



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CITY-AS-SCHOOL HS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M560

PRINCIPAL: ALAN CHENG **EMAIL:** ACHENG3@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
Alan Cheng	*Principal or Designee	
Vincent Davi	*UFT Chapter Leader or Designee	
Stephen Koepp	*PA/PTA President	
Robert Carter	DC 37 Representative, if applicable	
Emma Jenney	Student Representative	
Lauren Martino	Student Representative	
Olaiya Deen	Member/Parent	
Judith Bassie	Member/ Parent	
Eric Graig	Member/ Parent	
Mary Dowd	Member/ Parent	

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

As part of our iZone360 work, we will increase the number of flexible and dynamic learning opportunities for our students. By June 2012, at least 25% of our students will be enrolled in at least one course that utilizes blended learning as a mode of delivery. We will look at the enrollment numbers for our blended learning courses at the beginning of each cycle as well as evaluate the passing percentages for the classes.

Comprehensive needs assessment

As a transfer school we are constantly asking ourselves how we can re-imagine the current models of curriculum to prepare our students for demanding colleges and careers and how we can re-imagine the use of technology and scheduling to create flexible learning environments to meet the needs of each of our students. When we did our research on what colleges and what businesses look for in prospective students and employees, they repeatedly stated that they want people who were responsible independent and self-directed learners.

Even though the current state tests do not measure independence and ability to self-direct, we strongly believe that this will be an important skill for all of our students to master. Fewer than 5% of our incoming students have had any prior experience with online or blended learning modes of instruction. For those that have been exposed, a majority of them have not had positive learning experiences. We understand that it is our responsibility to, not only expose our students to these kinds of learning opportunities but to empower our students to take further ownership of their education.

Instructional strategies/activities

In the Fall of 2011, our blended coursework will be offered through two main channels: iLearn and Connected Foundations. As part of our iZone360 work, we are working with PowerSpeak and CyberItalian to augment our Mandarin and Italian language offerings. The teachers for these courses have attended professional development workshops and are interacting with teachers from other schools to augment their knowledge. Our French and Latin teachers will be receiving training for implementation in the Spring semester.

Connected Foundations is a program that is sponsored by the Department of Commerce and the NYC Office of Postsecondary Planning. We have four teachers that are participating and teaching the foundation course called: Digital Literacies. These teachers span a wide range of backgrounds from social worker to special education teacher. The team of teachers are meeting weekly in their own professional learning community around blended learning in order to learn from each other and to push each other to best meet the needs of our students. We are also contracting through Learning Matters, a professional development organization that is providing 1-1 coaching and feedback to our instructors. These visits are occurring on a weekly basis in our Digital Literacies sections.

In preparation for further integration in the Spring semester, we are working with New Tech Network, our iZone360 design partner to integrate Project Based Learning into our courses and our internships. Our teachers are meeting with New Tech coaches each month to review curriculum and to gain a better understand of how to utilize ECHO, the content delivery and classroom management portal. In addition, 10-15 of our teachers will be participating in iZone Affinity Groups focusing on how to utilize technology to create more authentic learning environments for our students outside of school.

Strategies to increase parental involvement

- Each cycle, the school will provide all parents comprehensive information about learning opportunities that involve online and blended learning.
- We will host two Digital Learning Expos, one in January and one in June, where students can show off their digital projects for their parents.
- We will be sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We will also provide 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;
- The Family Workers and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The Payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

We will seek tutors through NYU to volunteer some time assisting students one-on-one in the classes as well as outside of the classes. Our goal is that students get the most of these blended learning opportunities and understand how to best use it as a learning tool.

Budget and resources alignment

iZone funds will be utilized to support teacher trainings and professional development opportunities around blended learning.

We will also use Tax Levy Translation Services funds to translate material into the languages of our students' families that are other than English languages

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

In conjunction with our iZone360 work, we are looking to develop personalized learning plans (PLPs) for each student so that we provide personalized coaching and personalized feedback. The PLPs will help strengthen our curriculum and ensure that our students are prepared for post-secondary success. Target one is to develop school-wide learning outcomes that all teachers in all classes will help drive students to meet. Target two is for us to implement a pilot personalized learning plan for at least 50% of our February 2012 admits.

