



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS

DBN: 02M625

PRINCIPAL: BRENDAN LYONS, IA **EMAIL:** BLYONS@HSGCA.ORG

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
Brendan Lyons	*Principal or Designee	
Steven Landress	*UFT Chapter Leader or Designee	
Nakia Showers, Daniel Dominguez	*PA/PTA President or Designated Co-President	
Michael Hammond	DC 37 Representative, if applicable	
Donovan Swanson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	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 Graduation

- Goal #1 is to increase our 4 year graduation rate from 56% to 65%.

Comprehensive needs assessment

- Over the past three years, Graphics HS has improved its 4 year graduation rate from 44% to 56%. This is still well below the citywide average of 65%.

Instructional strategies/activities

- **Programming:** Students will be programmed for courses of study based upon their individualized needs for graduation rather than the one-size-fits-all approach used in prior years at Graphics High School. In addition, each student, with particular attention in 2011-2012 to our graduating cohort, will develop an individualized graduation plan in cooperation with classroom teachers and the Guidance Department.
 - a. Each student in the 2012 graduating cohort will be programmed in direct relation to the student's needs for graduation alongside the individual college readiness and career preparation needs of the student. Students will undergo periodic reviews of progress and scheduling will be adjusted accordingly. Subgroup populations will be programmed based upon their individual needs in target groups with individualized student goals created for each target population. Individual Graduation Plans will be developed for each targeted subgroup.
 - b. Instructional AP's, Coordinators and our Programing Team are involved in programming students based on their needs in September and January. Ongoing work with subgroup target populations and periodic reviews involve classroom content area teachers, the Admin Team as well as other support teams such as Guidance, Safety, and Special Education teams.
 - c. Steps taken to include teachers include daily common planning time (CPT) meetings as well as through 1:1 meetings with classroom teachers and instructional AP's to monitor the progress of subgroup target populations. Teacher input occurs during frequent feedback cycles in alignment with the Citywide Expectation regarding Teacher Effectiveness.
 - d. The timeline for implementation is variable: student programming based upon graduation needs occurs in September and January. Fine tuning of student programming is ongoing and responsive to student performance based upon student progress towards academic goals.
- **Pathways to Graduation:** 11th and 12th grade students will implement their Individualized Graduation Plan through our integrated afterschool tutoring program. The aim of the program is to enable off-track students to remediate their deficiencies and to enable on-track students to accelerate their learning through an online, blended-classroom and/or traditional teaching program.
 - a. Students off-track to graduate are programmed for our afterschool program where they develop an individualized remediation plan to recover credits and/or prepare for missing Regents examinations. Students in need of credit recovery are supported in this process through the use of online courses delivered to students alongside a teacher mentor. Students in need of Regents preparation are supported through a traditional Regents Preparation approach. Each student receives an individualized plan regardless of subgroup population.
 - b. 7 teachers support students either in mentoring the progress of students in credit recovery and accelerated coursework such as online AP courses as well as provide direct, targeted instruction for Regents Preparation. Apex, Achieve3000, and CastleLearning are digital resources that support this program of study through the use of Graphics HS computer labs throughout the building
 - c. Pathways to Graduation staff themselves select and implement the academic assessment for evaluating the effectiveness of this program which include customized interim assessments based on student progress, credit recovery rates aligned with Common Core standards, and Regents examination performance rates when available.

- d. Pathways to Graduation is implemented in the traditional model from 3:45-5:15 PM Mondays-Thursdays from September to June. Non-traditional (virtual, online, blended, etc.) programs are asynchronous and progress is individualized based on student effort. Individual meetings are conducted with mentors who manage the process of connecting students learning asynchronously with content area teachers on an as-needed basis depending on student progress towards goals.
- **Advocate to Graduate**
 - a. Students off-track to graduate will be partnered with a mentor who will meet regularly with the off-track student to implement the graduation plan for that particular student. The Advocate will be responsible for ensuring that students are in alignment with their graduation plan and will act as the point person for frequent school to home communication regarding progress towards graduation.
 - b. All adults at Graphics HS will be enlisted to take part in the Advocate to Graduate program alongside funding for monthly luncheons to track progress as well as outreach to parents and students.
 - c. Teachers (and other Advocates) will be involved in creating and then implementing an individualized graduation plan for each student involved. Effectiveness of the program will be conducted during a mid-year review that will track and project credit accumulation, attendance, Regents exam preparation and/or completion as well as anecdotal feedback from mentors.
 - d. Timeline for implementation is November-June with monthly events as well as a mid-year review in early February.

