



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** INNOVATION DIPLOMA PLUS HS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 03M404

**PRINCIPAL:** CASEY JONES      **EMAIL:** CJONES32@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** TAMIKA 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
Casey Jones	*Principal or Designee	
Jason Governale	*UFT Chapter Leader or Designee	
Amparo Alvarez	*PA/PTA President or Designated Co-President	
Sara Lee River	DC 37 Representative, i	
Maxiel De Los Santos	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Carla Cherry	Member/teacher	
Lorraine Gutierrez	Member/Administrator	
Brown	Member/	
Anne Ames	Member/	

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

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

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

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

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

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - Students will show progress in constructing viable arguments and critique the reasoning of others Reasoning with Operations and Algebraic Thinking
  - Students will show progress in providing written opinion or argument based on analysis of information texts  
(65% of students will demonstrate growth in this goal)

### **Comprehensive needs assessment**

Innovation Diploma Plus is a transfer high school that serves overage and under-credited students and is currently in its third year of existence. Many of our students enter the school with deficiencies in credit earned, exams passed and poor attendance history. In addition, the vast majority of our student populations are classified as economically disadvantaged. Below is a snapshot of where students are when they enter IDP and how they perform after one year at Innovation.

Innovation is taking a proactive approach to the Common Core Learning Standards; which focus on the literacy and Numeracy skills students need in order to be college and Career Ready. Based on our Peer Review from the 2010-11 school year the following areas were identified as areas of growth:

- Develop a set of beliefs about how students learn best, that all teachers support and are held accountable to implementing, so differentiated learning opportunities are successful. (1.2)
- Develop structures that support the use of resources and teacher time so they result in improved academic outcomes. (1.3)
- Develop systems and structures across the school to use and review assessments in order to analyze student work and data to create a picture of students' strengths and areas of need. (2.2)

As a school community we feel that addressing these areas will support us in meeting the instructional expectations established by the city.

### **Instructional strategies/activities**

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

The following instructional strategies will be used to support the achievement of this goal:

- A mini-lesson situated around the enduring question, objective, theme, skill, or key idea being represented in what student will think about or produce during that day's activities.
- Small Group work that is situated around the gradual release model of responsibility (teacher models/student watch, teacher does with student, student do while teacher supports).
- A wrap up activity that allows for critical reflection, dialogue or evaluation around the enduring question, objective, theme, skill, or key idea worked on.
- Project based learning should be represented either in the course of one or several lesson within each unit.

The following represents strategies used to include teachers in the decision making process to support the achievement of this goal:

- Teachers will develop a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers meet weekly in department teams to assess student work and plan lessons that demand written opinion or argument based on analysis of information texts
- Teachers meet in department teams to develop a rubric to assess the use written opinion or argument based on analysis of information texts

(D)

Yearlong

**Strategies to increase parental involvement**

- Please reference pages 14-24 of the Parent Involvement Pact (PIP).

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

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

As a third year school we were able to have full autonomy to hire teachers as per the UFT hiring procedures. It was a priority to open the school year with all fully certified and qualified teachers. Our interviews incorporated scenarios that required the candidates to show their understanding of our population and their ability to serve our population. To support the achievement of our goal, IDP will recruit highly qualified candidates from DOE organized Hiring Fairs and referrals from Accredited Higher Education Institutions and Open Houses hosted by the Brandies Campus Schools. Teachers who are in process of becoming highly qualified will be supported in the pursuit of their masters for degrees that recognizes them as being highly qualified by the city and state.

