



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE HIGH SCHOOL FOR INNOVATION IN ADVERTISING AND MEDIA

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K617

PRINCIPAL: ADALEZA MICHELENA **EMAIL:** AMICHELENA@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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
Stanley Alton	*Principal or Designee, SLT Secretary	
Michael Herman	*UFT Chapter Leader or Designee	
Joan Boreland	*PA/PTA President or Designated Co-President	
Sandra Holloway	DC 37 Representative, if applicable	
Maegan Francis Alison Passley	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Famatta Massalay	Member/ Teacher	
Otniel Rosario	Member/ Teacher, SLT Chairperson	
Arrie Wallace	Member/Parent	
Sandra Tapia	Member/Parent	
Varlet Hector	Member/Parent	
Brenda Wyllie	Member/Parent	
	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 78 percent of students will have accumulated enough credits for them to be considered "on track" to graduation (12 credits for 2011 cohort, 24 credits for 2010 cohort, 36 credits for 2009 cohort and 44 credits for 2008 cohort)

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.

Currently our cohort credit accumulation is as follows:

- 2008 cohort – 17 out of 65 students or 26% need 12 or more credits to meet target
- 2009 cohort – 29 out of 99 students or 28% need 12 or more credits to meet target
- 2010 cohort – 17 out of 70 students or 24% need 12 or more credits to meet target
- 2011 cohort – students are programmed to earn over 13 credits if they pass all of their classes.

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,
 1. School wide programming to ensure students have access to courses required for graduation either through credit recovery or first-time access.
 2. Use of iLearn NYC (Apex and Aventa) to provide online credit recovery and credit accumulation to students who are behind
 3. Use of Study Island to provide online regents preparation for students who are missing regents exams
 4. Review marking period grades to measure progress towards credit accumulation
 5. Provide academic supports (afterschool and skills support classes) to at risk students as determined by diagnostic exams beginning after first marking period
 6. Conduct regular assemblies to reinforce expectations and gather student feedback
 7. Use small group tutoring two times a week to further support students who have been determined to be at risk for not passing core courses
 8. Incorporate technology and CTE classes into support of academic content areas on an ongoing basis
 9. Use industry skills and competencies in all academic classes to reinforce basic skills such as problem solving and communication
 10. Advisory periods to help new students transition into high school, understand requirements for graduation and create action plans for progress towards graduation.
 - b) staff and other resources used to implement these strategies/activities,
 - a. Addition of 5 staff members in order to offer complete course load

- b. Addition of 1 special education teachers (for total of five) to support students requiring additional differentiation
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - a. Surveys
 - b. Inclusion in cabinet
 - c. Grade team meeting feedback
 - d. Department team feedback
- d) timeline for implementation.
 - a. By September all staff will be hired
 - b. By September all programming will be complete
 - c. By September, diagnostic regents exams will be given to assess mastery of high school content
 - d. By November, benchmark midterm exams will measure students progress towards credit accumulation
 - e. Marking period audits of student grades
 - f. By January students have earned 6 additional credits

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.
 1. Open house for new and existing families to reacquaint them with the school
 2. Sharing of school year calendar so families know of important midterms and projects in advance
 3. Communication between teachers and parents through phone calls and emails
 4. Report cards 6 times a year

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.
- Provision of extensive professional development and the opportunity for teachers to further their studies. Currently, one teacher is pursuing a masters degree in his quest to be HQT. We also work closely with NVPS and TNTP to recruit candidates who meet the criteria as established by NCLB and who demonstrate qualities of effective teaching as per Danielson Framework

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.
- VTEA dollars are allowing for additional courses and programming to be offered to our students so they are able to accumulate additional credits in school's career cluster.

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 IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title I Translation, VTEA, TL NYSTL, Contacts for Excellence, ARRA funds, AIDP and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (1 day per week – Saturday School)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during Saturday school.
- Teacher per session (1 days per week) curriculum development and modification of online materials.
- Teacher per session (1 days per week – Saturday School).

