the number of graduates with an Advanced Regents Diploma in the 2010/2011 school year. This means that our number of Advanced Regents Diplomas awarded will be no less than 14 in June, 2012 when compared to the 7 Advanced Regents diplomas awarded in June, 2011. Success in reaching this target will be reflected in the number of Advanced Regents Graduate discharges in ATS as of August, 2012.*

### **Comprehensive needs assessment**

- While the graduation at WHSAD increases every year (the graduation rate for the 2010/2011 school year was 88.2%), a needs assessment conducted by the cabinet resulted in the conclusion that less than 10% of our students are graduation with the requisite college readiness test scores.

### **Instructional strategies/activities**

*In an effort to demand excellence of our students, no child will be permitted to transfer out of Geometry, Trigonometry, Chemistry or Physics. This is mandated by the principal to all staff and students. All Sophomores that have passed Living Environment and/or Algebra will be required to take Chemistry and/or Geometry respectively. All Juniors who have passed Geometry will take Trigonometry. All Seniors who have passed all sciences will take Physics.*

### **Strategies to increase parental involvement**

The PTA suggested and the school implemented a mandated parent participation program. In order for students to get full credit for two of their projects in their classes, parents are required to take two evening or weekend programs as set by the school. The Title 1 parent money was allotted for this.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- At this time, all staff at this school is highly qualified.

### **Service and program coordination**

- A third guidance counselor has been added to the staff to provide increased services for the students.

### **Budget and resources alignment**

- Title 1 and FSF has been allotted to achieve these goals.

## 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**

*Improve student performance through the development of aligned performance tasks in English and Math. These tasks will be aligned with the new CCLS standards. By June, 2011, the teaching staff will have participated in no less than 30 weekly professional development sessions at the cohort level. As all teachers at these meetings are working at cohort level, meaning all teachers at each session share the same students, a common understanding of the school's instructional goals in relation to individual cohort needs will be established. All meetings will be documented in a central binder. At least 1 school wide assessment will be established for English and Math by June, 2012.*

**Comprehensive needs assessment**

- Due to the testing demands set by NCLB, much of the instruction at WHSAD was geared toward guiding students toward meeting with success with the mandated State Regents Exams. The cabinet at WHSAD has come to the conclusion that students must reflect deeper thinking about the subjects they are studying, which will be reflected through the performance tasks set forth in each subject.

**Instructional strategies/activities**

*Two sessions per month will be dedicated to student inquiry and will be hosted by the Assistant Principals and Guidance counselors, with the goal of establishing student academic and emotional needs. One session per month will focus on assessment goals in relation to the Common Core Standards. One session per month will focus upon and track school data targets, with an eye on Regents and SAT exams. All meetings will have the common goal of understanding proper design of assessments for our students.*

**Strategies to increase parental involvement**

The PTA suggested and the school implemented a mandated parent participation program. In order for students to get full credit for two of their projects in their classes, parents are required to take two evening or weekend programs as set by the school. The Title 1 parent money was allotted for this.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- At this time, all staff at this school is highly qualified.

**Service and program coordination**

- A third guidance counselor has been added to the staff to provide increased services for the students.

**Budget and resources alignment**

- Title 1 and FSF has been allotted to achieve these goals.

### 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**

*Improve teacher effectiveness through an ongoing observation process. Each teacher will be observed no less than six times for the 2011/2012 school year. This will include formal and informal observations. This will be evidenced through written observation reports and a central record of all classroom visits.*

**Comprehensive needs assessment**

- The cabinet has agreed that a targeted observation process will improve teacher effectiveness in these areas as opposed to a generic observation process.

**Instructional strategies/activities**

*The cabinet has identified two areas to focus these observations on, based on the Danielson Rubrics. These are assessment and questioning.*

**Strategies to increase parental involvement**

The PTA suggested and the school implemented a mandated parent participation program. In order for students to get full credit for two of their projects in their classes, parents are required to take two evening or weekend programs as set by the school. The Title 1 parent money was allotted for this.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- At this time, all staff at this school is highly qualified.

