



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GRAMERCY ARTS HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M374

PRINCIPAL: DENISE DICARLO EMAIL: DDICARL@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMEKA MATHESON

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
Denise DiCarlo	*Principal or Designee	
Teresa Sullivan	*UFT Chapter Leader or Designee	
Keitha Copes	*PA/PTA President or Designated Co-President	
Nicole Cheatham	DC 37 Representative, if applicable	
Isabelle Arroyo David Rodrigues	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Vineyard Theatre	CBO Representative, if applicable	
Cheryl Brathwaite	Member/ Parent	
Dan Schriebman	Member/Parent	
Kerryanne Arroyo	Member/Parent	
Robert Bass	Member/Parent	
Susan Ganfer	Member/Parent	
Robert Lamont	Member/Teacher	
Karen Eubanks	Member/Teacher	
Danielle Meyer	Member/Teacher	
Laura Gensinger	Member\Guidance Counselor	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, the ELA Department will work as a team to complete one literacy task unit that engages students in processing an argument from non-fiction texts, as measured by the submission of student work, aligned to the Common Core Standards.

Comprehensive needs assessment

This goal is in alignment with the Chancellor's initiative to improve student performance based on Common Core Standards. This year literacy/ELA team has identified model on how to write an argument using non-fiction.

After conducting a three year analysis of Regents exams results in other subjects (Social Studies and Science), we found that students underperformed on the essay part of these exams. Therefore, we decided to work on improving students' performance in non-fiction writing with an emphasis on the ELA Common Core Standards, a priority goal for the school.

Instructional strategies/activities

A. Strategies

- 1) Each fiction work will be aligned with a related non-fiction text.
 - a) Identify thesis statements/arguments
 - b) Students will learn how to deconstruct an article/essay based on the examination of author's technique: the use of ethos/logos/pathos.
- 2) How does the author present/persuade the reader of his argument?
 - a) Identifying unfamiliar vocabulary in context.
 - b) Taking notes/citing evidence using the Cornell note taking strategy from the AVID advisory program.
 - c) Making selections of key words, passage and ideas as they present themselves throughout text.
 - d) Engaging students in journalism (who, what, where, when, why and how news articles).

B. Research

- 1) ELA teachers will work together 3 days a week, locating non-fiction text from a range of sources, including the news media, research articles, blogs, scholarly texts, the internet, and across content areas.
- 2) ELA teachers will work together to develop visual aids to help note taking techniques for each piece in connection with AVID program tutors.

C. Assessment

Staff will use non-fiction research project or assessment techniques as Inquiry Project for 2011/2012.

Teachers will write pre-assessments that relate to final synthesis essay exams and be based on evidence gained from drilling down into specific.

areas of challenge for individual students.

D. Timeline

September/October

Establish Goals
Non-Fiction titles

November/December

Non-Fiction
baseline from Regents 2010
Teaching skills

January/February

Narrative/Descriptive Writing
David Sadnis
Langston Hughes
Critical Thinking Questions

March/April

Definition Example

May/June

Cause /Effect argument
persuasive

Strategies to increase parental involvement

- Offer parent workshops in Common Core Curriculum for the literacy initiative for non-fiction.
- Offer parent workshops in technology training and demonstrate how teachers use MY ACCESS for literacy.
- Offer Title I parent workshops in literacy goals for 2011-2012.
- Offer parents IEP and ESL meetings to include how the non-fiction literacy initiative for 2011-2012.
- Gale online library.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are Highly Qualified Teachers.

Service and program coordination

- College readiness programs, Naviance- College Research, AVID. Physical Education, Peer Health Education Program- Nutrition, Health, Sex Education.
- Students will be reading non-fiction texts and articles for these programs.

Budget and resources alignment

- 3 teachers are part of FSF funds
- Per-session-tutoring
- Common Core Funding- Planning Analyzing
- Title I is used to purchase non-fiction books

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, The Math Department will increase by 10% the quantity of student work analyzed in Algebra and Geometry in order to revise and align the curricula to the Common Core Standards. Specifically, in Algebra students will be assessed on a task involving translating and solving equality word problems. Likewise, in Geometry students will be assessed on proving the validity a statement by indirect proof.

Comprehensive needs assessment

This goal is in alignment with the Chancellor's initiative to improve student performance based on Common Core Standards. Specifically, in Algebra student will be assessed on a task involving translating and solving equality word problems. Likewise, in Geometry students will be assessed on proving the validity a statement by indirect proof which will also help us augment the literacy components of the CCLS.

