



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** CHELSEA CAREER AND TECHNICAL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M615

PRINCIPAL: BRIAN ROSENBLOOM      EMAIL: BROSENB2@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
Brian Rosenbloom	*Principal or Designee	
Jan Scott	*UFT Chapter Leader or Designee	
Stacy Wiggins	*PA/PTA President or Designated Co-President	
Carmen Damian	DC 37 Representative, if applicable	
Nazeha Uddin Oscar Flores	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
David Lopez	Member/Parent	
Ana Nunez	Member/Parent	
Tonya Weary	Member/ Teacher	
Clair Lorenz	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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**

In alignment with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards, Chelsea High School will improve students' writing skills by creating and implementing a school-wide Writing Across the Curriculum (WAC) program.

### **Comprehensive needs assessment**

During focus group meetings conducted in May 2011 by our professional develop team; the teachers of all content areas at Chelsea identified the need to improve our students' writing skills as essential if we are to help our students succeed in their high school classes as well as in college and career. To that end, the Assistant Principal of Humanities, working along with the members of the ELA Department and two professional development organizations, created a Writing Across the Curriculum program to be implemented at our weekly grade-level team meetings during the 2011-2012 school year. The program will be aligned with the NYCDOE Instructional Expectations focus standards and the Common Core Learning Standards for each content area.

### **Instructional strategies/activities**

We will implement our school's Writing Across the Curriculum program throughout the 2011-2012 school year at our weekly grade-level team meetings. Working with our professional development team and the Assistant Principal for Humanities, the ELA instructor for each particular grade level facilitates the team meetings and works with teachers to implement a selected writing strategy in their classrooms. Following a Looking at Student Work protocol, teachers analyze the effectiveness of each of the strategies—making predictions, cause and effect writing, quick writes--for student subgroups.

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

The school's focus on writing was introduced to families new to the school during freshmen orientation. Students will be encouraged to develop SMART goals for their own progress after the baseline assessment at the beginning of the school year. Student progress will be communicated to families during parent-teacher conferences and by value added letters (including student progress towards their own goals) after the mid-year and June analysis has been completed.

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

- Hire teachers who are certified in the license areas.
- Rigorously interview teachers to assess if they are aware of current trends in education, and strategies for improving outcomes for students.

**Service and program coordination**

N/A

**Budget and resources alignment**

N/A

**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**

Continue to implement intervention services that promote an increased percentage of Chelsea student attendance.

**Comprehensive needs assessment**

Need was based on data provided by our 2010-2011 PAR. Additional data indicating Chelsea's lower performing students were of a much higher percentage of students with poor attendance.

**Instructional strategies/activities**

- Groups were identified from ATS daily attendance for school year 2010-2011
- The Door provides a Social Worker, Instructional Specialist, and a Family Engagement Specialist to support our efforts in increasing attendance.
- Teachers were provided with a list of students receiving support services.
- Parents/Guardians sign permission for their children to meet with support staff.
- Ongoing implementation throughout the school year.

**Strategies to increase parental involvement**

- Parents/Guardians sign permission for their children to meet with support staff.
- Parents were introduced to Skedula, an on line grading and student progress system to assist in monitoring daily attendance.

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

- Hire teachers who are certified in the license areas.
- Rigorously interview teachers to assess if they are aware of current trends in education, and strategies for improving outcomes for students.

**Service and program coordination**

Grant funding and partnership with The Door provides a Social Worker, Instructional Specialist, and a Family Engagement Specialist to support our efforts in increasing attendance.

**Budget and resources alignment**

Grant funding and partnership with The Door provides a Social Worker, Instructional Specialist, and a Family Engagement Specialist to support our efforts in increasing attendance. Budget alignment is through a grant from United Way managed from The Door.

**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.

<p><b>Annual Goal #3</b> To develop leadership qualities among the school's teachers.</p>
<p><b>Comprehensive needs assessment</b> Result from our 2010-2011 Quality Review indicated the need to develop planned sessions for teachers to build leadership capacity.</p>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>• To implement Chelsea's Writing Across the Curriculum program, ELA teachers of each grade level facilitate grade-level team meetings to introduce various writing strategies to the teacher teams. The ELA instructors meet weekly with the Assistant Principal of Humanities and our professional development team to plan for the grade-level team meetings and to reflect on their work.</li><li>• A teacher team facilitates our school's monthly faculty conferences to offer research-based instructional strategies and activities. The teacher team meets regularly with an Assistant Principal and our professional development team to plan for the faculty conferences and to reflect on their work.</li><li>• Our efforts to build leadership capacity will be ongoing throughout the 2011-2012 school year.</li></ul>
<p><b>Strategies to increase parental involvement</b> Teacher leaders have "Kid Talk" where they identify at risk students and have parent involved in the conversations.</p>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>• Hire teachers who are certified in the license areas.</li><li>• Rigorously interview teachers to assess if they are aware of current trends in education, and strategies for improving outcomes for students.</li></ul>
<p><b>Service and program coordination</b> N/A</p>