**Service and program coordination**

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

- CBO support
- Utilizing technology to bridge communication barriers for families.
  - Provide parents with IDP email account
  - Conduct workshops on how to use various tools such as email, Google application and Aris parent link

**Budget and resources alignment**

- TL FSF
- ARRA RTT Citywide Inst. Exp
- TL DYO

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- Improve teacher effectiveness by developing a shared understanding of instructional excellence.
  - Conduct a minimum of 6 formal observations for first year and untenured teachers
  - Conduct a minimum of 3 formal observations for tenured staff members
  - Facilitate cycle of formal and informal observations using research based rubric as a lens
  - Use a research based rubric to provide feedback to teachers to support development

**Comprehensive needs assessment**

To help support student achievement it is important for the school community to have a shared understanding of instructional excellence. Based on our Peer Review from the 2010-11 school year the following areas were identified as areas of growth:

- Develop a set of beliefs about how students learn best, that all teachers support and are held accountable to implementing, so differentiated learning opportunities are successful. (1.2)
- Develop structures that support the use of resources and teacher time so they result in improved academic outcomes. (1.3)

As a school community we feel that addressing these areas will support us in meeting the goal of developing a shared understanding of instructional excellence.

**Instructional strategies/activities**

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

- strategies/activities,
- d) timeline for implementation.

(A-C)

The Goal will be realized through the following:

- Introduction of research based rubric to staff member that will be used in the observation process
- Professional Development plan that is designed to help teachers development capacity in the areas identified in the rubric
- Administrators create a Observation Monitoring system that allow them to track formal and informal observation cycle

(D)

Yearlong

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

- Please reference pages 14-24 of the Parent Involvement Pact (PIP).

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

As a third year school we were able to have full autonomy to hire teachers as per the UFT hiring procedures. It was a priority to open the school year with all fully certified and qualified teachers. Our interviews incorporated scenarios that required the candidates to show their understanding of our population and their ability to serve our population. To support the achievement of our goal, IDP will recruit highly qualified candidates from DOE organized Hiring Fairs and referrals from Accredited Higher Education Institutions and Open Houses hosted by the Brandies Campus Schools. Teachers who are in process of becoming highly qualified will be supported in the pursuit of their masters for degrees that recognizes them as being highly qualified by the city and state.

#### **Service and program coordination**

- Danielson Framework research
- PD on Looking at Student Work

#### **Budget and resources alignment**

- TL FSF
- ARRA RTT Citywide Inst. Exp
- TL DY0
- Contract for Excellence

### 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**

- *Support student transition into post-secondary education opportunities*
  - Increase the number of graduating seniors who are admitted to college to 80%

#### **Comprehensive needs assessment**

- As a transfer high school our accountability reports on the city level are based on a six year cohort. IDP for its six-year 2012 cohort has 45 students that fall into the city accountability report. To help prepare students for college and career readiness, a special focus will be placed on these students to help prepare students for their transition from IDP. In order to effectively support them it is important that we know where they stand in their academic progress. For the 2012 cohort currently the following represents where our students stand in regards to progress towards transition:

Standing	Graduation	Credits	Regents
On Track	24	24	33
Almost On Track	10	10	10
Off Track	11	11	N/A

Based on our numbers above all students in this group will be monitored intensely to support them with their transition out of Innovation by graduating and transitioning to their post secondary experience

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) staff and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
- (A-C)
- Tracking of student progress in the application process.
  - Ensure 80% of all graduating seniors have applied to at least one college
  - Scheduling of College Trip for Plus, Presentation and Foundation advisories to support student exposure to post-secondary opportunities
  - College Workshops to develop student understanding of what it take to get into college in conjunction with Alianza Dominicana (CBO)

(D)  
Yearlong

**Strategies to increase parental involvement**

- Please reference pages 14-24 of the Parent Involvement Pact (PIP).

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

As a third year school we were able to have full autonomy to hire teachers as per the UFT hiring procedures. It was a priority to open the school year with all fully certified and qualified teachers. Our interviews incorporated scenarios that required the candidates to show their understanding of our population and their ability to serve our population. To support the achievement of our goal, IDP will recruit highly qualified candidates from DOE organized Hiring Fairs and referrals from Accredited Higher Education Institutions and Open Houses hosted by the Brandies Campus Schools. Teachers who are in process of becoming highly qualified will be supported in the pursuit of their masters for degrees that recognizes them as being highly qualified by the city and state.