Instructional strategies/activities

a. The 2011-2012 goal for the Math Department is to revise and align the current curricula to the common core standard. In order to accomplish this, the Math Department will analyze student work in Algebra and Geometry. The Math Department has developed two written tasks for Fall 2011 in each respective course. In Algebra, students will complete a written task based on inequality word problems. Students will define a variable for each problem, set-up an inequality, solve the inequality and then explain their solutions in a sentence. Likewise, Geometry students will complete a written task based on logical proofs. Students will prove the validity of an argument using an indirect proof. The proof may take the form of any narrative, i.e. persuasive essay, dialogue, or skit. Students will justify their conclusions with fact-based evidence in the style of an indirect proof.

b. The Math Department will implement both written tasks at the end of their respective units. The Algebra task will be administered at the end of the unit on inequalities and the Geometry task at the end of the unit on logic. Both written tasks are differentiated by level of difficulty as well as level of interest. Students will be given time to begin both tasks in class, which will be finished as a homework assignment. Results from the written tasks will be used to drive the development of individual strategies for students to help them solve real life math problems.

c. The Math Department meets as a team daily to collaborate on methods of best teaching practice. The Math Department developed and implemented a uniform set of tasks that are aligned to the common core standards. Additionally, the Math Department has developed a timeline and various strategies that will be used to assess student work and to revise current curricula. After assessing the Fall tasks, the Math Department will collaborate on a pre-assessment and post-assessment for a future unit in Algebra and Geometry that has a common theme to the tasks. The pre-assessment will be an exploratory activity that will assess the students on prior knowledge, as well as examining them on their deductive reasoning skills. The post-assessment will be an exam that formally assesses student mastery of the unit.

d. The tasks will be completed in the Fall of 2011. The Algebra task will be completed by the first week of November 2011 and the Geometry task will be completed by the end of October 2011. Subsequently, the pre and post assessments will be administered no later than the beginning of January 2012.

Strategies to increase parental involvement

- Offer parent workshops in Common Core Standards that demonstrate how a cognitively demanding math task requires students to construct a viable argument and mathematical modeling to allow a broader focus to build a path to algebra.
- Offer parent training in how to work at home with their children in Regents review work. Math teachers will conduct preparatory sessions. (Spanish interpreter will be available during these sessions).
- Teachers will work with parents on analyzing the pre-assessment results by viewing the item analysis from ARIS. Work will be prepared for review for parents to drill at home with their students. Teacher made assignments and Regent review materials from Amsco and Pearson will be used.
- A math hot line online will be established through the school website. Questions will be answered based on parent/student request.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are Highly Qualified Teachers.

Service and program coordination

- College Readiness programs, Naviance- College Research, AVID. Physical Education, Peer Health Education Program- Nutrition, Health, Sex Education.
- Students will be reading non-fiction texts and articles for these programs.
- Students in Temporary Housing will be provided with supplies for the math task.
- Tutoring will be also available to students who need help finishing the task.

Budget and resources alignment

- 3 teachers' salaries are funded by FSF funds.
- Per-session money for tutoring.
- Common Core Funding for planning and analyzing the math task.
- Title I money will fund Math Regents review books from Topical Review, Pearson and Amsco.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, we will increase parent GAHS community involvement, through the work of Parent Association Executive Board, by 15%.

Comprehensive needs assessment

- After analysis of the parent-made survey results from fall 2011 Parent Association meeting, we found that parents are interested in learning about NY State standards and Regents requirements to help their children become more college ready. If more parents became involved in the Gramercy Arts High School community on an active level, we would move forward in our academic results which would also enhance the visual and performing arts programs.

Instructional strategies/activities

- Parent workshops on NY State standards and Regents requirements will be planned by the Parent Association Executive Board.
- A parent survey was sent home to request topics for meetings and activities.
- All students will be addressed in general education, SWD, and ELL. Instructional objectives will be established by lead teachers from each content area and the arts. All of the activities will include a component of the literacy and math objectives from the Common Core Standards.
- Teachers and parents will work together to establish a time line for the fall term to determine the pre-assessment and introduction to the end product. The spring time line will be as follows: December Survey is collected, January- meeting and speakers planned, February- May – Topics will be posted on website, emails, letters and Skedula.

Strategies to increase parental involvement

- Attendance outreach to include parent leaders from the Executive Board.
- Have parents get involved in attendance incentive programs that the school has established for 2011-2012.
- Plan awards ceremonies where parents are invited to assist in distributing the incentive awards.
- Parents can be part of the talent shows, dances, pizza parties planned for classes and individual students who receive recognition for excellent attendance.
- Create two sub-committees to plan performance agenda and a catering agenda for student awards.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are Highly Qualified Teachers.

Service and program coordination

There will be workshops on the following areas for Parents: Violence Prevention Programs, Child Abuse Program and Families in Temporary Housing.