**Budget and resources alignment**

Per Session funding will support needs. Funding source is Title 1ARRA SIG.

**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.

<p><b>Annual Goal #4</b> All teachers will use multiple sources of data to inform instruction.</p>
<p><b>Comprehensive needs assessment</b> Result from our 2010-2011 Quality Review stated the need to deepen ongoing teacher work by consistently analyzing impact of identified instructional strategies on subgroups of students.</p>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>• Subgroups were identified from State Review. Areas that did not make AYP were African-American male students.</li><li>• DY0 in ELA assists Chelsea in implementing strategies by identifying students in the first two weeks of school requiring additional support.</li><li>• Teachers are included by our Data Days, Over Under Charts, Grade and Departmental meetings</li><li>• Timeline is ongoing throughout the school year.</li></ul>
<p><b>Strategies to increase parental involvement</b> Parents were given access to their student's records via Skedula and Aris. This was done via mailings, parent meetings, and parent teacher conferences.</p>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>• Hire teachers who are certified in the license areas.</li><li>• Rigorously interview teachers to assess if they are aware of current trends in education, and strategies for improving outcomes for students.</li></ul>
<p><b>Service and program coordination</b> N/A</p>
<p><b>Budget and resources alignment</b> Per Session funding will support needs. Funding source is Title 1ARRA SIG.</p>

**ANNUAL GOAL #5 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 #5**

Improve teacher effectiveness by developing a shared understanding of instructional excellence using a research-based rubric.

**Comprehensive needs assessment**

As a pilot school for the new teacher evaluation and development model, Chelsea teachers and administrators are learning about and implementing best practices of teacher effectiveness in four domain areas: Designing Coherent Instruction, Establishing a Culture for Learning, Managing Classroom Procedures, and Questioning and Discussion Techniques.

**Instructional strategies/activities**

Ongoing Professional Development will:

- Highlight the need for instructional progress based on data from National and State Assessments and 2010-2011 Quality Review findings
- Develop clear expectations and a common language for teacher effectiveness using more frequent observations and informal visits
- Continue with the administrative staff by DOE transformation team (evidence based rating)
- Take place during ongoing grade/content and faculty meetings focusing on domains and their components

**Strategies to increase parental involvement**

- Develop a caring and nurturing partnership between home and school to ensure that parents can effectively support and monitor their children's progress. Teachers are encouraged to call families when students are doing well in addition to when a student needs extra support.
- Coverage is arranged so teachers can meet with concerned family members that come to the school.
- In addition to the parent coordinator, there are bilingual staff members who make themselves available for translation services as needed.

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

N/A

**Service and program coordination**

N/A

**Budget and resources alignment**

Transformation funding for Professional Development per session activities. Funding source is Title 1ARRA SIG as well as Title 1 10% Professional Development.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<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>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	102	76	76	102			53	
<b>10</b>	22	34	45	22			35	
<b>11</b>	17	17	17	17			12	
<b>12</b>	6	3	7	15				1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p><b>Small group and individual instruction both before and after school.</b>  <b>Push in support during classroom instruction for Ells.</b>  <b>Individual instruction based on Acuity results showing areas of need.</b></p>
<b>Mathematics</b>	<p><b>Small group and individual instruction both before and after school.</b>  <b>Push in support during classroom instruction for Ells.</b>  <b>Individual instruction based on Acuity results showing areas of need.</b></p>
<b>Science</b>	<p><b>Small group and individual instruction both before and after school.</b>  <b>Push in support during classroom instruction for Ells.</b>  <b>Smart board use in science classrooms in order to provide a visual component for new vocabulary and concepts.</b></p>
<b>Social Studies</b>	<p><b>Small group and individual instruction both before and after school.</b>  <b>Push in support during classroom instruction for Ells.</b></p>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• <b>Guidance Counselors provide individual and group counseling.</b></li> <li>• <b>Facilitation of classroom presentations.</b></li> <li>• <b>Referrals to the S.B.S.T.</b></li> <li>• <b>Referrals to Community Based Organizations.</b></li> <li>• <b>Facilitation of parent and student meetings.</b></li> <li>• <b>Facilitates the growth of students by career exploration.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Facilitates the growth of students by post-secondary exploration.</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<b>no services provided</b>
<b>At-risk Services provided by the Social Worker</b>	<b>Social Worker on staff is directly related to our AIDP program. She works with 110 students in the program.</b>
<b>At-risk Health-related Services</b>	<b>Referrals to the Community Based Organization The Door. Health Aide on site.</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) 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:

- Ensuring parents can effectively support and monitor their children's progress throughout the school year.
- Providing meaningful information regarding meetings, and all activities in languages that the families can readily understand.
- Provide technology support to foster a better understanding of their children's progress throughout the school year.
- Information and training shared with families to ensure parents become involved in planning and decision making in support and monitoring of their children's education.
- Providing a deeper understanding of all City, State and Federal regulations, standards and assessments.
- Developing a caring and nurturing partnership between home and school to ensure that parents can effectively support and monitor their children's progress.
- Provide opportunities for staff to engage in professional development that will assist them in building stronger ties between parents and the 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:

- Provide parents with Metro cards for all PA meetings as well as workshops. This will be funded with Title I Parent Involvement funds.
- Chelsea will maintain an active Parent Coordinator dedicated to serve and support the needs of our community.
- Provide technology support to families and encourage its use to help monitor their children's attendance and progress.
- Provide parents with access to service providers that will provide at home tutoring services to students.
- Conduct parent workshops that include: Annual School Progress Report, Quality Review, Skedula and ARIS, and graduation requirements.
- Host the required Annual Title I Parent Meeting during the first PA meeting on September 22<sup>nd</sup> advising parents of their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118.
- All critical documents will be translated and translation services provided at all meetings and events.

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

- Providing progress reports throughout the school year to parents and students informing them of their progress.
- Hosting monthly events to encourage parental involvement in their children's education.
- Providing every student with daily school planners, calendars, and folders with written communication on all school activities and events.
- Providing students with the opportunities to attend college trips to support further educational opportunities beyond high school.
- Providing meaningful supportive SBO's that encourage deeper involvement by parents in their children's education.
- Encourage meaningful parent participation on the School Leadership Teams.
- Development of a monthly school newspaper with weekly e-blasts keeping families and students informed of all school activities.

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.

Chelsea HS agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their children’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

- Having all materials translated in Spanish for limited English proficient families.
- Provide parents with frequent reports on their children’s progress, progress reports are distributed in the middle of each marking period.
- Provide all families with access to Skedula for immediate reports on student progress and attendance.
- Providing all families student handbooks at freshman orientation meetings.
- Provide families with magnetic school annual school in the beginning of the school year.
- Providing parents metro cards when attending PA meetings

*Provide parents reasonable access to staff by:*

- Providing translation for non English speaking parents at all meetings.
- Providing parents the opportunity to meet with staff beyond the scope of Parent Teacher Conferences
- Providing parents the opportunity to meet with grade level teams during “Kid Talk”.
- Having the Parent Coordinator serve as the liaison when necessary to support parent involvement.

*Provide general support to parents by:*

- Ensuring Chelsea HS is a safe and orderly environment for their children
- Providing workshops as needed/requested by parents.
- Respecting the needs of all families by creating a welcoming and respectful climate for all families.
- Utilizing Title I funds for parent involvement as described in the Parent Involvement Policy.
- Providing parents with all graduation and promotional requirements in the beginning of the school year.

**I. Parent/Guardian Responsibilities:**

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Monitoring my child’s school performance and attendance on Skedula.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy

Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**II. Student Responsibilities:**

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 02M615 **School Name:** Chelsea Career and Technical 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.

The State Education Department four-member site visit team conducted a full-day visit to Chelsea Career and Technical Education High School on January 7, 2011. Although the visit was brief, the team was able to ascertain information about the schools efforts to begin the implementation of their reform model for improving student learning.

The school has begun adequate implementation of the transformation model. The school has established its vendor/partner relationships and has implemented programs to make progress in areas highlighted in the needs assessment of the SIG application. Areas of the model that are not being implemented are in relation to the services the district is to provide to the school, such as the School Improvement Manager not hired at the time of the visit. An extended day program is in use.