**Service and program coordination**

- College
- iLearn

**Budget and resources alignment**

- TL FSF
- Contract for Excellence

## 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**

Support the communication of academic performance and graduation requirements to students and parents

- 40% of school community with participate in the Academic Progress Meeting

### **Comprehensive needs assessment**

Based on the results of our Learning Environment Survey we saw that our completion rate for surveys by students and parents were both below the city average. Below represent questions from the survey we feel communicate concepts around academic performance and growth in the school:

#### **Parents**

- I am satisfied with the response I get when I contact my child's school with questions or concerns. (8.6)
- The school keeps me informed about my child's academic progress. (8.3)
- The school contacts me when my child breaks school rules. (8.8)
- The school contacts me to tell me about my child's achievements and successes. (8.4)
- My child's school communicates with me in a language that I can understand. (8.8)

#### **Students**

- Someone at my school helps me understand what courses I need to be promoted to the next grade or graduate. (7.6)
- Most of the teachers, counselors, school leaders, and other adults I see at school every day know my name or who I am. (7.6)
- My school helps me to develop challenging academic goals . (7.1)
- My teachers expect me to continue my education after high school. (7.4)

Based on the results out of 10 for each question, we feel that the school can grow in the area so that these two key groups understands how they are performing and what it takes to graduate form IDP.

### **Instructional strategies/activities**

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

(A-C)

- Development of the Path Graduation Teams

- Scheduling of Monthly academic progress meeting by phase:
  - Plus – Seniors
  - Presentation – Juniors and Sophomores
  - Foundation – Freshman
- Hiring of Parent Coordinator of support parent participation in the school community

(D)  
Yearlong

**Strategies to increase parental involvement**

- Please reference pages 14-24 of the Parent Involvement Pact (PIP).

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

As a third year school we were able to have full autonomy to hire teachers as per the UFT hiring procedures. It was a priority to open the school year with all fully certified and qualified teachers. Our interviews incorporated scenarios that required the candidates to show their understanding of our population and their ability to serve our population. To support the achievement of our goal, IDP will recruit highly qualified candidates from DOE organized Hiring Fairs and referrals from Accredited Higher Education Institutions and Open Houses hosted by the Brandies Campus Schools. Teachers who are in process of becoming highly qualified will be supported in the pursuit of their masters for degrees that recognizes them as being highly qualified by the city and state.

**Service and program coordination**

- Alianza Dominicana

**Budget and resources alignment**

- TL FSF
- TII Translation Services
- TL Parent Coordinator

**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 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>		40	24	20	10			
<b>11</b>	41	38	17	40	10			
<b>12</b>		22	8	20	2			

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.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	Small group and one-to-one tutoring will be the main methods of delivery of service used Monday Wednesday (8:10-9:00 am) for A.I.S. Students can also receive writing support through Digital Curriculum facilitated by Achieve 3000 and Aventa
<b>Mathematics</b>	Small group and one-to-one tutoring will be the main methods of delivery of service used Monday Wednesday (8:10-9:00 am) for A.I.S. Students can also receive support through Digital Curriculum facilitated by Pearson Math XL and Aventa
<b>Science</b>	Small group and one-to-one tutoring will be the main methods of delivery of service used Monday Wednesday (8:10-9:00 am) for A.I.S. Students can also receive support through Digital Curriculum facilitated by Aventa and Discovery
<b>Social Studies</b>	Small group and one-to-one tutoring will be the main methods of delivery of service used Monday Wednesday (8:10-9:00 am) for A.I.S. Students can also receive support through Digital Curriculum facilitated by Aventa and Discovery
<b>At-risk Services provided by the Guidance Counselor</b>	With the support of the School Guidance Counselor (SGC) and CBO staff the school counseling program will ensure effective strategies are employed to meet stated student success and achievement. The SGC CBO will provide proactive leadership, which engages all stakeholders in the delivery of activities and services to help students achieve success in school. The School counselor provides direct services to every student.
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Chris Groll/Gillian Smith</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>404</b>
School Name <b>Innovation Diploma Plus High School</b>			