We have spent several afternoons in the first four weeks of school brainstorming possible school-wide learning outcomes. We will then move on to identify ways that students can “show evidence” of mastery in these learning outcomes, as well as strategies for explicitly teaching those skills. Developing a truly individualized learning plan for each student and conducting regular follow ups is an extremely time intensive process. In terms of staffing, we have allocated one of our Social Worker’s time in such a way that she can lead the design of the personalized learning plan as well as start the initial consultations with students.

Comprehensive needs assessment

We need our staff to work together with students and their families to create personalized learning plans that help them reach mastery at their own pace based on their unique learning goals. This learning system should also allow students to receive frequent and detailed feedback on their progress towards mastery. This involves personalized coaching, personalized feedback and personalized progress.

Instructional strategies/activities

Our students will have structured time with an adult who knows them well to set personalized and measurable academic and personal goals. They will work with this adult to plan strategies and action steps for achieving their long term goals (college and career) as well as more immediate goals. These strategies may affect schedules, assignments and other units of study.

Students will work collaboratively with teachers, advisors and their families to use evidence from teacher feedback, on-going diagnostic assessments, surveys and other sources in frequent goal setting.

During these check-in sessions, students will receive both formative and summative feedback on their progress towards mastery of competencies as well as specific strategies to improve performance. In some cases this will also involve using adaptive technology to receive rapid and personalized feedback on their progress.

Strategies to increase parental involvement

- *During intake, parents will be informed of the creation of these PIPs and will receive a survey to identify some of the areas in which they feel their son or daughter could grow academically and personally.*
- *Parents will be invited to meet with Social Workers for their input in the design of the personal learning plans*
- *Once the students have worked on and created their personal and academic goals, parents will be invited for one on one meetings with the Advisors discuss these plans.*

- *We will continuously share information about the students' progress in reaching their goals to the families.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.*
- *The Payroll secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*

Service and program coordination

- *In the process of creating individualized plans, Advisors and Guidance Counselors will have a list of available citywide agencies for mental, physical, financial, and work-related support for the students.*

Budget and resources alignment

- *If at all feasible with current budget cuts, tax levy funds will be used for limited per-session to hold after-school meetings, particularly in the designing of parent surveys and parent meetings.*

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

This year we will implement mini-observations for all of the pedagogical staff so that each member will engage in short, frequent cycles of classroom observations. This will ensure that teachers are provided timely feedback enabling them to actively the rigor and effectiveness of their instruction. Each staff member will receive at least 5 mini-observations, conducted by the Principal and Assistant Principals, over the course of the school year and will participate in feedback loops within 24 hours of the observation.

Comprehensive needs assessment

Infrequent, scheduled observations provide administrators with only a snapshot of an educator's effectiveness and rarely reveal any information about student's progress. The current model of two formal observations a year does not provide school leaders with an accurate and honest reading of student engagement or educator's instructional practices. To ensure that students' educational experiences are challenging, differentiated, and constructive, all educators will benefit from getting relevant and timely feedback from their supervisors.

Instructional strategies/activities

Our leadership team has participated in professional development workshops with Kim Marshall and has designed a structure where we can document our visits to ensure that each supervisor is able to make a full observation cycle each quarter. Literature about the mini observation model and a rubric describing what administrators will focus on in their observations will be given and explained to the staff.

Strategies to increase parental involvement

Administrators will introduce and explain the Kim Marshall model to parents on the School Leadership Team so that they will become familiar with the process and rationale behind the adoption of the mini observation model
Administrators will incorporate the mini observation model when teachers meet with parents during case conferences and part-teacher conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.*
- *The Payroll secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*

Service and program coordination

N/A

Budget and resources alignment

Fair Student Funding (Tax Levy) funds will be used to support administrator training.