Data is used to inform instruction in ELA, math, science and social studies. Professional Development is ongoing and robust. Teachers welcome and appreciate the professional development they are receiving. They believe it is responsive to their individual and group needs. The classroom climate is generally pleasant and business-like. Evidence of effective teaching and engaged learning was apparent in many of the classrooms visited but not all. High levels of rigor and effective classroom management strategies were uneven and highly variable.

During the next full day visit, the team will also focus on findings outlined in this report and will again conduct document reviews and interviews in the following areas: staffing; planning; professional development; data analysis; curriculum and teaching; student support; school leadership; school climate and community engagement; and district support and planning for development.

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.

Teacher teams across all grade levels and in our English Language Arts Department will meet weekly to analyze student writing data and create strategies to improve student writing based on the data. The focus of the student writing will be tasks related to the Common Core State Standards.

Grade Level Team Meetings: Facilitated by a teacher leader, the subject at our weekly grade-level team meetings will be the improvement of student writing in all content areas. To achieve this goal, content area teachers at the grade level team meetings will receive professional development in integrating various “writing to learn” strategies into their lessons. They will then assess the effectiveness of the strategies on student writing.

At our school’s weekly Common Planning Time meetings, ELA team members will analyze periodic assessment data and look at student work following various protocols. Reviewing this information will allow teachers to differentiate their instruction and to integrate collaborative structures into their lesson and unit planning.

Chelsea has developed its own baseline writing assessment to be used in at all four grade levels. ELA teachers will work closely with grade level teams to help teachers in other subject areas make meaning of the results, developing and implementing support systems to improve student writing across all subject areas.

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#### **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.

The 10 percent of the Title I funds for professional development will be used for teaching staff, those who deliver instruction in English Language Arts to students in General Education, English Language Learners and those with Disabilities inside the building. We have created ongoing Professional Development during the school day to support staff in supporting our students.

Working closely with our teachers and administrators, teaching artists from the Obie-Award winning Epic Theatre Ensemble have been offering in-depth residencies in our English and Social Studies classes with the goal of deepening student understanding and appreciation of certain eras of world history. Epic's teaching artists use theater to foster empathy, create civic dialogue, and empower student voices in their community and beyond. During the 2011-2012 school year, tenth grade students staged a trial of Maximilien Robespierre, the notorious leader of the French Revolution. After seeing an Epic performance of Sophocles' Antigone, ninth grade students wrote their own version of the play in their English classes. The students' adaptation was then rehearsed and performed for their peers, parents, and community. Epic's teaching artist's regularly attend our common planning time meetings.

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

With funding from the School Improvement Grant (SIG), the school has hired a Master Teacher for Special Education to work with teachers grouped by grade level. These workshops serve to broaden teacher classroom strategies and refine skills for addressing the needs of special education students, and by extension, all students. Grade level teachers meet with the Master Teacher once a week to determine their area of focus. The Master Teacher visits classrooms and offers feedback concerning the lesson. Additionally, the Master Teacher facilitates the relationship between the content area teacher and the special education teacher, helping them define roles and plan effectively for collaborative team teaching.

Additionally, the school employs a total of four consultants, two from Teaching Matters and two from Heart of Change, educational consulting firms.

The goals for the school include:

- Summary of data review for math and science, including students struggling in basic literacy skills and other special needs (include CTT teacher)
  - Discussion and self-assessment using Rubric/Roadmap for 21<sup>st</sup> Century learning: compare-contrast traditional and 21<sup>st</sup> century methods (“the why”)
  - Discuss role of homework for 21<sup>st</sup> century learning – differentiation of assignments
  - Overview of project-based learning and backwards planning (3, 9-week projects) utilizing authentic assessment
  - Integration of math and science methods, skills
  - Identifying big ideas – conceptual learning and link to CCSS
  - Project plans (outcome-skills), technology integration, goals for individual teachers – includes rubric(s) and formative assessment
  - Supporting technology: expand use of audio/video tools, online web quests, class/project wikis, online discussion groups, interactive “lecture,” online connection with expert mentors and other students
  - Supporting pedagogy: collaborative grouping strategies, partner and/or small group use of computers, constructivism and student choice, documenting progress, use of self-assessment and online rubrics, real-time performance expectations (before peers, with parents and other “significant adults”)
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.