Strategies to increase parental involvement

- Identify the parents of “at-risk” seniors and schedule AIS meetings with guidance to develop an action plan to insure graduation.
- Parent coordinator will hold monthly meetings to focus on addressing the elements of the action plan that was developed. In addition, these meetings will focus on providing support in specific areas such as “How to monitor your child’s academic performance and provide constructive feedback.”
- Parent SLT members will be provided with ongoing status reports related to graduation progress and communicate the information during monthly PA meetings.
- An Incentive program will be developed for parents where awards will be given to parents of those seniors identified as “at-risk” if graduation status is gained and maintained.
- Training will be provided to parents on utilizing data tools (Pupil Path) with a focus on interpreting the data so parents can seek and obtain the appropriate support services from the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- We attract highly qualified teachers by recruiting teachers through Teacher hiring fairs as well as collaborating with teachers’ programs at Hunter College as well as Columbia University school of education. Some of the other programs that we use to recruit highly qualified teachers and collaborate with us through colleges and universities are Teach for America, Teaching Fellows, and SVA.
- We retain highly qualified teachers by nurturing them through our mentoring program. We also provide opportunities for growth for all new teachers through the department and SLC initiative. Teachers are required to partake in committees that are aimed at creating the ideal educational environment. Such an activity is a Meet and Greet that is held at the beginning of every school year or the Family Picnic in the spring term. These activities are created by teacher led committees and are supported and sustained by teachers.
- We also have a mentoring program that is geared to enhance their teaching practices so that it ultimately leads to effective student progress in and out of the classroom. New teachers are also made aware of the tenure requirements and the areas that could be fulfilled by engaging in specific activities that help meet our students’ needs.
- We are currently in the process of forming hiring committees that will identify, recruit interview and follow up on new hires.

Service and program coordination

- In achieving our goal to improve our graduation rate to 65%, we applied and were awarded New York State’s School Improvement Grant which we are using to fund both our Pathways to Graduation and Advocate to Graduate Programs. These programs address the individual needs of our students in our 2012 cohort, and provide students with the support they need to successfully complete their high school education. In addition to our coordination of these programs with the School Improvement Grant, we also have coordinated our Title I Federal allocation with our Saturday Academy program to further meet the needs of the

students in our target population on Saturday's by offering them individualized tutoring services, credit advancement classes and Lab make-up to help all students begin and/or continue their path to graduation.

- Under Federal and State Supplemental Educations Services program, we have provided our students from Low-income households free extra academic help, such as tutoring or remedial help, in subjects such as reading, language arts, and math. We provide this extra help under the SASF program after school, on weekends, and in the summer.
- We also have funded the Bridge Program to help our incoming freshman transition into High School. We coordinated this program to run in the Summer before the beginning of the academic school year so that students receive the support in literacy and math they need successfully complete the 9th grade.
- We have identified students under Head Start who are not on-track to graduation and enroll them in the Federal program to provide students the extra assistance they need in order to successfully graduate.

Budget and resources alignment

- Support for Pathways to Graduation will come from our State Improvement Grant. Expenses covered are the APEX and CastleLearning purchases; per session for both the teachers and supervising assistant principal. The full complement of 7 teachers @ 1.5 hours per day for 100 days runs to about \$50,000 (Reimbursable Funding cost). Two-thirds will come from the SIG; the remainder from Title I.
- Advocates to Graduate will be funded from Title I as needed. At this time only modest per session expenses are projected as much of the effort will, of necessity, occur during the school day.
- Parent involvement will be supported by school-day outreach and by \$4,000 in the SIG for the mentioned monthly luncheons.

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: Attendance

- Goal #2 is to increase our attendance rate from 76.6% to 80%.

Comprehensive needs assessment

- Attendance at Graphics HS has increased over the past three years from 75% to 76.6%, which is well below the citywide average of 85%.

Instructional strategies/activities

- **Attendance Plans:** Students will be placed in attendance cohorts with two main groups of students: students with attendance from 30-50% and students with attendance from 51%-84%. The Guidance, Safety and SLC teams/academies will then conduct systematic outreach and attendance planning for each of these target students.
 - a. Graphics HS has created a tiered approach towards attendance concerns following a school-wide attendance outreach protocol. Students in our target populations will receive individualized attendance goals, outreach on a regular basis to increase the home/school communication around attendance as well as regularly scheduled interventions and incentives for improvement. In addition, classroom teachers take ownership of identifying small groups of attendance concerns and begin to research and share effective interventions used to improve attendance. These small groups of students are an integral part of each teachers individual Professional Development Plan that is regularly reviewed by instructional AP's.
 - b. The Guidance, Safety and Academy Coordinator Teams will identify, create and implement attendance plans. In addition, each classroom teacher has a "attendance target group" consisting of small numbers of students with attendance concerns that each classroom teacher is responsible for addressing systematically through out Attendance Outreach Protocol.
 - c. Teachers meet regularly to discuss attendance intervention effectiveness with their supervising AP. Guidance, Safety and Coordinators also meet regularly as teams to address attendance concerns and also meet with classroom teachers to develop attendance outreach plans. Teachers are regularly included and are an integral part of identifying effective interventions for their targeted attendance populations.
 - d. September to June in an ongoing basis with updates to our target population occurring every two weeks. There will be a mid-year review of attendance data alongside an evaluation of the effectiveness of the interventions and systems created.