Budget and resources alignment

- Title I funds will be used to purchase food for parent meetings.
- Parent coordinator will buy office supplies to be used by the Parent Association Executive Board.
- Buy incentives to improve parent participation in the City-wide Parent Survey.
- FSF and Title funds are used to support teachers' salaries.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, teachers across all content areas will have designed and implemented one unit of study, as measured by an explicit alignment to strategically selected Common Core Learning Standards for example.

Comprehensive needs assessment

- Gramercy Arts High School is following the goals of the Chancellor's initiative by completing the 2 tasks in ELA and Math as well as preparing all subject areas to write a task from the Common Core Standards model. Gramercy Arts was selected to work on the Common Core Standards last year as part of our PD initiative. The Common Core Team had already started writing the curriculum maps in different subject areas last spring. These curriculum maps were entered onto the Rubicon Atlas website as part of the CFN405 goals.

Instructional strategies/activities

- Professional development will be provided at faculty meetings and full day professional development throughout the year from Network team members.
- Each subject area's lead teacher will facilitate during common planning time to assist department members in writing Common Core Curriculum units through backwards planning.
- Inter-visitation will take place at the end of the fall term to monitor the implementation of the inquiry method in the Common Core subjects.
- The pre-assessment assignment will be used as a benchmark to evaluate the students' performance at the end of the fall task in ELA and Math classes.
- The Math teachers are using the 4 "A's" text protocol to evaluate the alignment of the unit to the Common Core Standards (from Judy Gray, Seattle, Washington). This was modeled by the math lead teacher who attended the network Common Core Standards workshop.

Strategies to increase parental involvement

- We will hold a workshop given by administration which outlines the Chancellor's initiative.
- Offer individual workshops given by the lead teacher in each subject area including the arts to explain the task in each area.
- Involve parents in the established rubric which will be implemented to evaluate the end product.
- Invite parents to attend the end product presentations.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are Highly Qualified Teachers.

Service and program coordination

Parents will be able to choose specific programs under school choices at Gramercy Arts High School such as International Baccalaureate

Budget and resources alignment

Per-session available for to meet after school to work on the Common Core Standards initiative.

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	60	15			20		5	155
10	15	40	15	10	10	1	5	20
11	20	35	40	25	10		5	20

12	15	10	10	20	20		5	20
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On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Wilson Reading is a 45 minute daily program which provides specific instruction on phonics that supports students with dyslexia improve reading fluency.</p> <p>Ramp-Up English class provides 90 minutes of daily instruction for level 1 and level 2 readers. Students are given 20 minutes of independent reading and are provided mini lessons which target the skills they need to develop reading fluency, improved comprehension, analysis of text and increased vocabulary use.</p> <p>At risk speech services are provided 45 minutes 1 x per week for students who have been identified as requiring this service for increased language expression and comprehension.</p>
Mathematics	<p>Integrated Algebra preparation for students who failed the Regents. The class meets 45 minutes per day. The course loops the Algebra curriculum into a 2nd year of instruction. iLearn program which provides New York Standards based online instruction for students to prepare for regents exams and credit recovery. Class meets 2 times per week for 60 minutes.</p> <p>Geometry preparation for math tutoring-after school and lunch time (small group instruction). This is provided 2 times per week for 45 minute sessions.</p>
Science	<p>Living Environment preparation for students who failed the Regents. The class meets 45 minutes per day. The course loops the Biology Curriculum into a 2nd year of instruction. Science Labs field trips for students who need to make up labs. Students receive hands on instruction during the final month of each semester.</p> <p>iLearn program which provides New York Standards based online instruction for students to prepare for regents exams and credit recovery. Class meets 2 times per week for 60 minutes.</p>

<p>Social Studies</p>	<p>Global preparation for students who failed the Regents. The class meets 45 minutes per day. The course reintroduces the global curriculum while preparing students for the skills required on the writing portion of the Global Regents exam.</p> <p>U.S. History preparation for students who failed the Regents. The class meets 45 minutes per day. The course reintroduces the US History curriculum while preparing students for the skills required on the writing portion of the US History Regents exam. Small group tutoring is provided 2 times per week for 45 minutes to help address students literacy needs in regards to NY State History standards.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Individual counseling talks about academic, social and personal issues that act as barrier to school success. This is provided for 45 minutes 1 x per week.</p> <p>Groups for success counseling model to teach students to support self and others. These groups meet for 45 minutes 1 x per week.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Special Education evaluation by referral.</p> <p>Crisis counseling when referred by Guidance Counselor</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Individual counseling provided by social worker in health clinic</p>
<p>At-risk Health-related Services</p>	<p>Classroom push-in by Peer health exchange. One time per week for 6 week sessions in 9th grade English Classes.</p> <p>Condom distribution by school health team. Provided 2 times per day for 45 minute sessions.</p> <p>Student referral for health services provided by school based health clinic.</p>