Chelsea held a parent orientation meeting on 09-22-11 as well as subsequent meetings on 10-20-10 to notify them of the school’s identification for school improvement as well as to introduce them to pertinent information about the school including promotion and graduation requirements.

**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 <b>Nancy Scala</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>615</b>
School Name <b>Chelsea Career and Technical High School</b>			

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

Principal <b>Brian Rosenbloom</b>	Assistant Principal <b>Margaret Glendis</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Christine Parks</b>	Guidance Counselor <b>Linda Lawrence</b>
Teacher/Subject Area <b>Nicki Gonias/ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jan Scott ELA</b>	Parent Coordinator <b>Carmin Damian</b>
Related Service Provider <b>David Segal</b>	Other <b>Robert Mitchell/AP</b>
Network Leader <b>Nancy Scala</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>470</b>	Total Number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>6.17%</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. 

Students are identified by the pupil accounting secretary through the completion of the Home Language Identification Survey (HLIS) forms by the parents. When the secretary determines that the language code is a language other than English she immediately contacts the Assistant Principal in charge of the ESL department, who then contacts the ESL teacher to ask for her to review the HLIS. The Assistant Principal orally interviews the individual student in order to confirm the native language of the student (usually Spanish). When this process is complete, arrangements are made for the LAB-R to be administered. The ESL teacher administers the Long version of the LAB-R, which includes the Listening, Reading, Writing and Speaking sections. After the test is completed, the ESL teacher manually grades the LAB-R, utilizing the answer key provided and follow the LAB-R scale score in order to determine if the student's language proficiency level is at a Beginner, Intermediate, Advanced or Proficient level. If the student falls below proficient, the student is identified as an English Language Learner (ELL) needing ESL services. The student is placed in an appropriate free-standing ESL class according to their score on the LAB-R. The school's Parent Coordinator speaks with the family as explained below. In September, the Assistant Principal in charge of the ESL department meets with the two certified ESL teachers and school programmer to evaluate and analyze the NYSESLAT scores under Listening/Speaking and Reading/Writing of all the former ELLs and incoming ELLs. This is done in order to categorize and determine the level of proficiency each student are in English and place them accordingly to their perspective ESL class, which are aligned with Beginner, Intermediate or Advanced levels. Students who have tested Proficient in the NYSESLAT will continue to receive ESL service for one year through the ESL Push-In model.

In September the Assistant Principal in charge of the ESL department meets with the bilingual Parent Coordinator and discusses the process of informing newly arrived ELL's parents of their three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). In this meeting, the family receives an ELL parent package containin the following documents in English and in Spanish:

- a brief description of the three ELL programs (TBE, DL, ESL)
- Entitlement letter
- Program Selection form
- Parent Survey form

The Orientation is offered as needed throughout the school year. In September within the 10 days process the ESL teacher monitors the incoming newly arrived students and once a student is identified as an ELL by the ESL teacher she informs the Assistant Principal and the bilingual Parent Coordinator (Speaks English/Spanish), who then begin the outreach by calling the identified ELL parent to arrange an orientation session with the parents and provide the folder package and review each content in English or Spanish. The Assistant Principal and Parent Coordinator also shows the parents the video that was provided by the DOE, which explains in English or Spanish the three programs and the process that parents can take to ensure that their child receive the ELL support that they are entitled. Once the orientation video is completed time is provided for parents to ask question and complete the forms provided. At that point, the parents are asked to fill out and sign the parent survey form and the program selection form. The Assiatnt principal provided answers to the parents' questions and collect the necessary forms and make copies and keep a record of the form (the entitlement letter, parent survey, and the program selection) and they are filed in the Assistant principal's office. To date, all of our parents have requested for the Free Standing ESL program that Chelsea offers. However, the ESL teacher and the Assistant Principal are constantly monitoring the

parent survey and program selection to determine if we should open up a Transitional Bilingual Education Program. The ESL teacher and the Assistant Principal constantly monitors the parent program selection form and if the the number of the TBE is 15 or more the school will take necessary measures and open a TBE program. The parents will be notified via phone call and or, letter mailed informing parents that Chelsea will open a TBE program in order to satisfied parents entitled program preference.

