



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : SCHOOL FOR CLASSICS: AN ACADEMY OF THINKERS, WRITERS AND PERFORMERS

DBN 19K683

PRINCIPAL: JANICE ROSS EMAIL: JROSS11@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
Janice Ross	*Principal or Designee	
Donagh O’Grady	*UFT Chapter Leader or Designee	
Emily Chaney	*PA/PTA President or Designated Co-President	
Lazette Moore	DC 37 Representative, if applicable	
Simplee Gittens Massai Collier	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sarah Glisky	CBO Representative, if applicable	
Donna Limoli	Member/ Teacher	
Caroline Perkins	Member/Parent	
Denise Rutherford-Gill	Member/Parent	
Fatima Washington	Member/ Parent	

	Member/	
	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

Annual Goal #1

By August of 2012, there will be a 5% increase in the number of students passing the Integrated Algebra Regents examinations as compared to the 2010-2011 school year.

Comprehensive needs assessment

After conducting a two year trend analysis of student performance data on state assessments, it was determined that although we saw an increase in performance on the integrated Algebra exam from 26.1% passing rate on the June 2010 Integrated Algebra exam to 40.1% on the June 2011 Integrated Algebra exam, we want maintain and increase the upward trend, with a specific focus on our ELL and SWD subgroups for the school year.

Instructional strategies/activities

Activity #1

Professional Development-Faculty will receive in-house professional development from the school's on-staff professional developer, and from the CFN 611 Instructional Math Specialist to integrate Common Core standards by embedding the math task as set forth in the Citywide Instructional Expectations. Faculty will engage in lesson planning during common planning time to address the acquisition and practice of specific Regents level skills. Staff will also use the NYC Looking at Student Work Protocols as part their inquiry. Teachers will use the results of item analysis to plan and set goals, and create differentiated instructional strategies, such as grouping according to skill level. Staff will receive on and off-site professional development provided by CFN 611.

Target Population: All staff members

Responsible Staff Members: Data Specialist, Professional Developers, internal and external

Implementation Timeline: September 2011 through June 2012

Activity #2

Implementation of Comprehensive Regents Preparation Plan

With the creation of School Wide Practice Regents Day, school-wide, students will engage in day-long, grade level testing, as indicated by a transcript review.

All students attend a 9th period AIS, where they are scheduled according to the Regents exam they are scheduled for. Here they receive focused skill-based instruction based on an item analysis of the Practice Regents results, as well as ACUITY results, formal and informal assessments given in their subject classes. During department meetings, results are examined and differentiated strategies are designed to address the areas of deficit.

Target Population: All staff members

Responsible Staff Members: Data Specialist, Professional Developers, internal and external

Implementation Timeline: September 2011 through June 2012

Through updating parents on their children's progress, student success will be supported at home and by the school. The following strategies will assist us to increase parental involvement to support student achievement:

- Guidance department will conduct attendance incentives to increase scholarship
- Attendance and Academic Award Ceremonies held monthly
- Community Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- Guidance Department will host mandatory grade meetings with parent twice a year to emphasize promotional requirements
- Phone Outreach Logs maintained by each Advisory teacher
- Monthly SLT Meetings
- Guidance department offers mandatory grade meetings specifying graduation requirements and promoting college and career readiness
- MSW interns conduct parent outreach
- Creation of Parent Handbook and School Newspaper as sources of information
- Parents trained on how to use ARIS

High Quality Instruction (HQT) will improve student achievement.

The following strategies will be used:

- The principal, in collaboration with appropriate staff members, will follow the policy set forth by the by the Department of Education to ensure that the selection of qualified teachers follows the guidelines set by the New York State Education Department.
- All professional development will be evaluated to determine its effectiveness in promoting high quality instruction. The principal in collaboration with appropriate staff members and with the Division of Human Resources will identify qualified teachers through major recruitment campaigns and through relationships with colleges and universities.
- To ensure instruction by highly qualified staff, all hired instructors are licensed in their subject area, and receive professional development applicable to that subject area. New teachers receive mentoring from on-site professional developer.
- Teachers that are not high qualified are supported with tuition reimbursement assistance so that they may complete necessary coursework to become highly qualified.

Service and program coordination

On-site professional development is supported by the NYS UFT Teacher Center. The on-site Professional Developer attends one session per month at the UFT Headquarters

On and off-site professional development is given by CFN 611 Instructional Math Specialist.

Students receive AIS services, where they receive math support: tutoring, small groups and teacher-push in to assist in providing one-on-one support

On-site professional development is supported by the NYS UFT Teacher Center. Through its health, physical education, advisory program, college and career, and parent involvement programs the school coordinates Federal, State, and local programs.

Budget and resources alignment

Title I SWP money is utilized to provide teachers with per session for Regents Preparation classes and after-school tutoring. Title I SWP and Tax Levy funding is used to purchase Regents Preparation instructional materials and software. Teachers will receive professional development on how to differentiate Regents instruction, before, during, and after school, and during bi-annual retreats. A full-time professional developer is on staff to provide daily coaching, mentoring and facilitation of teacher team meetings during daily professional periods. Title I school wide program funds are used to fund the development position. Software and hardware purchases were made with NYSTL money, such as the SmartResponse systems, SMARTslates, a fully equipped computer lab, Graphic Calculator LCD viewers, and Smartboards

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

School for Classics is developing curriculum maps that are aligned to the ELA Common Core Learning Standards in compliance with the three-year roll out. By June 2012, 50% of the teachers will be involved in the drafting of curriculum maps that are aligned to the Common Core Learning Standards.

Comprehensive needs assessment

After conducting formal and informal observations, it was determined that although maps existed they needed refinement to show full alignment with lesson plans, and maximize rigor and engagement in the classroom, and to be compliant with the three-year roll-out.

Maps must be adjusted according to student needs, as informed by ongoing data analysis of ACUITY exams and Regents results.

Assessments must show full alignment with the standards indicated in each unit.