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2012 there will be an increase of 10 percent in the pass rate of the following regents exams: integrated algebra and a 5 percent increase in the number of students who score above a 75 on these exams

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.
- June 2011 Regents exam pass rates in Math (Integrated Algebra, Geometry, and Algebra 2 / Trigonometry), was far below our peer group and city average. According to the Progress Report for 2010-2011, 93.5% of our peer group performed better than our school on the Mathematics Regents.
 - Of the 2010 cohort, only 33% passed the Integrated Algebra Regents.
- 46% of our 2011 cohort scored at a level 2, 12% at a level 1 40% at a level 3 and 2% at a level 4. Of the 33 level 3 students, 82% fall in the lower half of the scale scores.

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:
 1. Addition of experienced math teachers to assist with curriculum and exam preparation
 2. After-school preparation course
 3. Focus on writing, identifying textual evidence and reading for purpose as it relates to solving word problems
 4. Revise units of study to include opportunities for students to develop skills necessary to use math to model situations.
 5. Identify schools with successful Integrated Algebra programs and develop intervisitation plan with those schools
 6. Identify student math & reading ability as determined by a mock regents exam given in September.
 7. Identify skills in CCSS that can be used
 8. Create a parent workshop that addresses skills required for success on regents exams
 9. Incorporate online regents preparation programs through iLearnNYC and Study Island
 10. Identify areas of student need using detailed, standards based item skills analysis of classroom assessments and mock regents

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.
 1. Open house for new and existing families to reacquaint them with the school
 2. Sharing of school year calendar so families know of important midterms and projects in advance
 3. Communication between teachers and parents through phone calls and emails
 4. Report cards 6 times a year

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.

Provision of extensive professional development and the opportunity for teachers to further their studies. Currently, one teacher is pursuing a masters degree in his quest to be HQT. We also work closely with NVPS and TNTP to recruit candidates who meet the criteria as established by NCLB and who demonstrate qualities of effective teaching as per Danielson Framework

Strategies for attracting Highly Qualified Teachers (HQT)

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.

VTEA dollars are allowing for additional courses and programming to be offered to our students so they are able to accumulate additional credits in school's career cluster.

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 IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title I Translation, VTEA, TL NYSTL, Contacts for Excellence, ARRA funds, AIDP and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. Students will use textual evidence to construct and support an argument in ELA, Math, Science and Social Studies as evidenced by 85% of students will use evidence effectively in two argument pieces in at least 2 major content areas by June 2012.

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.
 1. Item skills analysis from diagnostic exams given in September indicated that over 80% of students were not identifying key information in the question.
 2. Anecdotal information from classroom teachers

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:
 1. Provide periodic professional development around incorporating the elements of the DOE's instructional priorities into unit plans (September, October, December, January, March, April, May)
 2. Develop a sequence of instruction that develops the skills necessary for a student to be able to produce an argument by September 2011
 3. Meet with grade teams to identify areas of strength and weakness in students with respect to literacy skills necessary for success twice a month.
 4. Allocate weekly meeting time for teachers to review student work and identify trends across a grade
 5. Create budget line for per session professional development
 6. Develop a rubric for determining successful use of evidence in formulating an argument by October 2011
 7. Revise units of study to incorporate research and evidence gathering as skills necessary to form an argument.
 8. Create an instructional coach position specialized in helping teachers incorporate elements of argument into their unit plans.

After analyzing diagnostic assessments and comparing them to multiple benchmarks:

- Baseline mock regents exam and benchmark exams given in November, January/February, and April.
- 85% of students meet or exceed expectations of identifying, citing and using textual evidence according to the teacher developed, common core aligned rubric (Specifically – comments on the textual evidence and explains the importance of the TE. Explains and analyzes relationships, rather than describing them. Richly supports the TE with examples and without restating the facts)
- 85% of students demonstrate ability to distinguish between textual evidence and commentary (opinion) when reading informational texts
- Common core aligned teacher units of study and rubrics
- Student work on the argument essay

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.
 1. Open house for new and existing families to reacquaint them with the school
 2. Sharing of school year calendar so families know of important midterms and projects in advance
 3. Communication between teachers and parents through phone calls and emails
 4. Report cards 6 times a year

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.