Currently we are offering free standing ESL program because that is where our parents are interested in placing their children.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										16	9	3	1	29
<b>Total</b>	0	0	0	0	0	0	0	0	0	16	9	3	1	29

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	8	Special Education
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)
				15

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	8			6			15			29
Total	8	0	0	6	0	0	15	0	0	29

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
<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	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: \_\_\_\_

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										14	7	3		24
Chinese										1	1			2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1		1	3
<b>TOTAL</b>	<b>0</b>	<b>16</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>29</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Due to the NCLB mandates Chelsea runs a Free Standing ESL program in order to assist and prepare the ELLs to meet the required State standards. This program uses both the Pull-Out and Push-in model, as well as collaborative team teaching. Each model addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing. This includes hand-on activities, demonstrations, and a variety of visual aids that are used to increase and enhance content and language comprehension.

According to the Part 154 regulation our Free Standing ESL program consists of a schedule that provides all ELLs their mandated amount of ESL and ELA minutes. The students are grouped homogeneously by language proficiency level (Beginner, Intermediate and Advanced) and receive ESL through the use of the Pull-Out model (self-contained) for 66 minutes daily (330 minutes of ESL a week). There are two Pull-Out ESL classes, one for Beginners and the other for Intermediate. The beginner level class has 16 students and consists of a certified ESL teacher. The intermediate level class has 15 students and consists of a certified ESL teacher trained in QTEL. Both ESL teachers attend ELA department meetings on a weekly basis for the purpose of developing an ESL curriculum that contains literacy content imbedded with ESL strategies. This approach is taken in order to maximize the Literacy content, as well as language acquisition support to better prepare our ELLs for the NYSESLAT and ELA state exams. The ELL students with an English proficiency level of Advanced or Proficient (2 years of service only) receives 66 minutes of ELA daily (330 minutes of ELA a week) by a certified ELA teacher. Advanced ELLs receive their ESL through the use of the Co-Teaching model in Social Studies along with the intermediate and beginner ELLs. The certified ESL teacher and the certified Social Studies content teacher Co-Teach in Social Studies for 60 minutes daily (300 minutes of ESL a week). Both teachers work collaboratively in creating lesson plans and delivery of instruction in order to adapt the content-area lesson according to the language level and learning abilities of all the ELLs. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balanced Literacy. As in Balanced Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented during the delivery of instruction. ELL Students are provided with word-to word translation dictionaries (Spanish/English). ELLs are able to do research, write reports and do oral presentations and work in teams for oral presentations based on their language abilities.

The delivery of instruction for ELLs in Science and Mathematics is done by the teachers utilizing materials that are modified for the ELL students in addition to appropriate scaffolding strategies such as visuals, articles, manipulatives, hands-on activities, graphic organizers, word wall, and word-to-word translated dictionaries. These materials are made available for the Science, Math and Social Studies teachers in order to ensure that all the ELLs are provided various approaches in learning the content area as well as supporting the language acquisition. Fortunately, we have a bilingual Paraprofessional and they follow their class with ELLs and provide language support for the

## A. Programming and Scheduling Information

ELLs that are in need in Science, Math and Social Studies.

Chelsea’s instructional plan for SIFE, Long Term ELLs, and students with disabilities is a content-based literacy approach in which accelerating the English acquisition as well as the academic development through the use of the content-area texts such as the social studies textbook, a science article, a math conceptual word problem. Also, the ESL and content-area teachers implements expository texts such as an historical analysis essay, a lab report, and an explanation on how a problem is solved in math. Teachers provide explicit instruction in language and literacy skills such as vocabulary activities that focuses on context, which provide meaningful purposes for reading and writing. This content-based approach anchors instruction in the literacy demands facing SIFE students, rather than learning the basic reading skills. Teachers evaluate the targeted students' needs relative to content knowledge and to content specific language and literacy demands. Teachers also plan their lesson with awareness of the content knowledge and concepts that students need to know based on grade level content standards. For instance, in respect for literacy a SIFE student may lack the skill of scanning the textbook chapter for key terms and in respect to the language a SIFE student may lack the vocabulary for the key concepts or lack the understanding of a particular sentence structure to explain a process. The ESL teachers and the content-area teachers have additional materials in order to create a content-based literacy approach such as content classroom library(English/Spanish), the Oxford content-based picture dictionaries, and high interest/low level books. Smartboard and laptops are also utilized in the content-area classes in order to create high interest for the targeted ELLs and develop the English language through creating interactive content-based lessons and visual presentations (i.e, powerpoint) as additional support for content comprehension.

All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. With the exception of ELA, students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day in the content-area classes.