Instructional strategies/activities**Activity #1**

School-Wide Professional Development:

Teachers will receive ongoing professional development on the Common Core Learning Standards, which will be provided to the staff by Classics' on-site professional developer in the UFT Teacher Center, outside agencies, as well as from CFN 611. Teachers' programs are

designed so that teachers can meet for department common planning sessions, including CTT, to adjust existing curricula according to student needs, and to ensure that standards are being met. Under the leadership of the administration and the professional developer, teachers meet to infuse the CCLS into the maps, which lessons are aligned with. Attendance at daily professional development periods will enable teachers to plan effectively for the incorporation of the standards. Teachers will be sent to outside professional development workshops as well.

Target Population: all faculty members

Responsible Staff Members: Professional Developers, internal and external,

Implementation Timeline: September 2011 through June 2012

Activity #2

Department Specific Professional Development:

Faculty will engage in lesson planning during common planning time to examine and create rigorous CCLS based performance tasks, as set for by the Citywide Instructional Expectations. Staff will also use the NYCDOE Looking at Student Work Protocols as part their inquiry. Teachers will follow a monthly inter-visitation schedule, engage in modeling, use student data to plan and set goals, and create differentiated instruction.

Target Population: ELA, Social Studies, Special Education and Theater staff members

Responsible Staff Members: Data Specialist, Professional Developers, internal

Implementation Timeline: September 2011 through June 2012

Through updating parents on CCLS, the support at home will be aligned with the school's goal to use curriculum that is based on the CCLS.

The following strategies will be used:

- Guidance department will conduct attendance incentives to increase scholarship
- Attendance and Academic Award Ceremonies held monthly
- Community Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- Guidance Department will host mandatory grade meetings with parent twice a year to emphasize promotional requirements
- Phone Outreach Logs maintained by each Advisory teacher
- Monthly SLT Meetings
- Guidance department offers mandatory grade meetings specifying graduation requirements and promoting college and career readiness
- MSW interns conduct parent outreach

- Creation of Parent Handbook and School Newspaper as sources of information
- Parents trained on how to use ARIS
- Parents are informed of Common Core Learning Standards through PTA communication and Open School Night, and outreach from the teachers

High Quality Instruction with embedded Common Core Learning Standards will support student achievement and college readiness. The following strategies will be used to attract Highly Qualified Teachers (HQT) to ensure high quality instruction:

- The principal, in collaboration with appropriate staff members, will follow the policy set forth by the by the Department of Education to ensure that the selection of qualified teachers follows the guidelines set by the New York State Education Department.
- All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student results.
- The principal in collaboration with appropriate staff members and with the Division of Human Resources will identify qualified teachers through major recruitment campaigns and through relationships with colleges and universities.
- To ensure instruction by highly qualified staff, all hired instructors are licensed in their subject area, and receive professional development applicable to that subject area. New teachers receive mentoring from on-site professional developer.
- Teachers that are not high qualified are supported with tuition reimbursement assistance so that they may complete necessary coursework to become highly qualified.

Service and program coordination

On-site professional development is supported by the NYS UFT Teacher Center. The on-site professional developer attends one session per month at the UFT Headquarters.

Through its health, physical education, advisory program, college and career, and parent involvement programs the school coordinates Federal, State, and local programs.

Budget and resources alignment

- Title I SWP money is utilized to purchase resources and instructional materials. Title 1 10% is used to fund the professional development position. Title I 5% funds is used to provide on-site professional development and pay teachers per-session for mapping sessions. Title I SWP and Tax Levy funding is used to purchase instructional materials and software. Teachers will receive professional development on how to differentiate instruction, before, during, and after school, and during annual retreats. A full-time professional developer is on staff to provide daily coaching, mentoring and facilitation of teacher team meetings during daily professional periods. Title I school wide program funds are used to fund the development position. Software and hardware purchases were made with NYSTL money, such as the SmartResponse systems, SMARTslates, a fully equipped computer lab, Graphic

Calculator LCD viewers, and a contracted Risograph machine.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

A comprehensive professional development program exists at School for Classics to maintain a Professional Learning Community. Staff members will engage in daily and after school professional development in teacher teams to address aspects of instruction, including meeting the Citywide Instructional Expectations, Danielson's Framework for Teacher Effectiveness, the use of technology, curriculum mapping, lesson planning, best practices and classroom management. By June of 2012, 90% of staff members will receive individualized professional development to be highly effective educators.

Comprehensive needs assessment

In an effort to increase teacher effectiveness, informal and formal observations were conducted. The summary of the observations is done at the end of each observation cycle. Based on this, the areas that need improvement are identified for the whole school and for individual teachers. It was determined due to a variety in levels of teacher experience that there was a need for a targeted professional development plan based on key components from Danielson's Framework for Teacher Effectiveness. The results drive targeted professional development topics for all teachers to engage in daily as facilitated by professional development periods and department meetings.

Instructional strategies/activities

Activity #1:

Daily Professional Development Period

Teacher programs are created to allow for one period of professional development each day, facilitated by an on-site professional developer. Staff will collaborate in teams by subject/grade level to conduct inquiry, plan together, inter-visit using Danielson's Framework rubrics, learn instructional strategies to promote academic rigor, articulate and develop their own professional goals, design lessons, and adapt their curricula to the Common Core Standards. Consistent reinforcement and promotion of our theme of literacy and performing arts will occur during planning sessions. Teachers collaborate on using all available school data systems to inform instruction, evaluate their assessments, and study student work. Best practices are highlighted, strategies are reviewed, and school-wide initiatives are discussed.

Target Population: all faculty members

Responsible Staff Members: Data Specialist, Professional Developers, internal and external

Implementation Timeline: September 2011 through June 2012

Activity #2:

Informal Teacher Inter-visitation using Danielson's Framework Rubrics

Each week teachers spend one period of identified as professional development for inter-visitation between classrooms. Teachers conduct an informal observation using Danielson's Framework rubric to identify skills and competencies that are present. Following the observations, teachers meet to provide each other with recommendations /commendations based on specific evidence documented during the informal observation. The cycle of inter-visitation allows for teachers to make adjustments and follow-up with each other in order to further develop specific skills and competencies that improve instruction for all students.