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

Principal <b>Casey Jones</b>	Assistant Principal <b>Lorraine Gutierrez</b>
Coach	Coach
ESL Teacher	Guidance Counselor <b>Wendy Hernandez</b>
Teacher/Subject Area <b>Laszlo Kadar/Spec Ed</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Sara Lee Rivera</b>
Related Service Provider	Other
Network Leader	Other

### C. Teacher Qualifications [i](#)

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

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

### D. School Demographics

Total number of students in school	<b>202</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>3.47%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Our present population of ELL students are advanced and intermediate who write in English in all subject areas. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. As a Diploma Plus school we strive to educate our students through engaging and relevant curriculum that acknowledges their life experiences. Student prior knowledge is consistently evaluated in class through valuing their life experience. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessments.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<b>K</b> <input checked="" type="radio"/> <b>1</b> <input checked="" type="radio"/> <b>2</b> <input checked="" type="radio"/> <b>3</b> <input checked="" type="radio"/> <b>4</b> <input checked="" type="radio"/> <b>5</b> <input checked="" type="radio"/> <b>6</b> <input checked="" type="radio"/> <b>7</b> <input checked="" type="radio"/> <b>8</b> <input checked="" type="radio"/> <b>9</b> <input checked="" type="radio"/> <b>10</b> <input checked="" type="radio"/> <b>11</b> <input checked="" type="radio"/> <b>12</b> <input checked="" type="radio"/>
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**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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										1				1
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>								

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

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

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	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										2	2	3		7
Chinese														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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>7</b>								

## 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?

Innovation Diploma Plus HS only provides ELL students with a free-standing ESL program with instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the states' learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include English Language Arts instruction with extra assistance from our special education teacher who push-in two periods a week. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and where necessary teacher lessons are supported with online curriculum that provides additional opportunities for skill development.

## A. Programming and Scheduling Information

This subgroup of our school population will be given opportunities for additional language support during lunch, afterschool and before school during our academic intervention services program which runs prior to the being of the school day. For students who are approaching proficiency content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies.

Our ELL students also enjoy the ability to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in each classroom and our mobile laptop carts allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model.

Our Advanced (A) ESL students receive 1 period per day of Advanced (A) ESL instruction via our AIS zero period. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of Achieve 3000 curriculum materials. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Teacher adapted material is also used in conjunction with Achieve 3000. Our diverse student body, which consists of 202 students, is primarily from the immediate community, some of which are second and third generation immigrants as well as students who have chosen to attend Innovation Diploma Plus High School after having experienced limited opportunities for success in a traditional learning environment found in many large New York City Comprehensive High Schools. The shared commonality for all of our students is that they are overage and want to complete the regular high school diploma program. In addition our Special Education teacher is currently enrolled in the LDCD program offered at Touro College which will allow him to obtain his ESL extension certificate.