**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

Gramercy Arts High School will support parents and families of Title I students by:

- Provide parent workshops in Math and ELA in preparation for NYS Regents and 2011-2012 Chancellor's initiative for the Common Core Standards
- Guidance counselors will hold two workshops on course selection for 2012-2013 and as well as a transcript review session for their students.
- To continue to move along the attendance initiative, parents will be asked to participate in the outreach program to ensure their children attend school daily on time. In addition through Skedula, parents will be able to access daily homework assignments and monitor their child's progress on a weekly basis.
- A Parent Association workshop will be held to explain the mandates required by the City, State and Federal Government for all students.
- The Parent Coordinator will provide communication to the families concerning calendar events, meetings and workshops. Notice of grades will also be sent home. All communication will be both in English and Spanish.
- Through the Office of Rita Knight and Network 405, professional development will be provided for staff and parents which will provide opportunities for a better dialogue to plan cultural events, performance events such as a Parent/Teacher talent show.

The Title 1 staff will invite parents to school in September to present to them an overview of the Title 1 program. In August /September the Title 1 plan will be presented to the SLT of Gramercy Arts High School. In April of 2011 there will be a concluding debriefing contact with the parents. Parents are members that functions as the PA. This group will also assist in preparation of the Comprehensive Educational Plan.

The Parents responsibility

- I will be accessible to the school by updating my contact information when changed.
- I will reach out to the school or find other resources for alternative methods for helping my child to fulfill academic requirements.

- As a parent I will be responsible for assisting my child with reinforcing what my child has learned in school. I will work with my child's teacher and maintain continuous and reasonable communication with my child's teachers via email or appointment about the progress or lack of progress of my child.
- We the parents of Gramercy Arts expect that the above compact to be adhered to in a timely manner so that interventions and remediation can take place immediately.
- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- As an involved parent, I will attend P.A. meetings.
- I will encourage my son/daughter to participate in at least one extracurricular activity.
- I will see information regarding my son's/daughter's progress by conferring with teachers, principals, and other school district personnel.
- I will attend parent conferences.
- I will communicate positive information regarding teachers, principals, and other staff personnel
- When discussing school with my son/daughter.
- I will encourage my son\daughter to follow the rules and regulations of the schools discipline code...
- I will encourage my son\daughter to dress according to the school's code.

School Parent Compact

The School's responsibility

- The school will provide me with updates on any and all information regarding the services and teachers my child is required to have.
- The school will provide information about my child's teacher's qualifications and what mechanisms are in place to ensure me that the teacher will support my child in meeting the NYS standards and be in accordance with NCLB criteria for a highly qualified teacher in the subject that is being taught.

- The administration will present information to me in a timely fashion in order to give me the opportunity to make decisions that will enhance my child's academic progress.
- My child's teacher will inform me if my child is performing on a consistent failing track that is not consistent with my child's potential or the expectations of the school.
- Gramercy Arts High School will solicit parent and community input (through meetings, interviews, surveys, etc.) regarding the education of the students it serves.
- Gramercy Arts will offer flexible scheduling of parent meetings, workshops, school functions to maximize parent involvement and participation.
- Parent Coordinator will provide translations of written notifications and interpreters at parent conferences, parent meetings, and training sessions.
- Gramercy Arts will give assignments at least daily. Assignments will be an extension of what is learned in the classroom.
- Parents will be notified of school events in a timely, efficient manner.
- Training sessions/workshops on diverse topics and issues will be offered to parents and community members.
- The school building will be used to foster the growth and advancement of the community by being offered for parent training workshops, ESL classes, adult basic education classes, computer classes, etc., before during and after the regular school day.
- Gramercy Arts will convey instructional thrusts and initiatives to parents at school wide meetings and parent conferences.
- Gramercy Arts will inform parents of the individual achievement levels of students.

Student _____

Parent _____

Principal _____

Gramercy Arts High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the

parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount the usage of electronic devices.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received 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 the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

I. Student Responsibilities:

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE **DATE** **DATE**

**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 Chris Groll/ William Bonner	District 02	Borough Manhattan	School Number 374
School Name Gramercy Arts High School			

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

Principal Denise DiCarlo	Assistant Principal Fady Ishak
Coach	Coach
ESL Teacher Joanna Clagnaz	Guidance Counselor Laura Gensinger
Teacher/Subject Area Dana Kraft, English	Parent Susan Ganfer
Teacher/Subject Area Danielle Meyer, Science	Parent Coordinator Richard Griffen
Related Service Provider Erica Peltz	Other
Network Leader William Bonner	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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	509	Total Number of ELLs	17	ELLs as share of total student population (%)	3.34%
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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. 