Target Population: all teachers

Responsible Staff Members: Data Specialist, Professional Developers, internal and external

Implementation Timeline: September 2011 through June 2012

Activity #3

Principal Feedback

Principal will engage in short, frequent cycles of formal and informal feedback and observations. Principal will provide feedback at faculty conferences and teacher team meetings in the form of snapshot and formal observation data for the entire school to monitor progress.

Target Population: all faculty members

Responsible Staff Members: Data Specialist, Principal

Implementation Timeline: September 2011-June 2012

Professional development for parents will be parallel to professional development for teachers, which will increase the support for student learning. This will be achieved using the following strategies:

- CBO STARR,INC., conducts weekly professional development
- Guidance department will conduct attendance incentives to increase scholarship
- Attendance and Academic Award Ceremonies held monthly
- Community Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- Guidance Department will host mandatory grade meetings with parent twice a year to emphasize promotional requirements
- Phone Outreach Logs maintained by each Advisory teacher
- Monthly SLT Meetings
- Guidance department offers mandatory grade meetings specifying graduation requirements and promoting college and career readiness
- MSW interns conduct parent outreach
- Creation of Parent Handbook and School Newspaper as sources of information
- Parents trained on how to use ARIS

With Highly Qualified Teachers (HQT) we will increase teacher effectiveness and the following

- The principal, in collaboration with appropriate staff members, will follow the policy set forth by the by the Department of Education to ensure that the selection of qualified teachers follows the guidelines set by the New York State Education Department.
- All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student results.
- The principal in collaboration with appropriate staff members and with the Division of Human Resources will identify qualified teachers through major recruitment campaigns and through relationships with colleges and universities.
- To ensure instruction by highly qualified staff, all hired instructors are licensed in their subject area, and receive professional development applicable to that subject area. New teachers receive mentoring from on-site professional developer.
- Teachers that are not high qualified are supported with tuition reimbursement assistance so that they may complete necessary coursework to become highly qualified.

Service and program coordination

On-site professional development is supported by the UFT Teacher Center. UFT Site Member attends one session per month of professional development at the UFT Headquarters.

Through its health, physical education, advisory program, college and career, and parent involvement programs the school coordinates Federal, State, and local programs.

Budget and resources alignment

Title I Children's First Network support, Title I Fair Student Funding, Title I SWP, the UFT Teacher Center, Title I 5 and 10% professional development, fund the professional development program to plan subject/area grade-specific curriculum, per-session, software, hardware, instructional materials, and staff retreats.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

As part of our mission and vision, maintaining a positive school culture and tone, building a strong community relationship, and meeting students' social and emotional needs will be accomplished through our affiliation with our CBO's, the institution of a bi-weekly advisory program, and ongoing professional development for the faculty about child development. The Three Pillars of Learning are activated through their immersion in school culture and in the classroom. Through the implementation of a comprehensive theater arts program, student involvement will enable them to thrive academically and contribute to maintaining a positive school culture. By June of 2012, there will be a 5% reduction in Level 4 student incidents.

Comprehensive needs assessment

School for Classics is a Title 1 school where 87% of students receive free lunch. Located in a high risk high-crime neighborhood it is essential to the success of each student to focus not only on academics, but social-emotional growth as well. Based on a two year trend analysis of the school's Occurrence Summary we discovered an increase in level 4 incidents from 37.5% of total incidents during the 2009-2010 school year, to 42.6 percent of total incidents during the 2010-2011 school year.

Instructional strategies/activities

Activity #1:

Student Advisory Program

The CBO leader will conduct professional development once a week on curriculum building for each grade level, and grade level specific expectations to continually develop the School For Classics Advisory Program. During daily professional development, teachers, in conjunction with our CBO's, will continually analyze, understand, and use internal school data to design advisory curriculum and lessons. Parent outreach is expected of all staff to encourage a communicative relationship with parents and to encourage parent involvement. A designated intern has been assigned to the school three days a week as a liaison to the CBO's to ensure that communication and ongoing and intact.

Target Population: all faculty members, students

Responsible Staff Members: CBO Leaders, Principal, all teachers

Implementation Timeline: September 2011 through June 2012

Activity #2:

School-wide Social Events

Students are encouraged and expected to participate in all school-wide social events before, during and after school. Students will engage in an advisory program, theater program and mentoring program, which includes participation in school events and field trips.

Students attend and participate in monthly school-wide town hall meetings that address the needs of the school driven by the students' input and facilitated by the administration along with student government. Parents are strongly encouraged to regularly attend town hall meetings. Students' individual needs are met through the building of relationships with school faculty through the implementation of the CBO lead programs. Administration and teachers will receive ongoing guidance from the CBO's to continually monitor, evaluate and revise the existing programs.

Target Population: all faculty members, students, parents

Responsible Staff Members: all staff, CBO Leaders

Implementation Timeline: September 2011 through June 2012

Through our parent outreach, we will create a better overall support for our students changing some of the behavioral trends.

The following strategies will support our goal:

- CBO STARR,INC., conducts weekly professional development
- Guidance department will conduct attendance incentives to increase scholarship
- Attendance and Academic Award Ceremonies held monthly
- Community Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- Guidance Department will host mandatory grade meetings with parent twice a year to emphasize promotional requirements
- Phone Outreach Logs maintained by each Advisory teacher
- Monthly SLT Meetings
- Guidance department offers mandatory grade meetings specifying graduation requirements and promoting college and career readiness
- MSW interns conduct parent outreach
- Creation of Parent Handbook and School Newspaper as sources of information
- Parents trained on how to use ARIS

Through improving the effectiveness of instruction, the rigor and motivation will be increased in the classrooms supporting social and emotional growth. We will use the following strategies for attracting Highly Qualified Teachers (HQT):

The principal, in collaboration with appropriate staff members, will follow the policy set forth by the by the Department of Education to ensure that the selection of qualified teachers follows the guidelines set by the New York State Education Department.

All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student results.

The principal in collaboration with appropriate staff members and with the Division of Human Resources will identify qualified teachers through major recruitment campaigns and through relationships with colleges and universities.