### 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
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

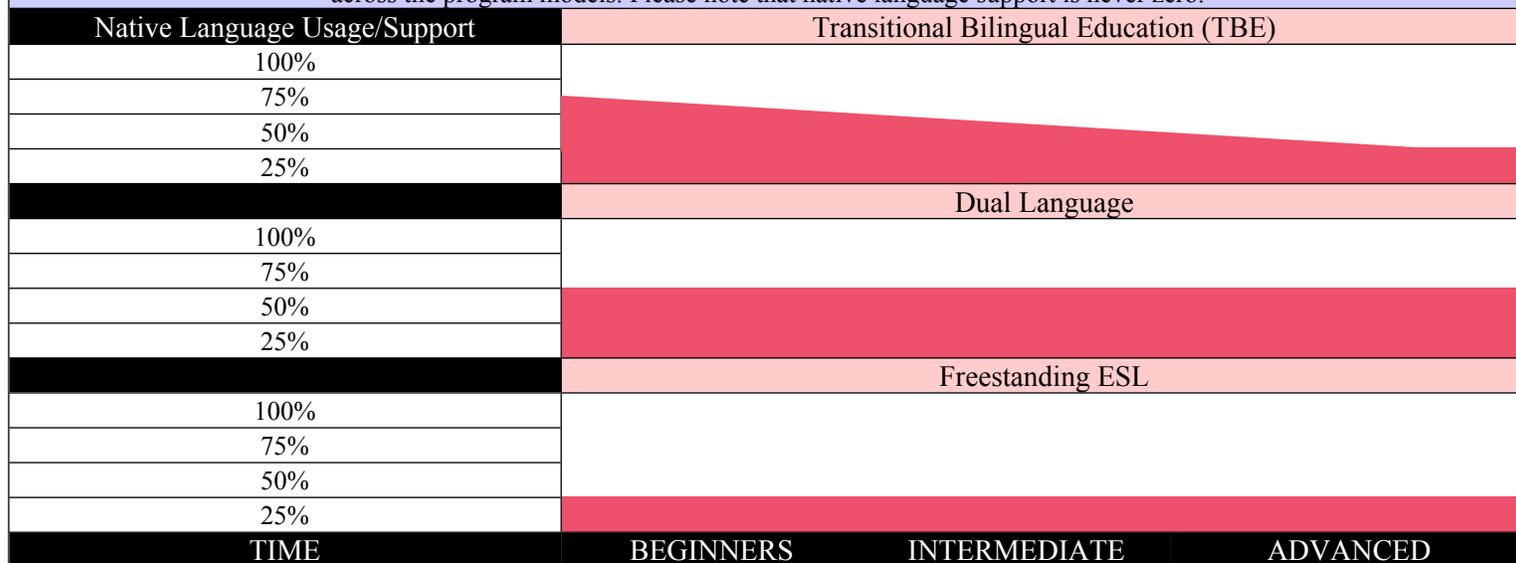
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## 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. How do you ensure that ELL students are fully integrated into the school community?

## 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 school has dedicated a large amount of financial resources to provide intervention opportunities throughout the day for the ELL population. Specifically, students attend ESL class for sixty-six minutes a day (total of 330 minutes a week). In addition, a licensed ESL teacher co-teaches the Social Studies class in order to infuse ESL strategies for a total of sixty minutes a day (300 total minutes a week). Finally, the ELL students receive an Academic Enrichment period once a day for sixty minutes (300 total minutes a week) which is taught by a certified ESL teacher to further support language acquisition and fluency in both reading and writing.

All Targeted ELLs will be offered admission to the Chelsea's After-School or Saturday program where teachers meet with students in small group environments utilizing strategies supporting their academic classes and regent exams. The instructional goal of this after school and Saturday Academy is to improve Reading and Writing skills and help them prepare for the English Language Arts and NYSESLAT assessments.

## 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)?

The students will have access to the SmartBoard and laptops in order to access the technological literacy and math program in both English and Spanish. Computer-based instruction helps students master mathematics content using computer animation and real-world problems, which maintain interest and motivation.

In addition, we will target 2 students who have been in the country for less than 3 years and be part of the Newly Arrived ELLs after school program. The certified ESL teacher will provide these students with additional ESL support utilizing texts materials such as Making Connection (Beginner Level), content base Oxford Picture Dictionary and the Longman Dictionary for ELLs. These materials will assist the ESL teacher to help them improve their listening, speaking, reading and writing skills in English. In addition, the ESL teacher will implement the Destination Reading web-base literacy program, which also provides students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling readers, and on-level readers.