Paste response to questions 1-6 here

1. Each new admit into the school is given a Home Language Interview Survey which is administered in either English or Native Language (current home languages are Spanish or French). They are also given an oral interview in native language when required. The School Pupil Accounting Secretary contacts the following Pedagogues Mr. Demartino or Ms. Burgos (Spanish) or Ms. Kain (French) or Mr. Zynk (Polish) or Ms. Laratta (Italian) or Guidance Counselors (Laura Gensinger or Erica Schaeffer) and they explain the home language identification survey in the home language and do interview. The school aide (Lillian Delgado) can be used as translator for pedagogues. After family has reviewed document and completed the HLIS, the pedagogue reviews it and decides if child is potential ELL to administer Lab-R. School Pupil Accounting Secretary inputs this information into ATS. Each week the list of students eligible for the LAB-R is reviewed from ATS and students are tested within 10 days. The LAB-R test is hand scored by Pedagogues to decide appropriate ELL level if necessary and then submits the test for review. Once scores are input into ATS student is moved to appropriate ELL class if he/she was not already programmed for the appropriate amount of seat time. Parents of new students are given Parent Choice Survey. If parent has not chosen ELL the default is Bilingual and they are informed that once the school has 20 students we will open up a section of Bilingual Education. For NYSESLAT we review the RLAT each year and make sure students are appropriately placed in correct level ESL. Review of the four modalities has indicated that students are at intermediate or advanced levels in Reading and Writing. This information is given to ESL teacher.

One Pedagogue has been trained in the NYSESLAT administration. The testing for reading, writing and listening takes place over two days in the afternoon in a quiet location. Speaking is done individually as per NYSESLAT testing procedures. IEP accommodations are made and separate locations are provided. Additionally, a makeup day is set up to accommodate absent students.

2. Pedagogues explain the three different programs that are available based on parental choice, TBE, Dual Language and ESL. They are told that if we get 15 parents who choose one of the programs that we do not have we will open this class.

3. Entitlement letters are sent out during the first 30 days of school year. A copy of the letter is maintained in the student's records. Parent Survey's and Parent Selection Forms. are given to new admits and they are kept in the student permanent record and a copy is placed in file accessible to ELL coordinator. Parent Coordinator Richard Griffin follows up with families to make sure parents receive entitlement letter and are satisfied with the information provided. Additionally at 2nd meeting with families or Parent Association Meeting (October), new families to NYCDOE are given parent survey and they are reminded to return it if they were already sent it. If a parent does not choose ELL the default program is bilingual and we inform family that once we have 20 students requesting bilingual we will open up class.

4. At orientation and school meetings the importance of ELL services are reviewed with family in language they are most comfortable with. Translation services are always available at school meeting, Parent Association Meeting and Parent/teacher conferences. School Pedagogues act as confidential translators when needed. Guidance counselors explain to families at orientation and October Parent Association Meeting about the importance of proper ESL placement and how students progress through high school to earn credits. Placement letters are kept in students permanent record, this often occurs prior to arrival at high school level. Entitlement letters are distributed in September. A copy is kept in the students file. These are explained and reviewed at PA meetings through out fall.

5. The school has only been in existence for the past 3 years. During this time we have met parent choice by offering an ESL

program. We are a fairly new high school so over the past years parents are keeping their children in the ESL program. Parents have said in conversation with Guidance Counselor they like the arts programs and so they like to have their child remain in the ESL program. Parents have also told Guidance Counselor that they feel that the child must get as much English as possible. All students are Intermediate or Advanced Level so this seems to be a good fit. In past 3 years we have had two new students and their parent surveys are on file in school, both request ESL services.

6. We service a 9-12 grade population and the majority of parents have completed the parental choice survey prior to arrival at the high school level, but the parental choice was ESL and we are meeting this need.

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										6	5	3	3	17
Push-In														0
Total	0	0	0	0	0	0	0	0	0	6	5	3	3	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	9

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	2		1	6		1	9	1	3	17
Total	2	0	1	6	0	1	9	1	3	17

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	5	3	3	16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	6	5	3	3	17								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7.