To ensure instruction by highly qualified staff, all hired instructors are licensed in their subject area, and receive professional development applicable to that subject area. New teachers receive mentoring from on-site professional developer. Teachers that are not high qualified are supported with tuition reimbursement assistance so that they may complete necessary coursework to become highly qualified.

Service and program coordination

On-site professional development is supported by the NYS UFT Teacher Center. The on-site professional developer attends one session per month at the UFT Headquarters

Through its health, physical education, advisory program, college and career, and parent involvement programs the school coordinates Federal, State, and local programs.

Budget and resources alignment

Contract for Excellence, Title I Fair Student Funding, Title I Children’s First Network Support High School, fund the advisory, theater and mentoring program and professional development related thereof.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

In order to improve the academic achievement of Special Education students, particularly Black and Hispanic males in the lowest third, our school has designated common planning time devoted to inquiry with tools such as ARIS data, SESIS data and transcript data, to plan modified lessons to address their academic needs. We will increase the number of Special Education students moved into the least restrictive environment. In conjunction with our teachers, we will work with two contracted CBO's to provide mentorship and advisory. The CBO's will provide intervention strategies that emphasize attendance, engagement and college readiness. By June of 2012, there will be a 5% increase in the number of special education students moving into the least restrictive environment. During common planning time designated for department meetings, special and general education teachers are creating lesson plans to ensure proper modifications and accommodations are made according to IEP specifications.

Comprehensive needs assessment:

Last year, we moved 15% of our total special needs students into a least restrictive environment. After conducting an end of the year analysis of our special education students, we recognize the academic, social and emotional benefits of students working in the least restrictive environment, and will move an additional 5% of special needs students into the least restrictive environment.

Instructional strategies/activities

Activity #1

Student Programming

Student programs are created according to the specifications of the students' IEP's. Students' progress will be carefully monitored through the administration of periodic and classroom assessments, portfolios. General and special education teachers will meet to discuss these assessments in order to make modifications that meet the needs of all students' individual needs. Student, parent and guidance meetings will occur when teachers feel that changes to the IEP are necessitated. Daily communication with the school psychologist and mandated IEP guidance counselors will occur to ensure all parties are involved in making such changes.

Target Population: students

Responsible Staff Members: Data Specialist, Programmer, School Psychologist, Guidance Counselor

Implementation Timeline: September 2011 through June 2012

Activity #2

Professional Development

Professional development will be given by way of in-house professional development sessions, and from CFN 611 support, on using

SEGIS, as well as how to make curricular adaptations and create differentiation to address students' particular learning styles, strengths and weaknesses.

Target Population: all faculty members

Responsible Staff Members: Data Specialist, Professional Developers, internal and external

Implementation Timeline: September 2011 through June 2012

Activity#3

Parent Outreach

Student, parent and guidance meetings will occur when teachers feel that changes to the IEP are necessitated. Daily communication with the school psychologist and mandated IEP guidance counselors will occur to ensure all parties are involved in making such changes.

Target Population: students, parents

Responsible Staff Members: Data Specialist, Teachers, MSW Interns, Guidance Counselor, School Psychologist

Implementation Timeline: September 2011 through June 2012

Through attracting Highly Qualified Teachers (HQT) we will improve the effectiveness of instruction in the classroom through differentiation addressing the individual needs of our students. We will use the following strategies:

- CBO STARR, INC, conducts weekly professional development
- Guidance department will conduct attendance incentives to increase scholarship
- Attendance and Academic Award Ceremonies held monthly
- Community Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- Guidance Department will host mandatory grade meetings with parent twice a year to emphasize promotional requirements
- Phone Outreach Logs maintained by each Advisory teacher
- Monthly SLT Meetings
- Guidance department offers mandatory grade meetings specifying graduation requirements and promoting college and career readiness
- MSW interns conduct parent outreach
- Creation of Parent Handbook and School Newspaper as sources of information

- Parents trained on how to use ARIS

Strategies for attracting Highly Qualified Teachers (HQT)

- The principal, in collaboration with appropriate staff members, will follow the policy set forth by the by the Department of Education to ensure that the selection of qualified teachers follows the guidelines set by the New York State Education Department.
- All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student results.
- The principal in collaboration with appropriate staff members and with the Division of Human Resources will identify qualified teachers through major recruitment campaigns and through relationships with colleges and universities.
- To ensure instruction by highly qualified staff, all hired instructors are licensed in their subject area, and receive professional development applicable to that subject area. New teachers receive mentoring from on-site professional developer.
- Teachers that are not high qualified are supported with tuition reimbursement assistance so that they may complete necessary coursework to become highly qualified.

Service and program coordination

On-site professional development is supported by the NYS UFT Teacher Center. The on-site professional developer attends one session per month at the UFT Headquarters
Through its health, physical education, advisory program, college and career, and parent involvement programs the school coordinates Federal, State, and local programs.

Budget and resources alignment

The budget will be used to offer professional development and per session funds. Title I Fair Student Funding, Title I 10% Professional Development, Title I SWP, NYSTL funds are utilized to offer professional development, fund the special education teachers so that they may meet the needs of SETTS, ICT and self-contained students, software and hardware, instructional materials and resources.

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		39	0	0	8	7	2	2
10		55	56	0	7	8	7	6
11		26	24	21	8	9	7	4
12	1	7	7	2		1	1	0

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	Extended Day (37 1/2 minutes 2x's a week) Tutoring – as needs basis Small groups Teacher push-in
Mathematics	Math support Extended Day (37 1/2 minutes 2x's a week) Tutoring – as needs basis Small groups Teacher push-in
Science	Extended Day (37 1/2 minutes 2X's a week) Tutoring – as needs basis Small groups Teacher push-in
Social Studies	Extended Day (37 1/2 minutes 2x's a week) Tutoring – as needs basis Small groups Teacher push-in
At-risk Services provided by the Guidance Counselor	Extended Day (37 1/2 minutes 2x's a week) Tutoring – as needs basis Small groups Teacher push-in

At-risk Services provided by the School Psychologist	Extended Day (37 1/2 minutes 2x's a week) Tutoring – as needs basis Small groups Teacher push-in
At-risk Services provided by the Social Worker	1 on 1 with social worker for mandated and referred and students
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 with the following:

- Annual distribution of a Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child, and how the school and parents can partner together for the child to succeed academically and strive to be a lifelong learner.
- Monthly PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor a child's progress in order to improve student achievement.
- A schedule for PTA meetings where parents can network, receive support and become empowered in how to navigate the New York City Public School System
- Plan to hold ongoing events and programs for parents: Outreach services such as: ARIS training, how to navigate the internet and obtain an email address, GED program outreach, parenting

classes, financial literacy training and an end of the year appreciation ceremony, breakfast with the principal, parent/teacher dinners, and ongoing raffles during school events.