**Service and program coordination**

- A third guidance counselor has been added to the staff to provide increased services for the students.

**Budget and resources alignment**

- Title 1 and FSF has been allotted to achieve these goals.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title II A, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title II A, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	42	42	42	42			42	
<b>10</b>	9	49	9	9			9	
<b>11</b>	12	12	12	12			12	
<b>12</b>	14	14	14	14			14	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<b>Students that fall into this category are placed in a Collaborative Team Teaching setting for this subject. In addition, after school tutoring is mandated if these students earn less than a 75 in this subject on their report cards.</b>
Mathematics	<b>Students that fall into this category are placed in a Collaborative Team Teaching setting for this subject. In addition, after school tutoring is mandated if these students earn less than a 75 in this subject on their report cards.</b>
Science	<b>Students that fall into this category are placed in a Collaborative Team Teaching setting for this subject. In addition, after school tutoring is mandated if these students earn less than a 75 in this subject on their report cards.</b>
Social Studies	<b>Students that fall into this category are placed in a Collaborative Team Teaching setting for this subject. In addition, after school tutoring is mandated if these students earn less than a 75 in this subject on their report cards.</b>
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<b>A full time Social Worker is a part of the staff to provide support for these students exclusively. In addition, students are scheduled for weekly counseling sessions directed at both the social/emotional needs and academic needs of these students.</b>
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

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**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 1<sup>st</sup> 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;

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **Title I Parent Involvement Policy**

#### **I. General Expectations**

*The Williamsburg High School for Architecture and Design* agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. *The Williamsburg High School for Architecture and Design* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

**N/A**

2. *The Williamsburg High School for Architecture and Design* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - Regular meetings of the School Leadership Team

- Join development of the Comprehensive Educational Plan
  - Regular meeting with the PTA and PTA Executive Board
3. *The Williamsburg High School for Architecture and Design* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
- The State’s academic content standards;
  - The State’s student academic achievement standards;
  - The State and local academic assessments (Regent examinations)
  - The requirements of Title I, Part A;
  - How to monitor their child’s progress; and
  - How to work with educators
  - The New York City Progress Report and Learning Environment Survey.
4. *The Williamsburg High School fro Architecture and Design* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
- Camelot Program
  - St. Nicholas (REACH Program)
5. *The Williamsburg High School for Architecture and Design* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be evaluated through a survey of parents conducted by the SLT. Parents on the team will compile a list of concerns and then a survey will be conducted at PTA meetings and direct mailing to homes.
6. *The Williamsburg High School for Architecture and Design* will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State’s academic content standards;
    - ii. The State’s student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators;
    - iv. Organize workshop to provide parents information about requirements for graduation

- v. Organize workshops to teach parents how to review child's report cards and transcript in order to ensure child's progress
- b. *The Williamsburg High School for Architecture and Design* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
  - Workshops to teach parents to use The Williamsburg High School for Architecture and Design new website to maintain communication with the School Administration and teachers
  - Provide written information to navigate the new webs
- c. *The Williamsburg High School for Architecture and Design* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

**LIST ACTIONS**

- d. *WHSAD* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

**N/A**

- e. *The Williamsburg High School for Architecture and Design* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Translations into Spanish.
  - Printed on brightly colored paper that parents will identify as important notices.
  - Use of School Messenger to call the homes of parents.
  - Use of full time attendance teacher to inform parents about their children's attendance

**III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to

support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this contract. This policy was adopted by the *Williamsburg High School for Architecture and Design* on June, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September, 2011.

Principal’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## SCHOOL-PARENT COMPACT

The Williamsburg High School for Architecture & Design and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2011-2012 school year.