1. We provide self-contained ESL classes which are ungraded and heterogeneous.
2. The organization of the staff ensures the mandated number of instructional minutes provided by creating 5 sections of English Classes and 2 section of ESL classes. Each class in each section meets 45 minutes each day. This allows all ESL students to be able to be scheduled for the mandated minutes of ESL/ELA. Students in Advanced level received 45 minutes of ELA instruction daily.
 - a. As per CR Part 154 we provide two ESL free-standing classes that meet 225 minutes a week. We have intermediate and advanced students so we meet the required time for all our students. Intermediate students receive 2 periods of ESL each day for 45 minutes for each class totaling 450 minutes each week. The advanced ESL students receive 1 period of ESL and 1 period of ELA for each day for 45 minutes for each class totaling 450 minutes each week. Since we are a free standing ESL program we do not need to provide Native Language Arts.
3. Students are programmed to get all high school credits that they are entitled to and are given the appropriate ESL/ELA minutes. All classes are taught in 45 minute periods. Some arts classes meet for a 90 minute block. ELL students receive native language support in the content area classes through support by teachers in offering instruction in native language, dictionary and native language instructional support offered too (use of computer). These classes are offered to all ESL students. We are finding success and have seen our ESL students graduate with Regents Diplomas within four years of high school.
4. Assurance that ELLs are appropriately evaluated in their native language requires a review of ATS information and ARIS on the part of teachers so that they have knowledge of each ELLs native language and home language. All students currently at Gramercy Arts prefer to take tests in English but Native Language tests are offered as support if the students would like.
5.
 - a. We have 1 SIFE students who received the appropriate minutes of ESL and provided up to 90 minutes of tutoring weekly and content teachers focus on differentiation of instruction and scaffolding to help with the writing and reading in the different content areas.
 - b. All ELL students who have been in a US school for 3 years or less receive the appropriate number of ESL classes. Additionally, they are programmed for all the high school credits they would need to graduate. The students are given a dictionary to help the students understand the material in both their native language and English. Additionally, the teachers on staff who speak the students Native Language are used as translators to help these new comers understand the content in all classes.
 - c. The students who have been in 4-6 years of ESL will receive up to 90 minutes of tutoring weekly to support their reading and writing skills. This time can also be used as NYSESLAT preparation.
 - d. Long term ELLs will receive up to 90 minutes of tutoring to help with their area of need as per the most recent NYSESLAT test results. This tutoring will target their weaknesses and work to build up these skills which will allow them to move to Advanced and then Proficient Levels.

A. Programming and Scheduling Information

6. The ELL students who have been identified as having a disability receive differentiated instruction as per their IEP. The goals of the IEP are reviewed and aligned with the curriculum for ESL. The students are provided accommodations such as extended time on tests, separate location or use of reader so that they can complete the content at or approaching grade level.
7. We currently offer Integrated Co-teaching as the least restrictive environment for special education students. This program allows students to access the full General Education Curriculum while getting the support from a Special Education Teacher in content area classes. This same accommodation is provided in ESL classes although they are not done in an ICT format.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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?

Paste response to questions 8-17 here

B.

8. We support our ELL students in weekly group tutoring for up to 90 minutes. When possible this is accommodated in the students' native language. We have on staff, teachers who can accommodate Spanish and Creole which are the languages of current ESL and newly admitted students. Content area teachers use the data in ARIS to help work with the ESL students in the content area by scaffolding instruction and differentiating instruction.

9. We still provide testing accommodations at state testing time for two years after a student has tested out on the NYSESLAT according to NYS memo. We also support students through small group tutoring for up to 90 minutes weekly to continue to support reading and writing skills.

10. We have used IDE to do PD which supports differentiation of instruction for all students. Specifically, advanced students who are in English 5 will be targeted for specific 90 minute tutoring block to help them pass the New York State Regent in English. Differentiation of instruction and writing and reading professional development. Use of Curriculum and test books which assist teachers in working with ELL students by providing ideas for differentiation and support.

11. Not applicable. We are not terminating any program.

12. All ELLs are offered exposure to the same after school activities and are afforded the opportunity to participate in all these. (21st Century After School Grant and PSAL Sports Teams).

13. Each classroom is equipped with a Smart Board which is used to support both Visual and Auditory Learners. This includes all ELL in content area and ESL classes. Additionally, students can get access to lap-tops and net books which provide them with an opportunity to work in their native language and increases their exposure to English Literature through the internet. Content is made comprehensible by providing dictionaries for students, utilizing students' knowledge in the classroom to assist each other, and performing activities encompassing listening, speaking, reading and writing. Materials include technology as well as standard texts in English. Subgroups consist of Advanced and Intermediate groups and language Spanish and Creole. These materials are used equally for these subgroups to advance literacy skills in both the native language and English.

14. As an ESL program we offer students Bilingual glossaries for use in all their classes. We also provide use of the computer for interpretation and translation into native language and English. ELL students can be given copies of reading material in their native language and English. Science teachers can provide the reference tables in the students' native language for Earth Science, Living Env and Chemistry. Also we offer them the opportunity to take state tests in native language (science or history or Math). Pedagogies who speak the students native languages support these students through tutoring or during academic meetings with Guidance Counselors or Teachers. The List of all pedagogies who can provide this support is available with Laura Gensinger, Guidance Counselor.