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								
10								
11								
12	204	N/A- Graduation Portfolio	N/A- Graduation Portfolio	N/A- Graduation Portfolio	223	99	213	584

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	During the day, 8 classes have been created for assisting students still in need of taking and passing the ELA Regents. Small group instruction and one-to-one tutoring before and after school has also been made available. Curriculum used includes, but is not limited to Wilson Just Words, past ELA Regents exams, and short stories.
Mathematics	We belong to the Consortium and help our students graduate using Performance Based Assessments in place of the Regents Exams.
Science	We belong to the Consortium and help our students graduate using Performance Based Assessments in place of the Regents Exams.
Social Studies	We belong to the Consortium and help our students graduate using Performance Based Assessments in place of the Regents Exams.
At-risk Services provided by the Guidance Counselor	One-on-one contact is made available for the student throughout the day and after school and counselors have been incorporated into each seminar. Small group instruction has also been implemented into the regular school schedule.
At-risk Services provided by the School Psychologist	One-on-one contact is made available for the student throughout the day and after school and the psychologist has been incorporated into each seminar. Small group instruction has also been implemented into the regular school schedule.
At-risk Services provided by the Social Worker	One-on-one contact is made available for the student throughout the day and after school and social workers have been incorporated into each seminar. Small group instruction has also been implemented into the regular school schedule.
At-risk Health-related Services	The use of the AIDS curriculum throughout the entire school during regularly scheduled seminars during the day. The availability of condoms and health-related information and referrals through the Health Resource Room during the school day as well as before and after school.

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 02M560 **School Name:** City-As-School High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

CRITICAL KEY FINDING 1:

City as School facilitates internships for students (resources) that do the following: provide credits; provide career, vocational, and avocational choices; have varying schedules; may be apprenticeships; provide mentoring by professionals; and provide exposure to business, service, and nonprofit organizations.

CRITICAL KEY FINDING 2:

At City as School, some teachers (38 percent) reported not receiving professional development on teaching students with disabilities and on using the individualized education programs (IEPs) to help teach students with disabilities. Some teachers reported that professional development was minimally helpful. Communication between regular and special education teachers occurs informally. About 31 percent of respondents do not use IEPs to inform instruction.

CRITICAL KEY FINDING 3:

City as School offers a variety of academic courses that do the following: provide credit, address state standards, address needs of students with lower academic abilities. City as School offers core and elective classes for those performing below grade level, addresses the skills needed for English language arts, and addresses a variety of student and school needs, such as student government, leadership, sewing class (guidance), school store, and yearbook.

CRITICAL KEY FINDING 4:

Observed classrooms were rated in the mid or high range for content understanding (7 high, 12 mid), analysis and problem solving (6 high, 15 mid), and quality of feedback (15 high, 10 mid). Teachers frequently encouraged higher-order thinking and discussion. Students often were asked to expand on their ideas and comments. Teachers provided environments that help students make connections across subject areas.

POSITIVE KEY FINDING 1:

City as School has numerous supports for incoming students, including a two- to three-day orientation twice a year, various diagnostic assessments, interviews, and analysis of previous records. This process is guided by many people, from both City as School and outside support agencies.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Create assessment tools for incoming students that will adequately gage their proficiency or academic needs as per the Common Core Learning Standards.
 - Assist targeted students with course selection that will ensure they develop ELA skills and follow appropriate course sequence required for academic progress.
 - Monitor targeted students' progress and provide them with additional academic support.
 - Create professional development that will help teachers build literacy skills in all subject areas.
 - Create and implement a survey for students that will assess their post graduation awareness and readiness.
 - Conduct professional development activities that focus on diagnostic exams potential graduating students will be administered upon enrolling in a higher education institution.
-

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

(Not Applicable)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

(Not Applicable)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

(Not Applicable)

**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 CFN 107	District 02	Borough Manhattan	School Number 560
School Name City-As-School HS			

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

Principal Alan Cheng	Assistant Principal Joselyn Peña
Coach	Coach
ESL Teacher Victoria Wallace, ELL	Guidance Counselor Maribel Sanchez
Teacher/Subject Area Jeanne Lanson, ELL	Parent
Teacher/Subject Area Rhea Ummi Modeste, Special Ed	Parent Coordinator
Related Service Provider Maribel Sanchez	Other
Network Leader Nancy Scala	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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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	588	Total Number of ELLs	9	ELLs as share of total student population (%)	1.53%
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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. [i](#)