- A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
- Continuous communication to assist parents in understanding the school curriculum and student achievement through handouts, mailings and periodic student achievement reports in languages that parents can understand. A newsletter from the Community Coordinator will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
- 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 designed by school and staff members that

outlines how parents, school staff and students share the responsibility for improving learning.

- During monthly PTA and SLT meetings, and quarterly PTA Executive Board meetings, there is discussion of, and decisions made, 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 sub-committees created by Community Coordinator that include parents who are members of the School Leadership Team, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- maintain a Community Coordinator to serve as a liaison between the school and families. The Community 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 Community Coordinator will also maintain a log of events and activities planned for parents each month in a central file.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; bullying, health awareness, 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;

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

- holding an annual Title I Meeting
- 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, such as a Mother-Daughter Brunch, Father Son Basketball Day, and End-of-Year Barbeque.
- establishing a Parent Resource Center with 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
- Hire faculty with significant graduate training in their field of expertise.
- Develop academic coursework that meets or exceeds all mandated time requirements for the four core academic classes
- implementing a curriculum aligned to the Common Core State Learning Standards
- Every student will receive academic support in a small group setting in order to provide added support for the four core academic classes as well as all state mandated examinations.
- Curriculum and instruction will be of high quality and designed by staff in a collaborative fashion and with the guidance of in-house professional development, regional resources, and private educational entities such as S.T.A.R.R, Inc., BENI [Brooklyn Empowerment Neighborhood Initiative], and New Perspectives Theater Company. These institutions ensure that instruction is differentiated to meet the varied skill levels of the students.
- Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs

Support home-school relationships and improve communication by:

- 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;
- 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;
- 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;
- Classics will provide parents with school-wide progress reports six times per school year-specifically three times per school term
- Additionally, Classics will provide parents with school-wide report cards six times per school year-specifically, three times per school term
- Hold parent-teacher conferences October and April per citywide calendar

- Individual classroom teachers will contact parents if a student is not being academically successful and consult with guidance for suitable interventions to promote academic success
 -
 - Individual advisory teachers will also contact parents if a student is not being academically successful and will also consult with guidance for suitable interventions to promote academic success.
 - The guidance department will provide intensive outreach to families of students who are not maintaining academic success in order to collaboratively develop an action plan to promote academic success.

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 on Open School Days
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- Staff members will be available to parents weekly through phone outreach, in a school conference by appointment or walk-in inquiry.
- Staff will be available for consultation at parent-teacher conferences and by appointment.
- Community Coordinator will be available for consultation during school hours
- Progress reports will be sent home half way through each marking period.
- Guidance counselor will meet with parents weekly to provide parents with information about their child's progress
- Parents will be trained in ARIS and will be able to track their child's progress via computer.

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;

- Monitoring attendance, daily phone calls by staff, using ARIS, making sure my child is on time and prepared everyday for school
- Making sure that homework is complete, scheduling daily homework time; Workshop conducted by Community Coordinator
- Monitoring amount of television my child watches, and providing an environment conducive to study; Workshop conducted by Community Coordinator
- Volunteering in my child's classroom;
- Participating, as appropriate, in decisions relating to my children's education; School Leadership Team
- Promoting positive use of my child's extracurricular time; After school Programs
- Staying informed about my child's education and communicating with Classics by promptly reading all notices from Classics or Classics' district received either by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on Classics School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, Classics Support Team or other school advisory or policy groups.

III. Student Responsibilities:

- attend school regularly and arrive on time
- complete my homework, submit all assignments on time, and ask for help when I need it
- 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
- give my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school

**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 CFN611	District 19	Borough Brooklyn	School Number 683
School Name School for Classics			

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

Principal Janice Ross	Assistant Principal J. Mikulyuk
Coach type here	Coach Jennifer Goldberg
ESL Teacher Dhanraj Bhagwandin	Guidance Counselor Dorcas Young
Teacher/Subject Area Mr. Crupi (English)	Parent type here
Teacher/Subject Area Ms. Vishnu (Math)	Parent Coordinator
Related Service Provider Ms Abrams (Special Education)	Other L. Moore, Community Coordinato
Network Leader Robert Hernandez	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	303	Total Number of ELLs	24	ELLs as share of total student population (%)	7.92%
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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. 

PART 11 IDENTIFICATION PROCESS

1. The School for Classics follows the multi step process to ensure the identification, the appropriate placement and educational services for every child. At enrollment, a pedagogue, the licensed ESL teacher, Mr. Bhagwandin conducts the initial screening and administers the Home Language Identification Survey (HLIS) to determine LAB-R eligibility. If the child is identified as an eligible candidate for Bilingual instructional services, an informal student interview in the child native language and in English is conducted. If the child's home language is English or the student's only language is English, then he/she is determined not an ELL and thus enters general education program. If the child speaks a language other than English and speaks little or no English, then the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. The test is hand scored at school to determine the proficiency level of the child for programming, which will be verified later on ATS to avoid errors once the test is processed at the assessment office. If the child scores below proficiency, he/she is an ELL (and Spanish LAB will be administered to Spanish-speaking ELL). All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores are administered the Spanish LAB once at the time of initial enrollment. All interviews with the child and the parents are conducted in English and/or in the child's native language. If there is no one who speaks the child's native language, the school contacts the translation unit at the Department of Education to get the services needed for the child and the family. Once it is determined that the child is an ELL, an entitlement letter is provided, in English and in the child's native language to parents to inform them about the child's identification. The the child is then enrolled in the appropriate program within ten days.