15. We give all ELL students equal access to the curriculum they must complete in order to graduate within 4 years. Kids are placed by age and are afforded the opportunity to get all credits necessary for graduation. This has allowed many ELL students to go on to become proficient in English and also graduate high school.

16. We provide an Orientation to all new students in early September. At this orientation academics are explained and expectations for high school are explained. Families are given a tour of the school so that they have a better understanding of the spatial layout of the school. Translators are provided. Incoming students and families are given information about ELL services and are asked to attend Parent Association meetings and potlucks to welcome them into the school community.

17. We offer Italian language at both the beginning level (1st Year) and the International Baccalaureate level (2nd year). The more rigorous 2nd year course may motivate our ELL students who often come in having already taken Italian or another Romance Language.

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.
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10. We have used IDE to do PD which supports differentiation of instruction for all students. Specifically, advanced students who are in English 5 will be targeted for specific 90 minute tutoring block to help them pass the New York State Regent in English. Differentiation of instruction and writing and reading professional development. Use of Curriculum and test books which assist teachers in working with ELL students by providing ideas for differentiation and support.
11. Not applicable. We are not terminating any program.
12. All ELLs are offered exposure to the same after school activities and are afforded the opportunity to participate in all these. (21st Century After School Grant and PSAL Sports Teams).
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 10. We have used IDE to do PD which supports differentiation of instruction for all students. Specifically, advanced students who are in English 5 will be targeted for specific 90 minute tutoring block to help them pass the New York State Regent in English. Differentiation of instruction and writing and reading professional development. Use of Curriculum and test books which assist teachers in working with ELL students by providing ideas for differentiation and support.
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4. Based on surveys we would like to provide training on PCS so that all parents can feel comfortable accessing the information available in ARIS and also on the school website.

E. Parental Involvement

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

1. All parents are included and invited to every event and activity the school holds. This includes but is not limited to Parent Association Meetings, School Leadership Team, Parent/Teacher Conferences and school concerts. Translators are made available either by staff members or the translator service unit.
2. The school has a 21st century grant which provides free after school activities. This includes ESL tutoring on Mondays and Wednesdays. Additionally the school works with Learning Leaders which supports the college application process of ELL students and undocumented students.
3. Parents are surveyed at PA meetings and also all parents are provided the school Survey in their native language. The feedback from this survey is evaluated and any improvements in the school instruction or organization are considered.
4. Based on surveys we would like to provide training on PCs so that all parents can feel comfortable accessing the information available in ARIS and also on the school website.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. The newly hired ELL teacher will receive PD through the Network meeting for CFN 405, through compliance PD provided by Administration and Trained Staff (Specially Guidance Counselor's understanding in this area). The Assistant Principal will attend at least 1 PD through the CFN network which involves BESIS, NYSESLAT or instruction practices. The Parent coordinator will attend PD through CFN and Advocate Groups so that he is up to date on best practices and compliances issues that relate to the ESL program. A school wide PD is offered each year which shares updates on pedagogical practices with ELL students and also informs Secretaries, Parent coordinators and other stakeholders of how to best assist these students and families in being part of the school community.
2. In addition to the PD that the administration offers the faculty on a year basis which informs of instruction practices for ELL students, they promote a college going culture which full incorporates the ELL Students. Guidance Counselors work directly with Senior ELL students to identify colleges, complete applications and if necessary complete SAT or TOEFL exams. Through out the fall of Senior year, ELL students are specifically given tutoring to help with essay writing for college applications. Faculty is provided with list of ELL and Former ELL students through ARIS. They can use this data to help in instruction. Also a list of all the teachers who can translate into the different languages of the ELLs was provided to help the new students get all information needed in native language.
3. All Faculty members will be afforded the opportunity to attend PD which will support their teaching of ELL students. My Access provided PD on June 7, 2011 which supports differentiation of instruction. ELL students were a focus of this differentiation of instruction. Any work shop that is available on Nov 2nd and supports instruction of ELL will be available to Faculty and will count towards their 7.5 hours of ELL training as per the Jose P. Case.

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3. All Faculty members will be afforded the opportunity to attend PD which will support their teaching of ELL students. My Access provided PD on June 7, 2011 which supports differentiation of instruction. ELL students were a focus of this differentiation of instruction. Any workshop that is available on Nov 2nd and supports instruction of ELL will be available to Faculty and will count towards their 7.5 hours of ELL training as per the Jose P. Case.