Strategies to increase parental involvement

- Schedule "Parent-only" meetings throughout the year to build and maintain parent relationships. These meetings will focus on aligning the parents with teachers of the students who are in target populations for attendance.
- Newsletters will be developed and disseminated to parents that highlight positive attendance trends in the school and celebrate successes with specific target [attendance] populations.
- Provide weekly emailed parent "attendance tips" that explain the attendance strategies being implemented and provide support materials that allow parents to help at home.
- Our school's parent coordinator along with the teacher's of students with poor attendance will attempt to bridge the gap between home and school through thematic home projects with the goal of increasing attendance.
- Parents will be asked to sign an attendance contract as confirmation that they are monitoring and addressing their child's attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

- We attract highly qualified teachers by recruiting teachers through Teacher hiring fairs as well as collaborating with teachers' programs at Hunter College as well as Columbia University school of education. Some of the other programs that we use to recruit highly qualified teachers and collaborate with us through colleges and universities are Teach for America, Teaching Fellows, and SVA.
- We retain highly qualified teachers by nurturing them through our mentoring program. We also provide opportunities for growth for all new teachers through the department and SLC initiative. Teachers are required to partake in committees that are aimed at creating the ideal educational environment. Such an activity is a Meet and Greet that is held at the beginning of every school year or the Family Picnic in the spring term. These activities are created by teacher led committees and are supported and sustained by teachers.
- We also have a mentoring program that is geared to enhance their teaching practices so that it ultimately leads to effective student progress in and out of the classroom. New teachers are also made aware of the tenure requirements and the areas that could be fulfilled by engaging in specific activities that help meet our students' needs.
- We are currently in the process of forming hiring committees that will identify, recruit interview and follow up on new hires.

Service and program coordination

- The GPS (Graduate. Prepare. Succeed.) program is a program under NCLB at our school has created a wake up call service for students who are having trouble getting to class in the morning and/or who have attendance problems. Parental outreach and student outreach is conducted on a daily basis and is recorded in our school-wide grading system (Skedula). Information from the GPS program is shared with all staff members through Skedula, and many of the students the program is assisting also receive individualized attendance goals from their academic teachers.

Budget and resources alignment

- A need for significant per session or per diem is not anticipated. If needed, funding will come from Title I.

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: Teacher Effectiveness

90% of all regularly assigned teachers working with HSGCA during the 2011-2011 year will:

- *complete a self-assessment based upon on a research-driven teaching rubric,*
- *create an individualized Teacher Professional Development Plan in collaboration with the Administrative Team,*
- *will engage in a minimum of 3 cycles of visitation and feedback from administration based upon school wide and individualized action plans.*

Comprehensive needs assessment

- As noted in the NY State JIT Report, teachers do not demonstrate a deliberate use of resources, including technology, to deliver differentiated and responsive instruction to meet the needs of various types of learners. Similarly, they do not consistently use resources that would permit equity and access for all students, especially SWDs and ELLs.

Instructional strategies/activities

- a) Teachers will collaboratively create and execute an individualized teacher Professional Development Plan with a focus on building a knowledge base of effective ways to deliver responsive instruction. In particular, all teachers will identify and develop target population groups of students who have not demonstrated success in terms of academic progress and implement intervention strategies for each student in the group.
- b) All staff will receive a Professional Development Plan that will be developed and supported through Common Planning Time daily Mondays-Thursdays. In addition, all assistant principals will support the implementation of this Professional Development Plan as their primary focus in their Annual Goal document.
- c) Steps taken to include teachers in the decision-making process include engaging in daily team conversations as well as weekly 1:1 conversations between teachers and supervisors based upon three inputs: teacher self-assessments, cycles of mini-observations with feedback, as well as scholarship reports each Marking Period.
- d) Timeline for implementation is September-June on a daily basis both in teams as well as 1:1 with instructional AP's.

Strategies to increase parental involvement

- Guidance will set up school-wide parenting and teacher education classes to highlight the measurements used to gauge teacher effectiveness and garner support for involving parents in the school learning community.
- Conduct training relating to implications of assessment results with parents and identify the relationship to teacher effectiveness.
- Invite parents to IEP meetings where teacher effectiveness is stressed along with student goals.
- Training will be conducted for parents to help them set up graphic organizers and data collection sheets that indicate work completed and methods used at home. These graphic organizers will provide indispensable parent documentation and will become a valuable tool for conferences when establishing resource needs as well as for future IEP and 504 meetings when new goals are established. This will all be framed in terms of teacher effectiveness.