In Spring, the New York State English as a Second Language Test (NYSESLAT) is administered to all ESL students at the school. Those who score below proficiency remain in the ESL program and continue to receive services. Those who score at or above proficiency are no longer ELLs and enter general education program. However, they continue to get support in the general education classes and are eligible for test accommodations for two more years after leaving the ESL program.

2. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL (Transitional Bilingual, Dual Language and Freestanding ESL) and they also view a parent information CD where program placement options are presented, in nine languages, with clarity and objectivity. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Freestanding ESL is the only program available at the School for Classics, and if parents want to choose Transitional Bilingual or Dual Language program, our guidance counselor, Ms. Young assists with the information about schools that have the type of programs the parents want for their child. If parents do not select a program within ten days, the child is placed in a transitional bilingual program by default if it is available, or an ESL class, which is the case at the School for Classics. The HLIS and Parental choice form are kept in a child's accumulative folder. An outreach is then made by our guidance counselor by mail and/or by phone calls in both English and the native language of the parents to explain this choice and she prepares them for their new school if requested. Every child is placed within the 10 school days of enrollment.

3. ESL entitlement letter is printed out in the native language of the parents from the DOE website and given to the parents in person and/or by mail. Each child is also given the Program Selection form to take home and is asked to return the signed form within one week to the ESL teacher. The ESL teacher follows up with the collection of the form, but if the form is not returned, the default program is Transitional Bilingual Education, and at the School for Classics, the child is placed in the freestanding ESL program.
4. ELLs are placed in the freestanding ESL classes according to the level of proficiency a child demonstrates in the LAB-R and/or NYSESLAT. The placement procedures are explained to parents at the enrollment time and during the orientation, when parents are shown the parent information CD, which explains the three programs in nine different languages. If needed, the translation unit at DOE is asked to provide translations for the parents in their native language.
5. Nearly 100 per cent of parents have requested ESL for their children since the School for Classics began two years ago.
6. Currently the program model of Freestanding ESL is in alignment with the parents requests, evidenced by the fact that they have all chosen the ESL program model the School for the Classics offers. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for Transitional Bilingual and Dual Language classes. Once we have the appropriate student numbers (20 or more) our staff will realign our curriculum and programs to meet the demand.

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										9	6	12		27
Push-In														0
Total	0	0	0	0	0	0	0	0	0	9	6	12	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	2
SIFE	17	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	2

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	8		6	4	2	4	4		25
Total	15	8	0	6	4	2	4	2	0	25

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
Albanian														0
Other														0
TOTAL	0	6	6	12	0	24								

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).
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?

PROGRAMMING

1. The School for Classics provides a Freestanding English as a Second Language (ESL) program and the ESL instruction is delivered by Mr. Bhagwandin, the licensed ESL teacher.
 - a. The organizational model at the School for Classics is Self-Contained.
 - b. In the ESL program, ELLs are grouped heterogeneously in an ungraded setting (all students, regardless of grade are in one class) and they are taught by the licensed ESL teacher.
2. Currently, there are three grade levels at the school, grade 9, 10 and 11. There are nine 9th graders, six 10th graders and twelve 11th graders ELLs in the ESL program. Of the 27 ELLs at the school, 9 are beginning level ELLs, 11 are intermediate level ELLs, and 7 are advanced level ELLs. Under CR Part 154, the beginning level ELLs receive 540 minutes of ESL instruction per week, and they have three periods of ESL daily from Monday to Friday; the intermediate level ELLs receive 360 minutes of ESL instruction per week, and they have two periods of ESL daily from Monday to Friday, and the advanced level ELLs receive 180 minutes of ESL instruction per week, and they have one period of ESL daily from Monday to Friday. In addition, the advanced level ELLs receive 180 minutes of ELA instruction per week. All ELLs have a regular schedule for ESL classes and for content area classes.
 - a. Depending on their proficiency level, all the ELLs receive from 180 minutes to 540 minutes a week of self-contained ESL instruction. This includes ELLs with disabilities as well as X-coded students.

A. Programming and Scheduling Information

3. In order to help the students progress and make content comprehensible, we utilize the following practices:

- Collaboration between ESL and content area teachers
- Scaffolding teaching and learning for ELLs in the content area classrooms (including Modeling, Bridging, Schema Building, Contextualization, Text Representation)
- Differentiating instruction for ELLs and providing extra support during work periods
- Additional small group sessions for ELLs before all state assessments
- Use of graphic organizers and visual aids
- Focus on academic literacy and language

- ESL students are grouped according to grade and clustered together for content area classes when possible. ELLs are almost always together for their ELA course to ensure that their needs are met.

- Content area teachers monitor use a variety of phrasings and synonyms to clarify meaning.

- In content area instruction, and dictionaries and glossaries in the student's native language are used to increase comprehension.

Math, science and Global Studies content area teachers meet regularly to discuss strategies for teaching ELLs. In addition, the buddy system in the content area classrooms enable the ELLs to exchange ideas and skills in both their native language and in English.

4. ELL's are evaluated in their native language by means of a project completed by students which is designed and evaluated by the school with parental support and interpreters.

5. The ELL subgroups include SIFE students, newcomers who have been in US schools for less than three years, ELLs who have been receiving ESL services for 4 to 6 years, the Long-Term ELLs and ELLs identified as having special needs.

a. Plan for SIFE-- to provide academic intervention services as an extension of the regular school program; to design individualized student study plans and to provide native language support whenever feasible.

b. Plan for newcomers-- when a new student is registered at the School for Classics, we provide the following resources to facilitate the transition:

- an informal student orientation
- use of the buddy system to help ease transition
- small group instruction to teach "survival English" and content specific language
- additional support to help them get ready for formal assessment

c. Plan for ELLs receiving service 4 to 6 years:

- analyze the data from NYSESLAT, Acuity and ARIS to find the strengths and weaknesses of each student.
- differentiate instruction to meet their needs for learning
- intensive practice in reading and writing

d. Plan for Long-term ELLs:

- analyze their performance data to understand their weaknesses and devise strategies to help them
- provide them with after school programs
- Provide them with additional materials to enrich their language and academic skills

6. The instructional strategies used include vocabulary development, guided interaction, explicit instruction, teaching universal themes, modelling and using graphic organizers. Content is also adapted to for each grade level.