E. Parental Involvement

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

1. All parents are included and invited to every event and activity the school holds. This includes but is not limited to Parent Association Meetings, School Leadership Team, Parent/Teacher Conferences and school concerts. Translators are made available either by staff members or the translator service unit.
2. The school has a 21st century grant which provides free after school activities. This includes ESL tutoring on Mondays and Wednesdays. Additionally the school works with Learning Leaders which supports the college application process of ELL students and undocumented students.
3. Parents are surveyed at PA meetings and also all parents are provided the school Survey in their native language. The feedback from this survey is evaluated and any improvements in the school instruction or organization are considered.
4. Based on surveys we would like to provide training on PCs so that all parents can feel comfortable accessing the information available in ARIS and also on the school website.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										4	2	1	2	9
Advanced (A)										2	3	2	1	8
Total	0	0	0	0	0	0	0	0	0	6	5	3	3	17

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Aquity test is administered in the first 2 months of school to all 9th graders. This provides detailed analysis of student's weaknesses so that instruction can be differentiated to meet their needs and improve their skills. ELL Periodic Assessment is also completed with in this time frame. This helps to inform teacher instruction.

2. We have given the NYSESLAT test the past 3 years and the results have indicated that writing is the modality that our students sturgle with most.. The 10th graders are stronger overall in the modality of Listening/Speaking but this does not remain true for reading/writing.

3. Our students need much more support in the reading/writing modality. This will be supported through small group tutoring to specifically address these issues and also through use of IZONE 360 program after school to supplment students literacy skills. Also teacher scaffolding writing so that students become more skilled readings and writers and obtain proficient levels.

4. a. Our students are opting to take the test in English. I see that they are not obtaining a good pass-rate. We should encourage our

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3	0	1	0
Integrated Algebra	5	0	0	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	3	0	1	0
Living Environment	4	0	2	0
Physics	0	0	0	0
Global History and	3	0	1	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	3	0	0	0
Foreign Language	0	0	0	0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
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- Describe how you evaluate the success of your programs for ELLs.

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3. Our students need much more support in the reading/writing modality. This will be supported through small group tutoring to specifically address these issues and also through use of IZONE 360 program after school to supplment students literacy skills.

Also teacher scaffolding writing so that students become more skilled readings and writers and obtain proficient levels.

4. a. Our students are opting to take the test in English. I see that they are not obtaining a good pass-rate. We should encourage our students to at least consider having the Native Language Test available for them as a guide in completing the English, or even encourage them to take state tests in their Native Language. This might help more students find success. Additionally, content teachers have been trained more thoroughly in scaffolding instruction and using differentiated learning which should support our ELL students with more success.

b. This year we plan to use the ELL periodic assessments to help inform instruction. The test coordinator has been informed of this and is coordinating this action. We plan to use Aquity or another computer based option that can help with sorting the data from the assessment.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Gramercy Arts HS</u>		School DBN: <u>02m374</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise DiCarlo	Principal		11/29/11
Fady Ishak	Assistant Principal		11/29/11
Richard Griffen	Parent Coordinator		11/29/11
Joanna Clagnaz	ESL Teacher		11/29/11
Susan Ganfer	Parent		11/29/11
Dana Kraft	Teacher/Subject Area		11/29/11
Danielle Meyer	Teacher/Subject Area		11/29/11
	Coach		
	Coach		
Laura Gensinger	Guidance Counselor		11/29/11
William Bonner	Network Leader		
	Other		
	Other		
	Other		1/1/01
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02m374 **School Name:** Gramercy Arts HS

Cluster: 4 **Network:** 405

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

Part A: Needs Assessment Findings

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

We administer the home language survey and do intervene of all new admits. If not English Speaker then Pupil Accounting Secretary enters into ATS and students is administered the LAB-R within 10 days of enrollment. We use info from ATS and ARIS to identify the home languages of students so we provide appropriate written and oral translation. We have 7 teachers and 1 school aid who are able to do all campus translations for meetings and phone calls. The parent coordinator has been educated on the resources available through the 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.

The findings of our school's language interpretation needs indicate we have Spanish and Creole language needs. These findings are based on data analysis provided by bio info from ATS. ARIS is used by teachers to identify home language and whether they require written translation or oral interpretation. These findings will continue to be shared through the ARIS community and also through PD meeting in January 2012. The Faculty is able to provide translation and interpretation for both these languages.

Part B: Strategies and Activities

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

All material given out to parents on a school wide basis or directly given to our ELL students is translated into the home language. This translation can be provided by 1 of 7 teachers or a school aid. We have teachers on staff that translate Russian, Polish, Creole, French, Arabic and spanish.

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.

As previously stated we have 7 teachers and 1 school aid who have been able to do all oral interpretations for meetings and phone calls.

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>.

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