Strategies for attracting Highly Qualified Teachers (HQT)

- We attract highly qualified teachers by recruiting teachers through Teacher hiring fairs as well as collaborating with teachers' programs at Hunter College as well as Columbia University school of education. Some of the other programs that we use to recruit highly qualified teachers and collaborate with us through colleges and universities are Teach for America, Teaching Fellows, and SVA.
- We retain highly qualified teachers by nurturing them through our mentoring program. We also provide opportunities for growth for all new teachers through the department and SLC initiative. Teachers are required to partake in committees that are aimed at creating the ideal educational environment. Such an activity is a Meet and Greet that is held at the beginning of every school year or the Family Picnic in the spring term. These activities are created by teacher led committees and are supported and sustained by teachers.

- We also have a mentoring program that is geared to enhance their teaching practices so that it ultimately leads to effective student progress in and out of the classroom. New teachers are also made aware of the tenure requirements and the areas that could be fulfilled by engaging in specific activities that help meet our students' needs.
- We are currently in the process of forming hiring committees that will identify, recruit interview and follow up on new hires.

Service and program coordination

- In achieving our goal to improve teacher effectiveness, we applied and were awarded New York State's School Improvement Grant which we used to fund teachers and the administration team to work with AUSSIE in August 2011 to create curriculum maps and unit plans that were aligned to the Common Core Standards in every subject area. We are coordinating State funding to continue and expand the work done in August by working with Teaching Matters Incorporated (TMI) to develop units of study in English and Mathematics that are aligned and address specific strands of the Common Core Standards. In addition, TMI will be working with teachers to instruct, model, and assist in the implementation of strategies to help teachers achieve their professional goals. These include addressing specific student needs with a variety of interventions focused on improving teacher effectiveness.
- Services have been coordinated between the Title III Federal program and the supplemental services ELL and Special Education students are receiving with the introduction of the Empower 3000 literacy program. Coordination also includes the professional development of teachers across the curriculum in using Empower 3000 in their classes to address students in the ELL and Special Education target population. In addition, the School Improvement Grant will also support our goal of reaching higher teacher effectiveness by providing all teachers of ELLs QTEL training at various times during the year so that teachers receive professional development on how to effectively implement the Common Core Standards while meeting the needs of ELLs.

Budget and resources alignment

- No significant per session or per diem expenditures are expected for this goal. If necessary, there is sufficient per diem to cover the anticipated professional development activities during the year.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4: Common Core State Standards

90% of all regularly assigned teachers at HSGCA will engage in at least one cycle of design, implementation, and review of Common Core-aligned units of study.

Comprehensive needs assessment

Our most recent Quality Review and NY State JIT Report indicates there is a need for rigorous and coherent curriculum based on the CCLS. In addition, this goal is in alignment with the Citywide Expectations for learning.

Instructional strategies/activities

- Common Core State Standards incorporation
 - a) All teachers will be engaged on a daily basis during Common Planning Time by department teams in creating, refining, executing and debriefing Common Core aligned unit plans with a culminating project, student-centered lesson plans aligned with a workshop model approach, as well as common interim assessments based upon unit and lesson plan learning goals. Subgroup population needs will be systematically identified and remediated through our Target Population project which identifies for each classroom teacher effective interventions for small groups of struggling students based upon an item analysis from common interim assessments and projects.
 - b) All classroom teachers and instructional AP's are involved in the execution of this school-wide goal
 - c) Teacher teams are the primary designers of assessments that will gauge effectiveness of the redesigned curriculum which occurs regularly via department teams in common planning time. In addition, our Administrative Team conducts monthly reviews of the progress of curricula alignment alongside the effectiveness of subgroup population progress.
 - d) The timeline for completion is August through April culminating with each classroom teacher completing a Common Core aligned unit of study from creation to debriefing effectiveness.

Strategies to increase parental involvement

- Use the SLT as a forum to explain CCS and provide samples of curriculum that is aligned with the CCS
- Design parent committees to work with teachers when revising curriculum so as to connect them to the school community.
- Invite parents to sit in on classes where lessons are taught that are aligned with CCS. Teams that include these parents will then sit and discuss the issues and relevancy of the CCS to instruction.
- A parent retreat will be organized under the umbrella of design, implementation, and review of Common Core-aligned units of study.

Strategies for attracting Highly Qualified Teachers (HQT)

- We attract highly qualified teachers by recruiting teachers through Teacher hiring fairs as well as collaborating with teachers' programs at Hunter College as well as Columbia University school of education. Some of the other programs that we use to recruit highly qualified teachers and collaborate with us through colleges and universities are Teach for America, Teaching Fellows, and SVA.
- We retain highly qualified teachers by nurturing them through our mentoring program. We also provide opportunities for growth for all new teachers through the department and SLC initiative. Teachers are required to partake in committees that are aimed at creating the ideal educational environment. Such an activity is

a Meet and Greet that is held at the beginning of every school year or the Family Picnic in the spring term. These activities are created by teacher led committees and are supported and sustained by teachers.