### Courses Taught in Languages Other than English ⓘ

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

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

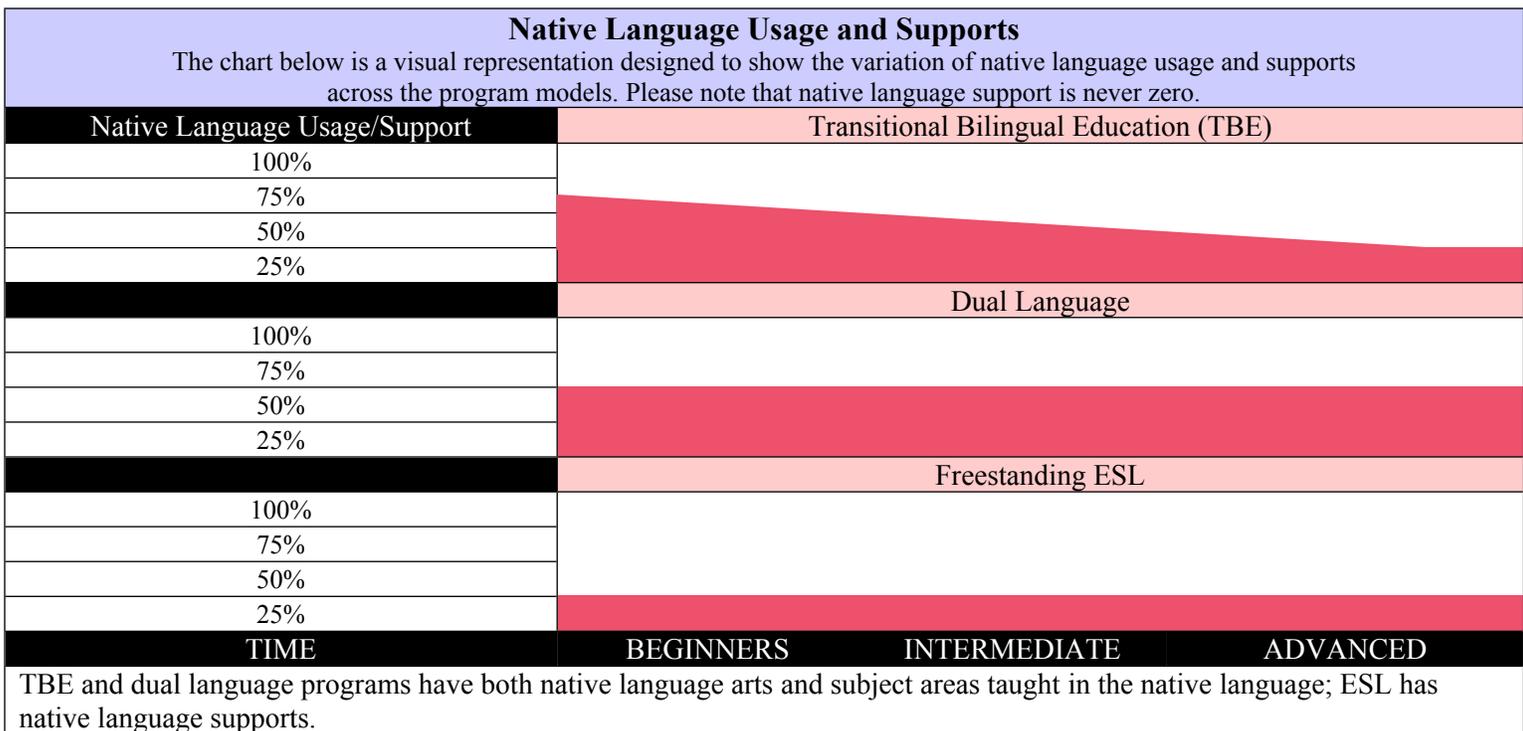
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



## 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?

Innovation Diploma Plus High School uses a national small high school instructional model (heterogeneous) designed to support the social, cultural, emotional and academic development of over-aged and under-credited students. Within such a model, students who are identified

## 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?

Innovation Diploma Plus High School uses a national small high school instructional model (heterogeneous) designed to support the social, cultural, emotional and academic development of over-aged and under-credited students. Within such a model, students who are identified as ESL, also receive daily instruction in English via a push-in model (ESL teacher co-teaching with content area teacher) and a pull-out model (Stand alone ESL class).

Presently we have 7 ESL students. In order to meet compliance standards, both students receive (daily) 55 minutes of standalone ESL instruction, (daily) 55 minutes of ELA instruction, and (daily) 55 minutes of instruction in Global History (using the push-in model-ESL and Content area teacher co-teaching). Since we only have 9 ESL students, we are not required to offer Native Language Arts Classes.