City-As-School is a transfer high school. Most students entering City-As-School have already been identified as ELL students. Upon intake, the Admissions Coordinators at all sites identify the ELL students by reviewing their transcripts, during their interview, and/or in evaluating their writing test given during this time. The AP will also run an RLER report on a weekly basis to identify any additional ELL students who have been admitted into the school. Once a student is identified, or suspected of possibly being an ELL student, they are immediately referred to the AP who will review the student's records for the Home Language Identification Survey. If there is not a Home Language Identification Survey on file, the AP will refer the student to the ELL teacher responsible for conducting the initial screening, and if necessary, administer the Home Language Identification Survey and LAB-R. The AP will also access an RNMR report on ATS to determine the already identified ELL students' level of proficiency. If the student is in need of ELL services based on the testing results, the student is immediately programmed for the necessary minimum amount of time required. The AP will also access an RNMR report on ATS to determine the already identified ELL students' level of proficiency and program those students for the minimum amount of time required. Once a student is identified as an ELL student, or a student who may need ELL services, the process of testing and placement is completed within 10 days.

Victoria Wallace, certified ESL teacher, has been identified as the pedagogue responsible for conducting the initial screening and administration of the Home Language Identification Survey and the LAB-R. If the native language is not one spoken by Ms. Wallace, she will seek the assistance of a staff member who speaks the native language.

Once ELL students are identified, the ELL teachers are provided with the students' LAB-R and NYSESLAT Exam History Reports. This allows for the ELL teachers to determine the students' level of proficiency and necessary minimum amount of time for related services. Any student who is suspected of needing ELL services but has not yet been officially identified is issued a Home Language Survey for parents to fill out.

The assessment test for ELL students (NYSESLAT) is administered according to state timelines during the month of either March or April. This exam is used to assess the ELL students' performance and allows our school to better program for the students' needs during the upcoming school year. Additionally, the school uses these exam results as it reflects and plans for improvement regarding our ELL program. Preparing for this exam is done both as part of the regularly scheduled ELL program, as well as during the before and after school tutorial modules.

Once a student has been identified as an ELL student, he/she is automatically assigned to one of the ELL teachers as his/her advisor. The advisor takes on the role of communicating with the student, addressing the student's needs, and reaching out to the family. When students are first admitted to the school, they are given a questionnaire for their parents/caretakers to fill out regarding their preferred language of communication. This information is provided to the advisors by the Parent Coordinator. From this information, the ELL teachers reach out to the parents/caretakers of the ELL students to explain the program choices available to their child. If they are unable to reach the parent, the Family Worker or staff member who speaks the native language reaches out to the parent/legal guardian. It is expected that the Family Worker will have made some contact with the family within the first 2 weeks of student identification.

Parents are encouraged to reach out to the Advisors/ELL teachers at any time concerning their children’s academic needs and/or concerns, particularly with their struggles as an ELL student.

The Community Associate is responsible for the distribution of entitlement letters and Parent Survey. They are distributed during New Parent Orientation, at which time parents of all new students are required to attend. Those parents who do not attend are reached out to by the Parent Associate and Support Staff to discuss the distributions that will be mailed to them. After approximately 3 weeks, the Parent Associate provides lists of those students whose parents have not returned the distributions to the advisors. The advisors/support staff reach out to the families to remind them of the return of the forms as well as to address any issues they may have. Our ELL teachers are an essential part of communicating with the parents of the identified ELL students. They review the parent survey and program selection form during the student’s first interview. At the New Parent Orientation, the ELL program, LAP policy and the orientation materials found in the EPIC School Kit are also presented to the parents and students. This includes viewing the video. The conference discusses the varying types of services provided to ELL students and their families. Parents are given the choice that best serves their child’s need. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language as well. If necessary or requested, a one-on-one interview with the ELL teacher and native language translator is scheduled to assure both parent and student comprehension. This admissions conference also provides an opportunity to disseminate copies 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 used to assist children in English learning classrooms.

Over the past few years, of those parents who return the Parent Survey and Program Selection form, they have selected Free-Standing English as a Second Language programs for their children.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
--	--

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												1	8	9
Push-In														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	0	0	0	0	0	0	0	0	0	0	0	1	8	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	8

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				1			8		3	9
Total	0	0	0	1	0	0	8	0	3	9

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0	1	8	9										

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?