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

#### School Responsibilities

The Williamsburg High School for Architecture & Design will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - Through the use of data, curriculum will be revised to improve upon gaps in the instruction and continued growth in student achievement on a school wide and subject specific basis
  - Teaching staff will receive regular professional development to ensure the use of best practices in the classroom
  - Continued development of the English Language Learners program
  - Academic Intervention Team will continually monitor and assess the needs for the at risk and low-achieving student population
  - Through the use of student conferences, each teacher will develop an action plan for every student in the class and monitor goal achievement on a monthly basis
  
2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
  - Conferences are held during the first and second grading terms and by appointments during the school year.
  - IEP meetings are conducted as mandated.

- Parents may schedule a meeting with teachers as needed during their planning times. Meetings must be arranged a few days in advance.
  - Parent conferences will be held on October 27, 2011 and March 29, 2012 from 6:00 PM to 8:30 PM, and on October 28, 2011 and March 30, 2012 from 12:00 PM to 2:30 PM.
3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
- Report cards will be distributed to all the students during the 3<sup>rd</sup> period on the following days: December 16, 2011, February 1, April 2, May 11 and June 27 of 2012. A copy of the report card will be mailed to all the parents 3 days after.
  - Provide timely Progress Report by mid-marking period to provide parents the opportunity to assess their child's effort.
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
- All staff will be available for consultation during Parent Conference on October 27 and 28, 2011, and March 29 and March 30, 2012.
  - For parents who want to scheduled individual conferences to address issues and questions, arrangements can be made to accommodate the parent and staff schedules.
  - All teachers can be contacted through email at our Williamsburg High School for Architecture and Design website [www.whsad.org](http://www.whsad.org).
5. **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities,** as follows:
- All parents are invited to volunteer to join teachers who schedule academic activities and field trips outside of our school and join in class discussion on the subject of the trip.
6. **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.**
7. **Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing and timely way.**
8. **Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in the Title I, Part A programs. The school will convene the meeting at a convenient time to the parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are**

able to attend. The school will invite to this meeting all the parents of the children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of the parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parents an individual student report about performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB)

### **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

Describe the ways in which parents will support their children's learning, such as:

- Help monitor attendance and support School Administration effort's to curtail absenteeism and truancy by providing time and accurate attendance information to the school.
- Work with teachers and Guidance Counselors to track child's progress regularly to ensure satisfactory credit accumulation and State Regent's requirements for timely graduation.
- Make extra effort to be involved and engaged in all the activities organized by the school such as PTA, Parent Conferences, SLT, especially those that provide feedback to teachers and the School administration and help set goals for the school for coming years.

- Encourage child to participate in after school activities that promote academic improvement (peer-tutoring, AP classes), as well as social and physical well being (basketball, yoga, drumline).
- Make an extra effort to stay informed about child's academic progress and provide timely feedback to teachers. Provide the correct contact information to the School Administration to make sure that parents will be available to teachers to discuss ongoing concerns by providing current home phone and cell phone number and address.
- Monitor bedtime by curtailing internet and television hours to improve attendance rate during first period.
- Stay informed and updated about school assignments, news, and announcements by taking advantage of all the resources available such as the Monthly News Letter, School Messenger, WHSAD website and all the mailing provided by the School Administration.

### **Student Responsibilities (revise as appropriate to grade level)**

**We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:**

- Make extra effort to improve attendance rate and timely arrival in the morning.
- Improve participation in class and be conscious of my responsibilities to meet the requirements to pass the class.
- Take an active role of being responsible for tracking my own progress and ensuring that I will satisfy all the requirements for graduation. (Take all the required Regents, and fulfill all credit accumulation)
- Be responsible of meeting deadline for homework assignments, projects, portfolios, etc. by using the WHSAD website and all the teachers' resources.
- Give my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