Provision of extensive professional development and the opportunity for teachers to further their studies. Currently, one teacher is pursuing a masters degree in his quest to be HQT. We also work closely with NVPS and TNTP to recruit candidates who meet the criteria as established by NCLB and who demonstrate qualities of effective teaching as per Danielson Framework

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.
- VTEA dollars are allowing for additional courses and programming to be offered to our students so they are able to accumulate additional credits in school's career cluster.

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 IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title I Translation, VTEA, TL NYSTL, Contacts for Excellence, ARRA funds, AIDP and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:
- Professional instructional materials to support curriculum development during the regular school day.
 - Consumable instructional materials for use during extended day programs.
 - Teacher per session (1 days per week) for after school programs and differentiated professional development.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	72	78	84	84	13	0	0	8
10	85	55	85	85	13	0	0	8
11	65	31	35	45	7	0	0	6
12	8	7	9	19	2	0	0	1

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	<p>Based on diagnostic results, student skill needs are identified and addressed using multiple modalities. 50 minute periods have been programmed during the school day 2 times a week. During this time, these students receive additional instructional time with their ELA teacher. Specific skills, such as reading comprehension and vocabulary development, are addressed. Standards based materials are employed in order to provide individualized practice and assessment of needed skills.</p>
Mathematics	<p>Based on diagnostic results, student skill needs are identified and addressed using multiple modalities. 50 minute periods have been programmed during the school day 2 times a week. During this time, these students receive additional instructional time with their math teacher. Specific skills, such as computational reinforcement and problem solving, are addressed. Standards based materials from Acuity are employed in order to provide individualized practice and assessment of needed skills.</p> <p>In addition, there is a small group afterschool program which focuses on the background skills students need in order to complete the Integrated Algebra coursework. The program meets twice a week for a total of 1.5 hours. Periodic assessments will be used to monitor student progress.</p>
Science	<p>A small group afterschool program which focuses on the background skills students need in order to complete the Integrated Science and Living Environment coursework and labwork. The program meets twice a week for a total of 1.5 hours. Teacher generated assessments will be used to monitor student progress and to determine areas of need for particular students. Classes and labs have been scheduled in extended block periods with additional Lab Skills periods so students that need additional time to work on labs will have the extra class periods for the work.</p>
Social Studies	<p>Based on diagnostic results and eighth grade scores, student skill needs are identified and addressed using multiple modalities. 50 minute periods have been programmed during the school day 2 times a week. During this time, these students receive additional instructional time with their social studies teacher. Specific skills, such as reading comprehension, non-fiction writing, and map skills are addressed. Standards based materials are employed in order to provide individualized practice and assessment of</p>

	needed skills.
At-risk Services provided by the Guidance Counselor	In order to effectively address the needs of our students requiring guidance services, each guidance counselor is responsible for two grades. In addition to meeting with her mandated students, the guidance counselor has established regular meeting times with students that are considered at risk. Based on referrals by teachers and her own meetings, a program for emotional and social counseling is developed and provided to support the student's needs in their personal and academic life.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
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.

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

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

- holding an annual Title I Parent Curriculum Conference; this year the meeting was held on October 28, 2011
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 New Visions/563/Alexis Penzell	District 18	Borough Brooklyn	School Number 617
School Name Innovation in Advertising and Media			

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

Principal Adaleza Michelena	Assistant Principal Stanley Alton
Coach	Coach type here
ESL Teacher Robert Romanzi	Guidance Counselor Laura Schneider
Teacher/Subject Area Anthony Fusari/Social Studies	Parent type here
Teacher/Subject Area Famatta Massalay / ICT	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Alexis Penzell	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	310	Total Number of ELLs	28	ELLs as share of total student population (%)	9.03%
------------------------------------	------------	----------------------	-----------	---	--------------

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. First, the Home language survey (HLIS) is given out following an oral interview of all new students registering for the first time in the NYCDOE. Parents are informed of the programs available to them and what the school offers. If native language is needed for this interview, school personnel fluent in the native language are included in the interview. School personnel are available for translation in Creole and Spanish. Other languages are sought through the translation and interpretation unit. Ms. Schneider, the school guidance counselor, and Ms. Baez-Schaeffer, the school business manager are responsible for intake and interview. Mr. Romanzi administers the LAB-R if necessary within 5 days of admission as well as frequent assessments. Students are given the appropriate time per week as per the level they received on their NYSESLAT the prior school year. The ELL reports are run on ATS to determine which students should be tested in NYSESLAT. The students are pulled out in small groups or individually to administer the exam to all students who qualify.