When it comes to scheduling students for school programs (either specialized or general) the only criteria weighed is that of being an active full time student. However, at the inception of any program offered by the school equal amounts of slots are designated for each subgroup. Advertisement and recruitment is done in the common areas of the school ensuring all students equal access to the information. It is only after the recruitment period has ended that a particular subgroup may end up with an extra amount of slots because of a lack of interest by members of a particular subgroup.

The after-school services offered to ELLs in our building are in a small group of no more than 8 students at a time that focuses on reading

### 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.

Our ESL teachers are encouraged to attend professional development seminars in order to remain current concerning effective instructional methodologies for ELLs. All grade level teachers meet on a weekly basis to discuss effective literacy strategies for students in general and ELLs in particular. Additionally, the ninth grade team discusses transitional difficulties students may have with the ninth grade guidance counselor during these meetings.

### 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?

Parents of students that are identified as eligible for services work closely with the parent coordinator. She is the main point of contact between the parents and the school. Teachers confer regularly with the Parent Coordinator who then informs the family of student progress. Families are given access to Pupil Path, an online progress reporting tool. We help families learn to use the platform to track their child's progress, showing them how to open an email account and use the Internet. The Parent Coordinator also assesses the need of the family in terms of Supplemental Educational Services for the student. She encourages the family to take advantage of these services.

The school's focus on Writing Across the Curriculum was introduced to families new to the school during freshmen orientation. Students will be encouraged to develop SMART goals for their own progress after the baseline assessment at the beginning of the school year. Student progress will be communicated to families during parent-teacher conferences and by value added letters (including student progress towards their own goals) after the mid-year and June analysis has been completed.

## 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)										1				1
Intermediate(I)										7	6	1		14
Advanced (A)										8	3	2	1	14
Total	0	0	0	0	0	0	0	0	0	16	9	3	1	29

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

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

**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	2		1	
Integrated Algebra	12		8	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	5		2	
Living Environment	4		3	
Physics				
Global History and Geography	7		4	
US History and Government	1		1	
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**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

NYSESLAT modalities show that students score higher in listening and speaking modalities than they do in reading and writing. The school has implemented a Writing Across the Curriculum initiative for all grade level at our weekly grade-level team meetings. Working with the school leadership and the Assistant Principal for Learning, the ELA instructor for each grade level will

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Chelsea Career and Technical</u></b>		<b>School DBN: <u>M615</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brian Rosenbloom	Principal		1/1/01
Margaret Glendis	Assistant Principal		1/1/01
Carmin Damian	Parent Coordinator		1/1/01
Christine Parks	ESL Teacher		1/1/01
Stacy Wiggins	Parent		1/1/01
Jan Scott	Teacher/Subject Area		1/1/01
Claudine Narine	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
David Segal	Guidance Counselor		1/1/01
Nancy Scala	Network Leader		1/1/01
Robert Mitchell	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01
	Other		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: **2M615** School Name: **Chelsea High School**

Cluster: \_\_\_\_\_ Network: **CFN 107**

**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.

Within the first month of school, we reviewed ATS and blue emergency card contact information to determine which students came from non-English speaking homes. We conducted interviews with students concerning their home language and any translation services parents or guardians might need. Response letters and forms were sent home to assess for limited English speaking parents.

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.

For many families, Spanish is the primary language spoken at home. All of these parents receive notifications in English and Spanish, although most are fluent in both languages. These results were shared at a SLT meeting that included representatives from the Parents Association. Results were also shared at a staff meeting in the beginning of the school year.

## 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.

Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals, and members of the School Leadership Team address these needs with translation services in writing for communication sent or mailed home and for literatures available about the school at school functions. At Parent Association meetings, parents may also volunteer to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed in writing of the availability of translators and of their right to use an adult friend or family member to provide 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.

Professional and paraprofessional staff also translates at school meetings, Parents' Association meetings, and for parent-teacher conferences when necessary. Signage in the building is in both English and Spanish, including the names of key personnel who can assist non-English speaking parents in addressing needs at school.

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>.

As mentioned above, all parents whose primary language is other than English receive all school notices in both their primary language and English. This includes notification on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way and in the main office reminding parents of these rights as well. Addressing language barriers will also be part of the 2011/12 school safety plan, ensuring that parents with limited English communication skills can access administrative and other key school personnel. Parents will also be made aware of the Office of Translation and other resources within the Department of Education.