As a transfer school, we have never had a SIFE level student apply to City-As-School and we have never encountered newcomers, or students who have not completed a minimum of 2 years at another high school.

As the ELL population has grown over the past few years, the pull-out model has been changed to self-contained classes. As is the practice of the school on a whole, the classes are ungraded and mixed proficiency levels. The mandated number of instructional minutes is determined by the results of students' last LAB-R/NYSESLAT scores on record. Those students who score at the Advanced level are officially provided with a minimum of 180 minutes of instruction per week. Those students who score at the Intermediate level are officially provided with a minimum of 360 minutes of instruction and those students who score at the Beginning level are officially provided with a minimum of 540 minutes per week.

The ESL teachers focus tremendously on pronunciation, vocabulary development, active listening and oral communication. Students participate in a variety of oral activities as a way to develop their communication skills in English, including but not limited to the following:

- Introductions
- Making suggestions
- Asking and giving directions
- Tongue twisters
- Story telling
- Comparing and contrasting stories

A. Programming and Scheduling Information

- Simple debates
- Jazz chants
- Everyday life experience skits
- Repetition of sounds and phrases
- Reading plays aloud
- Performing original skits

Students are also afforded the opportunity to work in small groups and one-on-one with one of the 3 certified ESL licensed teachers through the afterschool program and before school.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

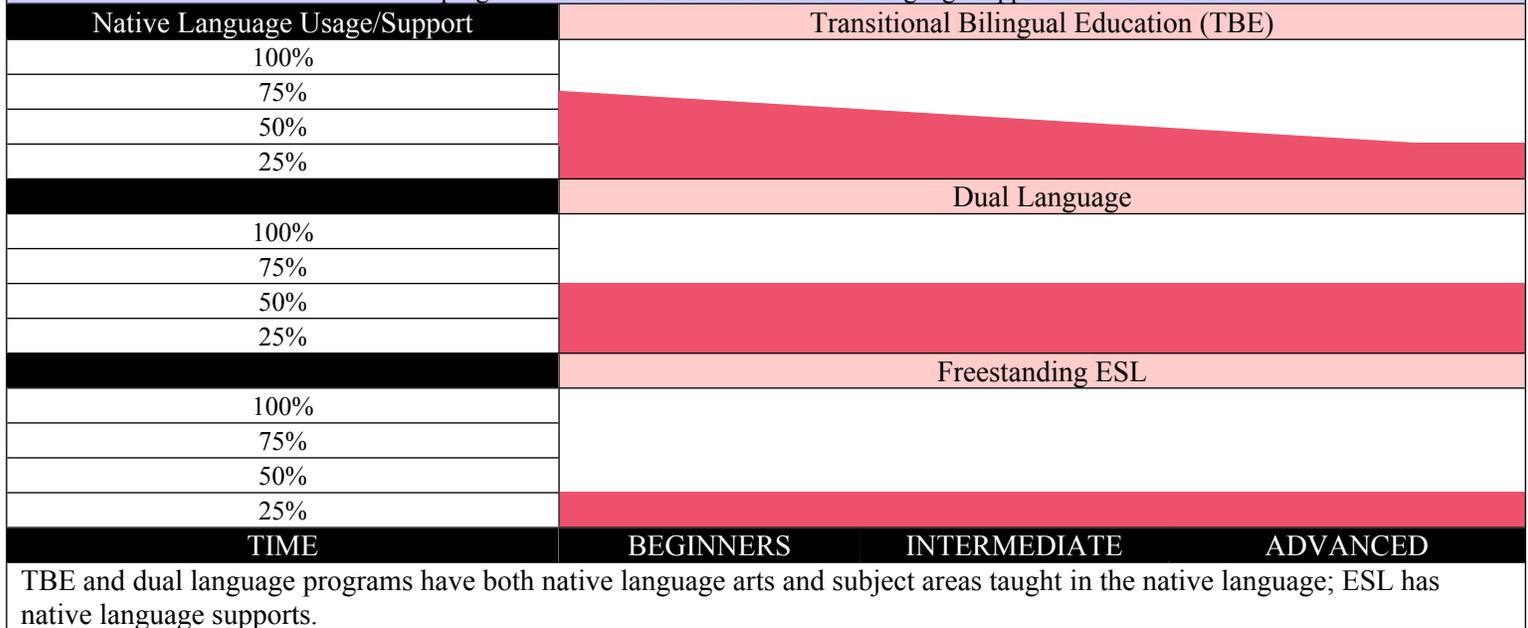
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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?