2. During the intake interview on the day of admission, school administration explains to the families their options for English language acquisition programs available both at the school and from the DOE. Once the determination has been made, Mr. Romanzi, the ESL certified teacher, contacts families of the ESL students regularly to set goals and discuss progress.

3. Once students are admitted the LAB-R exam is given within 10 days. Mr. Romanzi, the ESL teacher, administers the LAB-R exam. Students are placed into ESL classes if the LAB-R determines they need to be. If students are in need of a Spanish language LAB-R as determined by the interview and HLIS, the exam is administered as needed. Entitlement letters are then mailed home to parents.

4. A push-in / pull-out ESL model is the program offered. We do not offer bilingual education. We do not offer a bilingual education program as there are fewer than the required 20 students to open a bilingual class. If a parent is interested in bilingual education, the appropriate referral is made to the office of student enrollment. Once a student is placed in our sequence, a letter is generated indicating the student's placement.

5. Parent choice is limited to the ESL program offered by the school. The school counsels parents who demonstrate an interest in a bilingual program and monitor their progress in placing the student.

6. Because of the limited number of ESL students in our school, the type of program is limited to the push-in pull-out model with separate ESL instruction during specific class periods (advisory, and certain ELA classes). Parent choice is aligned with the programs we offer as it is their choice to have the students mainstreamed and in English speaking classes. We will continue to monitor the trends and modify our program once a majority of students and their families demonstrate a different interest.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										10	13	4	1	28
Total	0	0	0	0	0	0	0	0	0	10	13	4	1	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	8
SIFE	13	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	4

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. [?](#)

	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	17	7	5	7	4	3	4			28
Total	17	7	5	7	4	3	4	0	0	28

Number of ELLs in a TBE program who are in alternate placement: 0

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
TOTAL	0													

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	3			6
Chinese														0
Russian														0
Bengali											3			3
Urdu												1		1
Arabic														0
Haitian										7	7	3	1	18
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	10	13	4	1	28								

Part IV: ELL Programming

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).

A. Programming and Scheduling Information

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?

1. The organizational model is 100% pull-out. The groups are homogeneous and heterogeneous depending on the specific period. Each group gets at least one class with another.

2. Mr. Romanzi, in coordination with the guidance department and administration, ensures that the L students receive the mandated minutes per week. Advanced receive 180 m/w, intermediate 360 m/w and advanced 540 m/w.

3. Content area teachers signal what specific content they want the student to work on and the ELL teacher reinforces that content. Google Images and Google translate are used to ensure students grasp the content. The ESL teacher also ensures that students tie in content to current events and how their specific content applies to their daily lives.

4. Students are given writing tasks in their native language. The ESL teacher then translates to English and grades students on content.

5a SIFE students build background knowledge by using images and cultural facts from their native countries. Parental buy-in is also a key core value.

5b Newcomers have regents style questions from all of the content areas to ensure content knowledge and regents preparation. The students are provided with translated materials, where possible, and native language dictionaries. These students also receive additional English language acquisition time in order to improve their knowledge of English.

5c Mid range ELL's receive specific instruction in reading, writing, speaking and listening, as indicated by their NYSESLAT score. Those students who are scoring in the beginner-intermediate range receive materials to build up their skills. Those students who are in the advanced range are given more advanced materials so they can fine-tune their ability.

5d Long-term ELL's use regents style questions and teacher facilitates parental buy-in to ensure success. Students also take NYSESLAT style questions to ensure success. Lessons for all subgroups are differentiated by Listening, Reading, Writing, and Speaking modality, based on their prior year NYSESLAT scores, as per student levels and assessments.

6 ELL's with disabilities are placed in an ICT class. The students receive their mandated services during their other instructional time. The ESL instruction is provided during the periods when the student is not mandated to be with their special needs teacher. All teachers, content, ESL and ICT, use previous regents exams, non-fiction books, fiction books, research projects, internet projects, grammar lessons, Rosetta Stone, writing lessons, and content collaboration to ensure that materials are accessible and differentiated based on disability and language ability.