- We also have a mentoring program that is geared to enhance their teaching practices so that it ultimately leads to effective student progress in and out of the classroom. New teachers are also made aware of the tenure requirements and the areas that could be fulfilled by engaging in specific activities that help meet our students' needs.
- We are currently in the process of forming hiring committees that will identify, recruit interview and follow up on new hires.

Service and program coordination

- In achieving our goal to have 90% *engage in at least one cycle of design, implementation, and review of Common Core-aligned units of study*, we applied and were awarded New York State's School Improvement Grant which we used to fund teachers and the administrative team to work with AUSSIE in August 2011 to create curriculum maps and unit plans that were aligned to the Common Core Standards in every subject area. We are coordinating State funding to continue and expand the work done in August by working with Teaching Matters Incorporated (TMI) to develop units of study in English and Mathematics that are aligned and address specific strands of the Common Core Standards.

Budget and resources alignment

- No expenditures are anticipated for this goal.

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	181	20			37		1	19
10	12	11	12		41		4	10
11	10	32	14	25	45		3	22
12	31	67	21	81	33		4	14

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	Grade 10 and 11 students are scheduled for instruction in a low register class designed to teach the skills and content needed to pass the English Regents. Grade 9 students who score below level in the grade 8 ELA exam are scheduled for an additional English class in grade 9 to enhance their reading comprehension and composition skills.
Mathematics	During the school day, students receive instruction in low register classes designed to help students who have completed the Algebra 1 curriculum but have not passed the algebra Regents. Some students also receive one-to one tutoring after the school day in all courses of mathematics.
Science	Students receive one-to-one instruction and tutoring after the school day in Living Environment and Lab make-up for all science courses.
Social Studies	Students receive an additional low register class during the school day to provide instruction for students who have completed the Global and US History curriculum, but need additional support to pass the US History and Global Regents exams.
At-risk Services provided by the Guidance Counselor	Students receive one on one counseling and/or group counseling during the school day.
At-risk Services provided by the School Psychologist	The school psychologist evaluates students on an as-needed basis, in addition to the responsibilities she has as a member of the school based support team.
At-risk Services provided by the Social Worker	Students receive one on one counseling based on referrals from the guidance department. Other students receive mandated counseling services from the school social worker.

At-risk Health-related Services

Students receive speech, language, and hearing services in both small groups and one-to-one.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

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: 02M625

School Name: High School of Graphic Communication Arts

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 JIT referenced numerous shortcomings; prominent among them were the lack of teacher PD and adequate oversight by the principal and assistant principals; lack of appropriate classroom resources in the identified classes; there was no mechanism to analyze student data; a "lack of effective instructional practices throughout the building" including ineffective differentiation of instructional techniques in ICC classes; a lack of deliberative use of technological resources in instruction; inattention to the needs of LEP students as evidenced by a lack of curricula focused on their needs.

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.

Component 1 is teacher professional development focusing on unit and lesson planning; improved knowledge and application of technology in delivering content; and assessing student performance. Teachers have received PD from AUSSIE, are receiving on-going PD via Teaching Matters, Inc, are using Skedula and T-Eval, are meeting 4 days a week for common planning time, and are developing with their assistant principals individual teacher goals focused on strengthening their weaker areas of teaching methodologies.

Component 2 is developing individual intervention plans for all students, but especially those identified (via Skedula) as being the most at-risk in the targeted groups (SWD and LEP). For LEP students, the school has already instituted use of Empower 3000, and is planning to introduce more targeted assistance as the needs of the AYP groups are further identified.

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.

Our Title I allocation 10% component is \$120,778. Of that, \$97,068 is allocated to an in-house professional development specialist. The remainder is set aside for anticipated targeted intervention for those teachers who perform (as determined by classroom observations and student data) below the average, especially if they work with the identified groups. As we have many ICC classes, general education teachers may benefit from such support.

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

Presently, all new teachers receive mentoring from our instructional specialist. She focuses on fundamentals of lesson planning and differentiated instruction techniques.

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.

The school will send the mandated SINI letter to parents.

**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 Amundsen, Charles	District 02	Borough Manhattan	School Number 625
School Name The H.S. of Graphic Communication Arts			

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

Principal Brendan Lyons	Assistant Principal Llermi Gonzalez
Coach Kathy Giannou/UFT Teacher Cent	Coach type here
ESL Teacher Matilde Yunsan	Guidance Counselor Joanne Nguyen
Teacher/Subject Area Megan Cottrell/ESL	Parent type here
Teacher/Subject Area Tiana Junius/ESL	Parent Coordinator Annie Leon
Related Service Provider type here	Other Reyes Suero/Math
Network Leader Jayne Godlewski	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
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	1260	Total Number of ELLs	140	ELLs as share of total student population (%)	11.11%
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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. 