Within the national small high school instructional model used by the school, content area instruction is delivered in English to heterogeneous groups of students (no more than 25 in a class) using the following instructional elements: Competency based and standards aligned instruction, student-centered instruction, whereby the material is consciously and relevantly explained and connected to students' experiences, cultures, interests, backgrounds, and abilities, and whole-school teaching and learning strategies, such as literacy and numeracy across the curriculum, the workshop model, project and inquiry based learning, the 5 E method (a lesson planning structure which has students engage, explore, explain, elaborate, and evaluate), interdisciplinary thematic units, and common approaches to career and college readiness.

Instruction is differentiated based on student proficiency of content area competencies identified within each content area (see school wide instructional model and rubrics for each content area). Within such a model multiple exit and entry points are identified for the needs of ESL students and used within the completion of authentic assessments that demonstrate mastery of content areas. In addition, students with ESL needs are given access to language glossaries and allowed extended time in completing assignments.

Innovation currently do not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL Coordinator as well as a English teacher. These services will be provided via a PM school support program.

English Language Learners who achieve proficiency and may still require additional support services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

## 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)?

### 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 Plan – We are currently supporting our Special Education teacher in attending ESL Professional Development offered outside of the building. In addition we are in the process of coordinating a visitation to our sister school Emma Lazarus Diploma Plus which serves a 100% ESL population. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. During the school year all staff was exposed to ESL best practices to incorporate in the development and delivery of instruction. In addition to the skills staff have developed from in house PD, staff members will have the opportunity to participate in QTEL training to further develop skills to support our ELL population.

### 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?

At Innovation we believe that parent involvement is critical to student success. To help incorporate parents in our school culture the Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in multiple languages. As part of our school’s admission team and will review the parent survey form and program selection form during the student’s first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child’s need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, IDP currently provides only a freestanding ESL program. This has been the trend for our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning.

## 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)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

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)										1				1
Advanced (A)										1	2	3		6
Total	0	0	0	0	0	0	0	0	0	2	2	3	0	7

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English			4	
Integrated Algebra			4	
Geometry			0	
Algebra 2/Trigonometry			0	
Math			0	
Biology			0	
Chemistry			0	
Earth Science			0	
Living Environment			4	
Physics			0	
Global History and Geography			2	
US History and Government			1	
Foreign Language			1	
Other			0	
Other			0	
NYSAA ELA			0	
NYSAA Mathematics			0	
NYSAA Social Studies			0	
NYSAA Science			0	

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:

## 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.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Casey Jones	Principal		12/1/11
Lorraine Gutierrez	Assistant Principal		12/1/11
Sara Lee Rivera	Parent Coordinator		12/1/11
	ESL Teacher		12/1/11
	Parent		12/1/11
Laszlo Kadar	Teacher/Subject Area		12/1/11
Carla Cherry	Teacher/Subject Area		12/1/11
	Coach		
	Coach		
Wendy Hernandez	Guidance Counselor		12/1/11
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 03404      **School Name:** Innovation Diploma Plus High School

**Cluster:** 4      **Network:** 403

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

**Part A: Needs Assessment Findings**

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

We utilize the Parent Preferred Language survey in order to provide language preference for our parents. Once forms are collected language preference are kept on file. The majority of language preference is english and spanish so all mailers are sent in both languages.

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 major finding is that the parents and students of Innovation Diploma Plus primarily communicate both written and orally in English and Spanish.

## Part B: Strategies and Activities

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

For written translation services we utilize the Translation and Interpretation unit through the Dept. Of Education. In addition the Parent Coordinator and all support staff speak and write fluently in 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.

We fill out the translation request form and fax any letters that we need translated. In addition the Parent Coordinator translates documents as well.

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

For written translation services we utilize the Translation and Interpretation Unit through the Dept. Of Education. In addition the Parent Coordinator and all support staff speak and write fluently in Spanish. We used the Home Language Aggregate Report in ATS application to identify 102 English and 97 Spanish speaking students. For the identified 3 non Spanish preference we utilize support staff from our Community Based Organization to translate.