7 Students who miss curriculum when pulled out for ESL, work with the with the ESL teacher to ensure standards are met. Teachers are provided time to collaborate with the ESL teacher to ensure students grasp content knowledge. The school programs all special needs students in an ICT classroom for their main content areas so they are in their classes with general education students.

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	0		0	0
Social Studies:	0		0	0
Math:	0			
Science:	0			

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

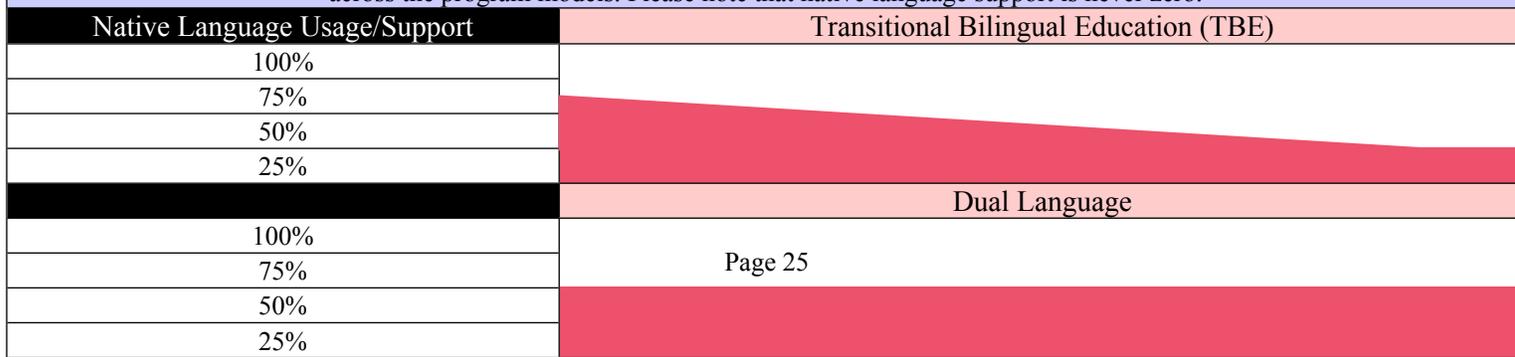
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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 Students have special education, speech, and counseling. In ELA, math, and other content areas, the content teacher identifies the standard that the student is working on and the content and ELL teacher collaborate to develop instruction and assessment based on that standard. In addition, specific short term goals are established with the student and are shared with all content area teachers. There is a specific AIS program for the ELL's that focuses on math and ELA twice a week.

9. For two years after proficiency, students work with the ELL teacher for 90 minutes per week on all four modalities. Former ELL's are entitled to testing modifications and are provided those modifications for all content and state examinations.

10. Students will use a technological approach to language practice with the use of teacher-facilitated Rosetta Stone. All four modalities will be practiced. Also, all three levels will focus more on research, writing, and non-fiction texts that ensure that the Common Core Standards have been met.

11. N/A

12. After school credit recovery and regents review are offered to all ELL students. In addition, all students, regardless of ELL status, are programmed for the career and technical coursework that is a core part of the school program. ELL's are grouped with non ELL students in those classes, encouraging social and academic language development.

13. Rosetta Stone, Google Translate, Google Images, SmartBoards, NYT, FT, WSJ, Time Magazine, Fiction novels, Non-fiction books, Regents exams, and NYSESLAT past exams are all used as instructional materials for ELL's.

14. Students read and write for 5% of the ESL instructional time in their native language. They also translate English into their native language using Google Translate.

15. Yes, content matches their age and grade level. As high school students, materials are matched to the students for interest and ability. Specific materials are sourced through the online curricula.

16. ELL students attend an orientation for the first two days of school with the rest of the school.

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 models (if any) are used for instruction?

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. Teachers meet with with the ESL teacher individually daily to share best practices and plan instruction. All staff members are included in professional development that addresses students with differentiated needs during the weekly Tuesday professional development session. In addition, ESL teacher is encouraged to attend DOE sponsored PD's and turnkey the information to all staff in grade team meetings on Friday inquiry sessions.