When students are enrolled in the school, an informal interview takes place between the Bilingual counselor, ESL teacher (Ms. Yunsan), parent coordinator, the student and their parents in both their native language and English. During the interview, students and parents are welcomed to the school community and given an orientation about the school's program offerings and policies. The conversation that takes place with the student encourages the use of whatever English the student knows. It centers on the student and parent providing the staff information regarding the student's education records and extracurricular activities. We then use data to identify students as ELLs. The most important data is the completed home language survey, accompanied with their last NYSESLAT/LAB-R score. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent's program of choice. When a student is new to the New York City Public School system, parents complete a home language survey with the assistance of the ESL teacher (Ms. Yunsan) and parent coordinator, where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within ten days by our Bilingual/ESL program coordinator (who is a certified ESL teacher) to identify if they are indeed ELLs. The parent coordinator and our Bilingual/ESL coordinator give parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice. Parents view the Department of Education's video describing the ESL, Transitional Bilingual, and Dual Language programs available to them at the school. The programs are then reviewed verbally with the parents and questions regarding the differences in the programs are answered by our pedagogue (Ms. Yunsan) and Ms. Nguyen. At the beginning of every academic school year or when students are programmed for classes, Llermi Gonzalez (Assistant Principal of ESL/supervisor of the program) and the students' guidance counselor (Ms. Joanne Nguyen) review students' programs against students' last NYSESLAT score to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Ms. Yunsan ensures that parent selection forms are returned to her by contacting parents and following-up with students whom the form is given to. She maintains copies of these forms in the students school records and in room 341. All parents are informed as to which program placement their child was placed via letters sent home and during parent orientation meetings at the beginning of the school year. For students who are already in the program, Mr. Gonzalez and Ms. Yunsan send continuation letters to parents and keep a copy of those letters in room 341 and in the students record folder. Currently, beginners receive 141 minute of ESL/Bilingual instruction daily, intermediates 94 minutes, and advanced 47 minutes respectively. We have an ESL coordinator who ensures that parents' surveys and program selection forms are returned. The coordinator conducts parental outreach and returned surveys are filed for programming reference. Parent Survey and program selection forms are reviewed periodically to identify trends. We found that the majority, 76, of our students are enrolled in our freestanding ESL program, versus 64 who are enrolled in our transitional bilingual program. Program placement at our school is aligned with parent requests.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										2	2	1	0	5
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										4	2	3	1	10
Total	0	0	0	0	0	0	0	0	0	6	4	4	1	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	51	Special Education	48
SIFE	4	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	55

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	38	3	2	12	0	1	14	0	2	64
Dual Language										0
ESL	12	1	4	23	0	14	41	0	20	76
Total	50	4	6	35	0	15	55	0	22	140

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	21	18	14	64
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													0	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian													0	0
Yiddish														0
Other													0	0
TOTAL	0	11	21	18	14	64								

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																			

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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	14	17	21	71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												1		1
Other											1		2	3
TOTAL	0	19	15	18	24	76								

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).

A. Programming and Scheduling Information

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?

Our program for ELLs is self-contained. Our students are placed in homogeneous classes depending on their proficiency levels. The ESL program is not organized by grade level, but by proficiency level. There are 9 periods of ESL: 3 classes for the beginner level, 2 classes for the intermediate level, 2 classes for students working between the beginner and intermediate level, 1 class for the advanced level and 1 class for students who have been at the advanced level for more than one year but have not reached proficiency.

At the beginning of every academic school year or when students are programmed for classes, Llermi Gonzalez (Assistant Principal of ESL/supervisor of the program) and the students' guidance counselor (Ms. Joanne Nguyen) review students' programs against students' last NYSESLAT score to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Currently, beginners receive 141 minute of ESL/Bilingual instruction daily, intermediates 94 minutes, and advanced 47 minutes respectively. In sum, our students are scheduled to receive ESL, ELA, and Native Language Arts instruction that exceeds the mandated minutes as per CR Part 154.