7. The ELL's Curriculum challenge students to develop higher-order skills. The curriculum is integrated and supports new knowledge in one subject area with previous knowledge from life experiences and study in other subject areas. This helps students to make meaningful connections between home and school. In addition, instruction is student-centered. Students learn in cooperative, collaborative and settings. They work on projects that are culturally and socially meaningful.

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
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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

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. At School for Classics, ongoing intervention has been part of our educational process. ELL's benefit from our AIS service across the content area during the last period on Mondays and Wednesdays. These sessions target long term ELLs and students with interrupted formal education (SIFE). Instructions are conducted in English with the use of bilingual glossaries. Our interventions include an after school program in which ELL's are given support in Science, Math and Global History two days per week in each subject.

9. After ESL students reach proficiency level on the NYSESLAT, they are continually monitored. The ESL teacher observes and monitors former ELLs in their content area classrooms.

When required, these former ELL's are offered extra materials, resources, and support. The ESL teacher also shares information and techniques with content area classroom teachers.

If it becomes evident that transitional students are struggling in any of their academic classes, we then come up with a plan to help the students through A.I.S. services or tutorial services (when available). Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations for at least two years.

10. For the new year new materials have been introduced. These include the Rosseta Stone Computer Program for beginners. Improvement is also envisaged in the area of content with the introduction of more fiction and non fiction materials to help students prepare for the NYSESLAT and ELA Regents examinations. These texts include Vision and Getting Ready for The NYSESLAT. In addition, our school's data inquiry team has analyzed data on the performance of ELLs in the recent Pearson Periodic Assessment in order to identify their weaknesses and devise appropriate instructional strategies. From this year, ELL's will also be given additional writing practice through the school newspaper, Classics News.

11. No program or services will be discontinued this year.

12. ELL's are afforded equal access in every aspect of school life including participation in school clubs, extracurricular activities and school trips. Among the clubs available for their participation are music, dancing and leadership.

13. Our instructional materials used to support ELL's include both fiction and non fiction texts as well as technological resources. These reflect the current New York Citywide instructional expectations with its focus on Informational Texts and Argumentative writing. The instructional materials seek to engage students in critical thinking and problem solving, with the use of texts of various complexities. For the beginners and intermediate sub groups, our instructional materials include the Visions and Milestones series text books and "Getting Ready for the NYSESLAT" by Attanasio and Associates. Bilingual dictionaries and glossaries in the content areas are also used. These resources are supplemented by the Rosseta Stone Computer Program which is implemented with overhead projectors. The internet is also used to support classroom instruction and to help students with research projects. Internet based ESL programs such as Dave's ESL Café and Randall Cyber Listening Lab are utilized as additional support, especially for newcomers. In addition, the Google translation application is used to translate content and clarify meaning. For the advanced level ELLs, instructional materials are aligned to the ELA Core Standards and curriculum requirements of the Regents ELA. Advanced level students focus on such literary works as "Nectar in a Sieve," "The Diary of Anne Frank" and "The Pearl" and "Of Mice and Men," by John Steinbeck and To Kill a Mockingbird by Harper Lee. Informational texts focus on such topics as the Great Depression, the Monsoons and the Holocaust which provide background, and

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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.

PROFESSIONAL DEVELOPMENT

1. Professional Development for staff who deal with ELLs is ongoing. The plan includes workshops for the ESL Teacher, one of which was organized by the CNF 611 on February, 20, 2012 at the John Adams High School and focussed on curriculum mapping. In addition, sessions held Monday through Friday during a 45 minutes period (10.23 am-11.08 am) include ELL strategies and modifications for ELL's. Teachers of ELL's also meet departmentally on Mondays and Thursday during which strategies for ELLs are explored and resources relevant to ELL's are shared. Among areas being covered are data inquiry, curriculum mapping, the Common Core Standards, differentiation in instruction, questioning techniques, and the designing of tasks using the Depth of Knowledge (DOK) model. In addition, professional development focus on elements of the Danielson Framework. In addition, our deans, guidance counselor, secretary and community coordinator are also given opportunities for Professional Development related to dealing with ELL's.

2. We also send many of our staff members to outside workshops organized by the Office of English Language and other organizations throughout the year, where they receive professional development in different areas. We also turnkey ESL workshops to other staff members, including supervisors, and support personnel.

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Below is a calendar of PD dates for the current year.

9/6/11

CITYWIDE Instructional Expectations and Introduction to Danielson Framework. J. Ross Principal
J. Goldberg, Professional Developer,
I. Nurik-CFN 611
S. Cummings- Science Specialist

9/26/11

Common Core Tasks in Curricula- Six Instructional Shifts.
J. Goldberg

10/18/11

Using Data to Inform Enquiry- Examing the ICT Models.
J. Goldberg

10/31/11

Curriculum Maps and Course Outline
J. Goldberg

11/8/11

Exploration of Regents data to inform instructions.
J. Goldberg
J. Mikulyuk
J. Ross

11/14/11

Danielson's Framework-unpacking "Distinguished."
J. Goldberg

D. Professional Development and Support for School Staff

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)?

resources relevant to ELL's are shared. Among areas being covered are data inquiry, curriculum mapping, the Common Core Standards, differentiation in instruction, questioning techniques, and the designing of tasks using the Depth of Knowledge (DOK) model. In addition, professional development focus on elements of the Danielson Framework. In addition, our deans, guidance counselor, secretary and community coordinator are also given opportunities for Professional Development related to dealing with ELL's.

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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?