2. Students who are transitioning to high school take classes in college, career, and high school readiness. They also have an innovations class that works on core knowlede/ skills in literacy and math. Staff members receive specific materials to use during these sessions. The materials are differentiated according to level. In addition, DOE professional development opportunities are offered to the ESL teacher and select content area teachers so they can then turn key to all other internal staff.

3. Staff are provided with individualized best practice meetings with the ESL teacher. Staff are also sent on PD's where they come back and turn-key information during staff meetings. Teachers maintain the agendas from the meetings and the minutes from the meetings with the ESL teacher.

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 attend school meetings such as open houses and regular PA meetings, to build teacher and parent relationships. The ELL teacher, as well as all teachers in the school, calls parents to encourage meetings, update student progress, and set goals.

2. The school partners with the Brooklyn Public Library to provide resources to students and parents. Translations erVICES are provided by the Brooklyn Public Library.

3. Teachers call parents to ask their needs. The Parent Association sends home a survey to determine parent needs. As a high school, we do not have a parent coordinator. Individual teachers make outreach calls and coordinate information on a weekly bais during their grade meetings. If teachers need a translator, one is provided upon request for the native language.

4. Parents of ELL students wanted to find a place where they could receive language instruction for free. They were directed to the public libraries in New York City. If parents require translatation services, one is provided by in school staff in Spanish and Creole.

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)										4	1	0	0	5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										2	7	2	1	12
Advanced (A)										4	5	2	0	11
Total	0	0	0	0	0	0	0	0	0	10	13	4	1	28

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual 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				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
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			3	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry			5	
Math			5	
Biology				
Chemistry				
Earth Science				
Living Environment			6	
Physics				
Global History and Geography			6	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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>The High School for Innovation</u>		School DBN: <u>18K617</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adaleza Michelena	Principal		12/19/11
Stanley Alton	Assistant Principal		12/19/11
	Parent Coordinator		1/1/01
Robert Romanzi	ESL Teacher		12/19/11
	Parent		1/1/01
Anthony Fusari	Teacher/Subject Area		12/19/11
Famatta Massalay	Teacher/Subject Area		12/19/11
	Coach		1/1/01
	Coach		1/1/01
Laura Schneider	Guidance Counselor		12/19/11
Alexis Penzell	Network Leader		12/19/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18K617 **School Name:** The HS for Innovation in Advertisin

Cluster: 563 **Network:** NVPS

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

Part A: Needs Assessment Findings

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

There are several ways we determine our schools written translation and oral interpretation needs:

1. new enrollments fill out a home language survey where we identify what home languages are spoken in our population
2. review state data to determine who is a. a new immigrant, b. LEP, c. disabled, and d. country of origin

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.

After review our data, we found that approximately 10% of our population has limited English proficiency. Of those 5% have immigrated to the United States since 2008. There are three main languages spoken by our students: Haitian, Spanish and Arabic. These findings were shared with the School Leadership Team and the Parent Association. There are also posters in our main office welcoming parents in these languages.

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.

For the 2011-2012 school year, we are using documents that have been pre-translated by the Department of Education for all official correspondence home. This included: Parent Association meeting notices, Parent-Teacher conference notices, Title I Parent meeting notices, field trip permission slips, military opt out letters, video consent forms and others. We have in-house translators for Haitian Creole and Spanish who do written translations. We have had difficulty procuring a written translation service for Arabic.

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

We have several staff members who are able to provide oral translation services for both Haitian-Creole and Spanish. During Parent teacher conferences, when a parent requested oral translation services, a staff member was assigned to meet with the parent and the teacher. We do not have an in-house Arabic interpreter and will use the DOE's translation services when necessary. We are also looking into parent volunteers to provide translation services for our parents.

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>.

Every identified parent in need of translation or interpretation services has been provided with Bill of Parent Rights and Responsibilities. Signage in multiple languages is in the main office and by our entrance indication to parents that translation services are available. In addition, our school safety plan is campus based, and as a campus we have addressed the need for translation and interpretation services in case of emergencies. We do not have more than 10% of our population speaking a single language other than English as our foreign home language population is about 40% Haitian, 40% Spanish and 20% split between Arabic and Urdu.