The program of study is aligned with New York State's ELL and ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials such as texts. We currently have 3 certified ELL teachers and 9 identified ELL students. Our ELL students also enjoy student centered learning approach, the ability to complete many class requirements using a research based "presentation" method. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in the library and an extensive computer lab allow our ELL students to access the internet and produce work that is professional and research-based. Our history indicates that all ELL students who graduate earn a regular NYS Regents diploma.

All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curricula. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

Our ELL teachers not only provide professional development in best practice ELL methodologies but also works collaboratively with each of the content area teachers on lesson development and assessment materials. This collaboration assists our ELL group as a whole but more importantly initiates discussion and support for students individually. All instruction is provided in English.

B. Programming and Scheduling Information--Continued

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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)?

N/A

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.

We focus some of our yearly professional development for all staff on best practiced ELL strategies and methodologies. The PD is provided via in-house conferences and outside opportunities available for the ELL teachers. The minimum 7.5 hours of ELL training for all staff is provided through these conferences. Aside from scheduled PD, ELL teachers make themselves available to meet with other teachers regarding best practices Cross-curricula.

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E. Parental Involvement

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

A group of students are presently working on developing a school newsletter. This newsletter will be translated into the preferred languages requested by the parents of the students. The newsletter 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. The Parent Coordinator holds monthly parent meetings with translators present, and all school letters will be made assessable to the parents in preferred languages. Our ELL teachers are an essential part of our school's admission team and are immediately referred any students who are ELL identified. Common practice throughout the school includes reaching out to parents to identify their concerns and needs as a parent of an ELL student.

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)												1	2	3
Advanced (A)													6	6
Total	0	0	0	0	0	0	0	0	0	0	0	1	8	9

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	2

NYSESLAT Modality Analysis

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		2	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

A review of the data on patterns indicates that most of our ELL students have achieved a high proficiency rate, with many having just about completed preparation. However, we are fully aware that our students are more deficient in the areas of reading and writing. Therefore, it is necessary that our instructional planning and focus promote activities that are active and engaging for all students, and are based on developing Reading comprehension and writing skills. In addition, we assess students' progress through a Portfolio Assessment, which is a component of our assessment system.

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.

City-As-School High School is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school, (Parents, Students, Faculty and the School Leadership Team) is involved in the development, implementation, and assessment of City as School's ELL program. We are committed to providing quality instruction to all our students.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M560 **School Name:** City-As-School HS

Cluster: 10 **Network:** 7

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.

Upon intake, students receive a questionnaire from the Admission's Coordinator requesting parents' preferred language of communication. Thereafter, all communication with parents is in their language of preference.

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.

There have not been any difficulties in communicating with parents in their language of preference. Native foreign language speakers on staff assist with the translation of material that is sent to parents and with verbal communication with parents.

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.

Written translation services are provided by in-house school staff. In recent years, we have not been presented with the need to use outside translation services, however, if in our assessing the request of our students' parents, the need to use outside translation services is found, we will use the services provided by DOE and be sure to provide all materials in a timely fashion for translation.

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.

Oral interpretation services are provided by school staff. On occasions where we have parents in attendance, such as Open School Conferences, Parents' Association, SLT, etc., we have staff members who are native foreign language speakers present. We also provide parents with a translator, if necessary, when communicating with school staff on occasions other than those planned. We also provide interpretation for deaf and/or hearing impaired parents' by our licensed Deaf & Hard of Hearing teacher.

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>.

Parents are provided with translators, as needed. If we are not able to provide a translator on-site, we will contact the perspective department at DOE to provide translation services to our parents.