SIFE students receive the mandated minutes of ESL instruction mandated under CR Part 154. In addition to these services, SIFE students receive additional instructional support in class via Empower 3000 and one-to-one tutoring through our ESL teachers and our Para-professional. Instruction is differentiated for these students based on their NYSESLAT modality, periodic assessment, and current lexile levels. Our plan for those ELLs who entered the school system for less than three years is to provide them with 3 periods of ESL instruction as mandated under the CR Part 154 if they scored Basic on the NYSESLAT. The focus of this instruction is language acquisition and conceptual development. Teachers use student performance data with multiple assessments to plan instruction to meet the ELL's needs. Teachers work with students to develop strong literacy skills in their native language which will carry over into strong literacy skills in English. In the beginning stages of English language development, 60% of the instruction takes place in Spanish and 40% takes place in English. Grade level content work is provided in the student's native language to maintain academic progress. As the students' reading, writing, speaking and listening skills improve, instruction in the native language will decrease and English will increase. Teachers use scaffolding strategies to teach content area. Leveled classroom libraries, Spanish-English dictionaries and word walls are used in both languages.

Our plan for those ELLs receiving services for 4-6 years is determined by an analysis of NYSESLAT data and teacher input. We analyzed the students' last NYSESLAT raw scores using ARIS and periodic assessment data and disaggregated the data to inform teachers of student needs. The latest data analysis shows that students need help with their reading and writing skills. As a result, our program of study focuses on helping students strengthen these areas. In addition, we have acquired and are implementing the Empower 3000 program in all ESL classes to differentiate instruction for all our ELLs.

The school's plan for long-term ELLs is to offer them one ESL class in addition to their ELA class. In addition, these students will receive additional instructional support in class via Empower 3000 and one-to-one tutoring with our ESL teachers. Instruction is differentiated for these students based on their NYSESLAT modality, periodic assessment, and current lexile levels. Long-term ELLs are also part our teacher's target population, and a mentoring program has been created to match these students to one of our ESL teachers who will help them monitor, assess, and improve their reading and writing skills.

The ESL teachers work collaboratively with the ELA teachers. We are working on infusing ESL strategies into content instruction. Teachers review student performance data and they differentiate instruction to meet the diverse needs of the student population.

A. Programming and Scheduling Information

Scaffolding strategies such as modeling, bridging, contextualization and text representation are being taught to the teachers, who are incorporating these strategies into their lessons.

The school's plan for ELLs with disabilities closely resembles our plans for all ELLs because we focus on offering all students an equal education in the least restrictive environment. As a result, ELLs identified as students with disabilities are programmed along with all other ELLs, and the instruction addresses their needs, in addition to accommodations found on their IEP. ELLs identified as students with disabilities also get additional support in their classes from our Bilingual Paraprofessional.

ELLs who have reached proficiency on the NYSESLAT receive continuing transitional support via a variety of mediums. These students are identified to all staff in the school and professional development is provided by Kathy Giannou focused on addressing the needs of former ELLs. We also make sure that teachers provide these students with additional support in the classroom through differentiated instruction and testing accommodations. These students also receive additional tutoring in their subject areas, primarily to help them reach proficiency on the ELA regents so that they can graduate high school and transition to college.

The instructional strategies and materials that teachers have to address ELLs-SWDs are centered around the use of Empower 3000. This research-based program provides both academic content and accelerated English language development tailored to the needs of each student based on their lexile levels. Teachers implement the program in their classes to provide ELLs-SWDs extra support in reading and writing. The school also offers ELLs-SWDs CTT classes that provide students with a least restrictive environment to help students succeed. We have used our flexibility in scheduling to ensure that all students are served as per their IEP and to provide ELLs-SWDs supplementary support after-school centered around the Empower 3000 program.

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	Spanish			
Social Studies:				
Math:	English and Spanish			
Science:				