### ***SCHOOL-PARENT COMPACT***

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 1<sup>st</sup> 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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 [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Terry Byam</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>558</b>
School Name <b>Williamsburg HS for Arch. &amp; Design</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Gill Cornell</b>	Assistant Principal <b>Sonia McKenna</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Angela Dam</b>	Guidance Counselor <b>Erneste, Small, Valentin</b>
Teacher/Subject Area <b>Ursula Sztukowski</b>	Parent <b>Edward Pitre</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lai-Sin Chu</b>
Related Service Provider <b>Mauri Small</b>	Other <b>type here</b>
Network Leader <b>Terry Byam</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>502</b>	Total Number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>6.97%</b>
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## Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. The following are steps to identify possible ELLs:

- i. The HLIS is completed with parents, which include the informal oral interview in English and in the native language. The formal initial assessment is completed by a qualified teacher or staff. They are: Ms. Dam (ESL teacher/coordinator), Ms. Sztukowski (ESL teacher), Ms. Erneste (Guidance Counselor), Ms. Valentin (Guidance Counselor), Ms. Small (Guidance Counselor).
- ii. Our parent coordinator gives the Parent Survey and Program Selection Form for new students to take home. Student brings back completed form. (WHSAD only offers the Free Standing Program - Self contained ESL)
- iii. Student is given the LAB-R, if deemed qualified according to HLIS.
- iv. Based on results of LAB-R, student is placed in appropriate proficiency level.

The NYSESLAT is given according to instruction every spring. Students are given the four part assessment in class as per testing schedule. The testing environment is free of disruptions. Every effort is made to accommodate students who are absent on testing days. Make-up days are scheduled for those who missed any or all portions of the test. The written portion of the NYSESLAT is marked by two teachers (ESL and non ESL certified). Answer sheets are delivered to the DOE and all testing materials are returned to Questar.

2. Our parent coordinator sends the Parent Survey and Program Selection Form home with the student. She indicates that our school only has the Free Standing Program (Self-contained ESL). The parent coordinator provides further information via phone calls and emails to ensure parents understand the three options and what our school offers.

3. The parent coordinator sends the Entitlement Letter home with the student, along with the Parent Survey and Program Selection Form. She follows up with the student, and/or make phone calls home to ensure completed forms are returned in a timely manner.

4. Based on the NYSESLAT scores identified ELL students are given the required number of ESL instructional hours. If necessary, parents are notified, in their native language, of any changes to their child's Proficiency Level.

5. WHSAD only offers Free Standing ESL classes. There is no other option at this time.

6. As previously mentioned, we only offer Free Standing ESL classes. We are a small school with a small population of ELLs. We do not have the resources to offer all three programs.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	1	4

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	10
SIFE	7	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	14

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 special education. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	2	1	15	5	5	14	0	4	35
<b>Total</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>14</b>	<b>0</b>	<b>4</b>	<b>35</b>

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
Number of ELLs in a TBE program who are in alternate placement: <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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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										14	5	8	6	33
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish										1				1
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>5</b>	<b>9</b>	<b>6</b>	<b>35</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - 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])?
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)?
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 enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. We provide Self-Contained ESL classes.

1b. Block model - Class /cohort travels together as a group according to grade - heterogeneous group- mixed proficiency levels.

2. We have two ESL certified teachers on staff to accommodate the mandated number of instructional minutes according to proficiency levels. Students receive all their instructional minutes with one or the other teacher. Some students get double periods with the same teacher.

2a. Students are in ESL and ELA for at least one period per day. Some ELLs take two periods of ESL.

3. Content areas are delivered in Self-Contained classes with English as the instructional language. Differentiated instruction is used to make content comprehensible - ie. flexible grouping, readiness, using graphic organizers, assignments that are geared toward different learning styles.

4. Our school does not offer a transitional bilingual education program or a dual language program; we offer only ESL stand-alone classes that do not require that we evaluate ELLs in their native languages.