PARENT INVOLVEMENT

1. A parent orientation is offered at the beginning of the school year for new students, during which the ESL and other teachers answer questions and give valuable information about important events and tests each student must take at the beginning of the year. We also involve parents by sending home bilingual letters to inform them of the curriculum their children are following and the tests they are required to take. These activities are conducted in the native language if necessary. The ESL teacher and/or a bilingual teacher assist in these areas.
2. School for Classics is currently seeking to partner with community based organizations to provide services to the parents of ELLs and establish the necessary linkages.
3. At parent teacher conferences, parents are consulted on their own needs as well as on ways they can contribute towards improving the education of their children and our school. School for Classics has recently hired a Community Coordinator who will act as a liaison with parents .
4. Through these activities some of the needs of the parents are evaluated and addressed such as understanding their children report cards and keeping abreast of their progress. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers.

D. Professional Development and Support for School Staff

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PROFESSIONAL DEVELOPMENT

1. Professional Development for staff who deal with ELLs is ongoing. The plan includes workshops for the ESL Teacher, one of which was organized by the CNF 611 on February, 20, 2012 at the John Adams High School and focussed on curriculum mapping. In addition, sessions held Monday through Friday during a 45 minutes period (10.23 am-11.08 am) include ELL strategies and modifications for ELL's. Teachers of ELL's also meet departmentally on Mondays and Thursday during which strategies for ELLs are explored and resources relevant to ELL's are shared. Among areas being covered are data inquiry, curriculum mapping, the Common Core Standards, differentiation in instruction, questioning techniques, and the designing of tasks using the Depth of Knowledge (DOK) model. In addition, professional development focus on elements of the Danielson Framework. In addition, our deans, guidance counselor, secretary and community coordinator are also given opportunities for Professional Development related to dealing with ELL's.

2. We also send many of our staff members to outside workshops organized by the Office of English Language and other organizations throughout the year, where they receive professional development in different areas. We also turnkey ESL workshops to other staff members, including supervisors, and support personnel.

3. The teaching staff at School for Classics is given many opportunities to attend professional development, pertaining to ELL's, throughout the school year. Training by the ESL teacher is ongoing, and most teachers have their mandated 7.5 hours of ESL training. ESL workshops attended by the ESL teacher are turn-keyed to the Professional Development Staff, who are able to relay the information to the rest of the staff through team meetings. Mainstream teachers are encouraged to infuse these strategies and insights gained.

Below is a calendar of PD dates for the current year.

9/6/11

CITYWIDE Instructional Expectations and Introduction to Danielson Framework. J. Ross Principal
J. Goldberg, Professional Developer,
I. Nurik-CFN 611
S. Cummings- Science Specialist

9/26/11

Common Core Tasks in Curricula- Six Instructional Shifts.
J. Goldberg

10/18/11

Using Data to Inform Enquiry- Examining the ICT Models.
J. Goldberg

10/31/11

Curriculum Maps and Course Outline
J. Goldberg

11/8/11

Exploration of Regents data to inform instructions.
J. Goldberg
J. Mikulyuk
J. Ross

11/14/11

Danielson's Framework-unpacking "Distinguished."
J. Goldberg

11/17/11

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

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?

PARENT INVOLVEMENT

1. A parent orientation is offered at the beginning of the school year for new students, during which the ESL and other teachers answer questions and give valuable information about important events and tests each student must take at the beginning of the year. We also involve parents by sending home bilingual letters to inform them of the curriculum their children are following and the tests they are required to take. These activities are conducted in the native language if necessary. The ESL teacher and/or a bilingual teacher assist in these areas.

2. School for Classics is currently seeking to partner with community based organizations to provide services to the parents of ELLs and establish the necessary linkages.

3. At parent teacher conferences, parents are consulted on their own needs as well as on ways they can contribute towards improving the education of their children and our school. School for Classics has recently hired a Community Coordinator who will act as a liaison with parents.

4. Through these activities some of the needs of the parents are evaluated and addressed such as understanding their children report cards and keeping abreast of their progress. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers.

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)										2	4	1		7
Intermediate(I)										2	1	7		10
Advanced (A)										2	1	4		7

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	6	6	12	0	24

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

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	4		4	
Integrated Algebra	25		16	
Geometry	3		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment	25		10	
Physics				
Global History and Geography	12		11	
US History and Government	3		3	
Foreign Language	4		4	
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: School For Classics

School DBN: 19K683

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
J. Ross	Principal		3/29/12
J. Mikulyuk	Assistant Principal		3/29/12
Ms. Moore	Parent Coordinator		3/29/12
D. Bhagwandin	ESL Teacher		3/29/12
	Parent		
Mr. Crupi (English)	Teacher/Subject Area		3/29/12
Ms. Vishnu (Math)	Teacher/Subject Area		3/29/12
	Coach		
	Coach		
Ms. Dorcas Young	Guidance Counselor		3/29/12
Robert Hernandez	Network Leader		3/29/12
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19k683 **School Name:** School for Classics

Cluster: 6 **Network:** 611

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.

Community Coordinator and guidance counselors work closely to provide language appropriate letters. Appropriate translators are available for parents when they come to speak to our staff, either by the staff from Classics or the staff from IS 218 whose building we share. Whenever school personnel are unable to translate we will purchase services from the services and interpretation 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.

As per our demographics our parents and students home languages are: Spanish, Chinese, French, Bangladesh, and Arabic. Materials are provided in the above languages through the assistance of the translation unit and/or staff members who are speakers of those 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.

Provide written translation services to non-English speaking parents who have been identified through the ATS report on school and specific student related matters, such as newsletters, letters to parents, and student progress reports. Appropriate translators are available for parents when they come to speak to our staff, either by the staff from Classics or the staff from IS 218 whose building we share. Whenever school personnel are unable to translate we will purchase services from the services and interpretation unit.

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

Translations for non-English speaking parents at PTA meetings, parent-teacher conferences, and other after-school meetings between school personnel and parents will be provided by school personnel. Whenever school personnel are unable to translate we will purchase services from the services and interpretation unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

There is school staff assigned to complete translations as needed. Whenever school personnel are unable to translate we will purchase services from the services and interpretation unit.