5a. SIFE students are immediately streamlined into ESL classes with frequent one on one instruction to get student caught up with the material.

b. ELLs in the US for less than three years and are expected to take ELA testing are given before/after class tutoring by a certified ESL/ELA teacher. Students work with sample ELA Regents exams to practice listening, reading, paragraph and essay writing skills. Students are given further explanation on how to write a thesis, literary elements, the critical lens quotes, and proper essay format.

c. ELLs receiving 4 - 6 years of service continue to get instructional support in reading, listening, speaking and writing. Individual focus on areas of weakness is addressed - mainly in writing.

d. The plan for Long-Term ELLs is to focus instruction on reading comprehension and writing proficiency - mainly their areas of weakness. They continue to get extended time on Regents exams.

6. The program is parallel to the English program and adapted to the level of the student. These students are exposed to the same materials as those of general education students and are given additional use of this media.

7. ELL-SWDs get an additional English class and students in least restrictive environments are placed in ICT classes, where there is an

## A. Programming and Scheduling Information

additional teacher to meet their educational needs. We also offer a tutoring program for additional assistance.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 31
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Intervention programs for ELLs in ELA, math, and other content areas include after school tutoring, peer tutoring, co-operative learning, differentiated instruction.

9. Plan for continuing transitional support include ongoing assessment, both summative and formative. Frequent teacher/student conferences to set goals and a plan to reach these goals.

10. To incorporate Preservation Arts/Architecture program classes for all incoming freshmen.

11. None.

12. All ELLs are offered access to all school programs including Preservation Arts, Art and Architecture classes. ELLs also participate in dance, photography, yearbook clubs after school when they are available, as well as ACE, an internship program, and IAS. ELL students are encouraged to participate in life-skills learning by participating in fundraising and student government activities conducted by ESL teacher. Regents tutoring sessions are also available to ELLs who require assistance in core subjects.

13. Instructional materials include Smartboards, the internet, computer lab, laptops, LCD projectors, overhead projectors, CDs, DVDs, textbooks, newspapers, novels, anthologies, poetry, maps, graphs, etc.

14. Native language support include dictionaries, glossaries, translators, and a diverse staff who speak numerous languages.

15. Yes.

16. No specific activities are designed to assist newly enrolled students before the beginning of the school year.

17. Spanish

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. 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 1-5 here

### D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development for all teachers of ELLs include in-house workshops on differentiated instruction, time allotted for common planning, workshops on curriculum mapping, backward planning, and using media in the classroom.

2. Support to staff to assist ELLs as they transition from middle to high school are: weekly meetings between teachers, guidance counselors and school administrators to discuss the needs of individual students, the use of translators to communicate with parents regarding the progress (or lack thereof) of their child when in-house translation is not possible. The Parent Coordinator, who speaks fluent Spanish, supports staff by translating communication to the majority of our ELL parent population.

3. ELL training for all staff include workshops on curriculum mapping, differentiated instruction.

### E. Parental Involvement

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

1. Parents are involved in the PTA. Frequent outreach is performed by the parent coordinator and staff in the form of in school meetings with parents, letters, phone calls, and emails. Parents are invited to Awards Night, Open School, student performances.

2. No.

3. Constant communication with parents via PTA meetings, phone calls, emails, parent/teacher conferences help us evaluate their needs. Teachers and all school staff maintain contact with parents to foster a positive and supportive learning environment for their child. Also, the Parent Survey given to all freshmen help us identify their specific needs.

4. Parent can bring up their concerns at PTA meetings, as well as with the SLT. Or at any time they are welcomed to contact teachers/staff by phone or email.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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	1	0	0	1
Intermediate(I)										6	5	4	3	18
Advanced (A)										9	2	3	2	16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	15	8	7	5	35

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		5	
Integrated Algebra	7		6	
Geometry	4		4	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	4		4	
Earth Science				
Living Environment	6		4	
Physics				
Global History and Geography	8		6	
US History and Government	6		6	
Foreign Language				
Other <u>Spanish</u>	6		5	
Other <u>Writing</u>	2		1	
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								

### B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

## 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 additional information here

## Part VI: LAP Assurances

School Name: <u>Williamsburg HS for Arch.</u>		School DBN: <u>14K558</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gill Cornell	Principal		1/1/01
Sonia McKenna	Assistant Principal		1/1/01
Lai-Sin Chu	Parent Coordinator		1/1/01
Angela Dam	ESL Teacher		1/1/01
Edward Pitre	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Fredeswinda Valentin	Guidance Counselor		1/1/01
Terry Byam	Network Leader		1/1/01
Glenda Erneste	Other <u>Guidance Counselor</u>		1/1/01
Mauri Small	Other <u>Guidance Counselor</u>		1/1/01
Ursula Sztukowski	Other <u>ESL Teacher</u>		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 14K558      **School Name:** Williamsburg HS for Arch. & Design

**Cluster:** 4      **Network:** 404

**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**

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

We have a number of staff members who are fluent in different foreign languages (Haitian Creole, French, and Polish) and usually assist when parents request oral translation. Our parent coordinator is fluent in Spanish and Chinese. At the moment, we send our request for translations in Arabic to the Translations Unit.

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.

Overall, we continue to be successful in communicating with parents in all languages. The result of the Environmental Survey (under the Communication section) indicates that parents feel that our school effectively communicates with them.

## 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.

Department of Education forms that have already been translated and are readily available (i.e. lunch forms, residency forms, etc.) are distributed in both Spanish and English by default. These forms are distributed in languages other than Spanish based on student language indicators in ATS. All in-house documents and letters written in English are translated immediately by the parent coordinator, staff members, and occasionally by parent volunteers. For written translation needs that cannot be accommodated by staff, the Translation Unit is contacted for general communications, and a contracted vendor is contacted for student-specific correspondence.

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.

Almost all language needs can be accommodated by staff members. Our staff can usually translate and interact with parents in their native languages. We also inform parents that additional translation and interpretation services are available via the Translation Unit for additional support when necessary. Our school provides simultaneous translation services through Legal Interpretation Services for parents/guardians who require dedicated translations during Parent Teacher Conferences and other meetings.

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>.

For all school activities and events (such as PTA, Title I Meetings, Parent Teacher Conferences), parents are informed that translation and interpretation services are available. Section VII of Chancellor's Regulation A-663, concerning the school's notification requirements, is included in the parent handbook.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
  - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: WHSAD	DBN: 14K558
Cluster Leader: Christopher Groll	Network Leader: Terry Byam
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      ●Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

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: One certified ESL teacher conducts weekly afterschool sessions in English that focus on life-skills and social skills. The program is incorporated into the fundraising and student activities (i.e. student government) aspect of the school community. This exposes ELL students to situations that are not usually taught in the classroom, thereby supporting and enhancing ELL students' language development. This program is available to all ELL students. Students who are less proficient in speaking and listening are strongly encouraged to participate. AV materials such as an LCD projector, Smartboard, CDs, DVDs are used when appropriate.

### 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 is conducted in-house and directed by our Assistant Principal. The two certified ESL teachers on staff receive training on a monthly basis, for a period of 40 minutes, to cover topics on differentiated learning, curriculum mapping, backward planning, and the use of media in instruction. ESL teachers also attend weekly cohort, data, and assessment meetings with non-ESL teachers (including English teachers), to address how to deliver targeted instruction to ELL students who are not performing well academically.

### 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: Parents of ELL students receive monthly letters from our parent coordinator, in their home language, that detail events for the upcoming month. They, like all other parents, are invited to monthly PTA and SLT meetings to address topics such as budget, school curriculum, student internship opportunities, and any questions or concerns they may have. Our parent coordinator, who is

**Part D: Parental Engagement Activities**

fluent in Spanish, attends these meetings to facilitate communication for the majority of our ELL population. She is available during the school day to address parental concerns and performs outreach to this population in their home language, especially in matters concerning student attendance. Accommodations for simultaneous translation are made for ELL parents when in-house services are not sufficient; these accommodations are provided by the translation agency contracted with the Department of Education.

**Part E: Budget**

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

Allocation Amount: \$0

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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		