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

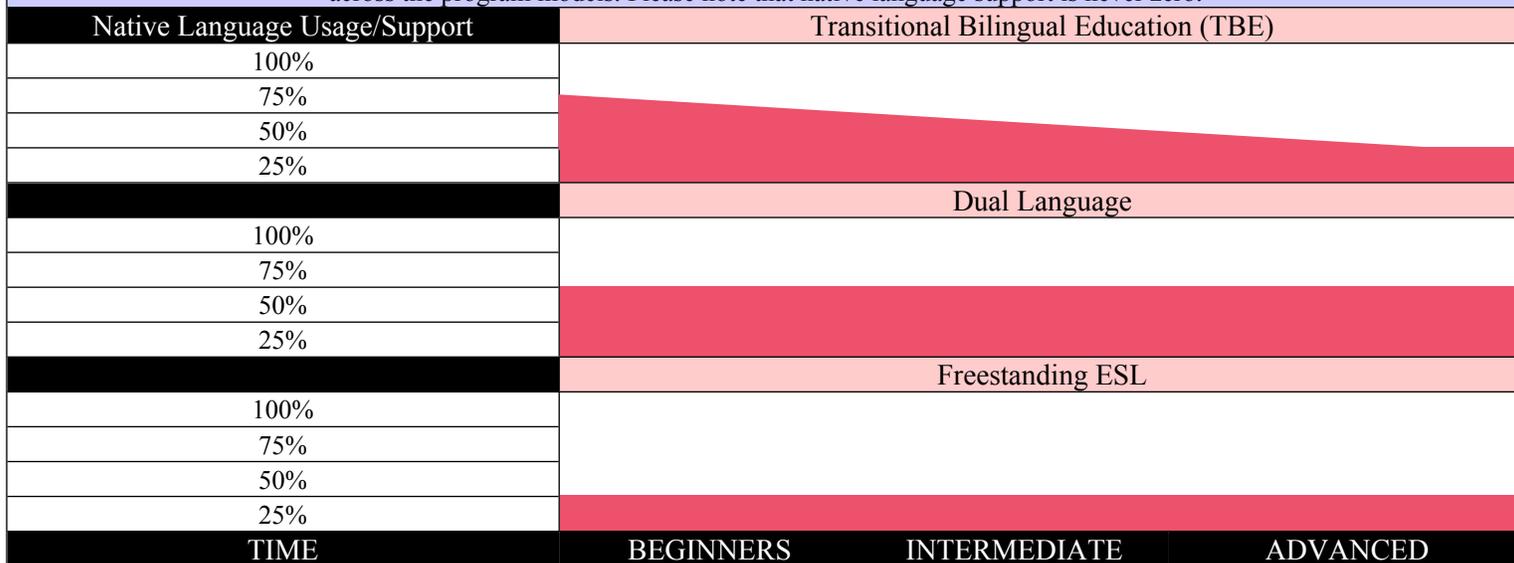
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL and the new Common Core State Standards. The focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam. In this way, students can exit the program and enroll exclusively in monolingual classes. Our ESL program follows the ESL Learning Standards and our teachers use the performance indicators in planning their instruction. Our

B. Programming and Scheduling Information--Continued

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Our ESL program follows the ESL Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. The ESL classes celebrate diverse cultures through holidays, food, music and visual such as posters. Teachers are continuously assessing student progress to ensure that our students are improving in their listening, speaking, reading and writing skills. They have each student's individual NYSESLAT score and through differentiated instruction they focus on individual students weaknesses in the classroom.

Students in our bilingual program receive ESL classes along with math instruction in their native language. The Math department provides three classes of bilingual Math. In addition, ELLs from grades 9-12 receive a Native Language class per day based on their ability level in their native language (Spanish).

Our program offers students who are reaching proficiency a variety of supports in their transition. We have dedicated advanced and transitional classes for these students focused on transitioning students from a bilingual setting to monolingual English classes. These classes focus on meeting NYS standards and common core standards via curricula that is aligned to these standards, along with uniform assessments used to monitor student progress and set student goals. We are currently looking at integrating the Empower 3000 program to all ELL classes this year to support students in reading and writing through differentiated instructional materials. This is a new program for our students and replaces the Repertorio Espanol program that we had because it did not reach target students and did not provide effective remediation as noted through data analyses of student NYSESLAT modality scores.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, or volleyball teams, as well as our acting club, swimming club and NJROTC program.

Before the first day of school, students and parents are invited to the school for a freshman orientation where they are introduced to staff members, are given a tour of the school and its various programs, are introduced to the school's support network, and discuss our wide ranging extracurricular activities.

The school has a variety of instructional materials used to support ELLs. Among the materials used to support ELLs are reading selections at various reading levels intended to support English acquisition based on students' current reading levels. Teachers have access to art materials to help students who are visual learners, and laptops and projectors to infuse their lessons with visual/auditory enrichments. Students also have computer access in their classes to aid their learning using technology. In math, teachers use Smartboards, graphing programs, and Empower 3000 to support ELLs. In their ESL classes, students use our portable computer lab with the Rosetta Stone English Software according to their proficiency level. Students have been using this program in their classes to improve their speaking and writing skills.

Native language support varies based on student ability. Teachers work with students to develop strong literacy skills in their native language which will carry over into strong literacy skills in English. In the beginning stages of English language development, TBE programs deliver 60% of the instruction in Spanish and 40% takes place in English. Grade level content work is provided in the student's native language to maintain academic progress. As the students' reading, writing, speaking and listening skills improve, instruction in the

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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?

Our school seeks to increase parental involvement. When parents come to the school to enroll their children, parents of ELLs attend our orientation meeting which is organized by the school's Parent Coordinator. At this meeting, parents watch the Parent Orientation video and ask questions regarding the Bilingual and ESL programs that the school offers.

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We have parental involvement activities throughout the year and each address their need to be informed about their child's progress and about opportunities that enrich their child's education. We have an annual Meet and Greet ceremony where parents are introduced to the ELLs' teachers, program of study, and educational opportunities. Parents are also encouraged to become members of the school leadership team so that they can be empowered to make changes in the school as leaders of our school community. Parents also receive student progress reports on a periodic basis, and in-school training on how to use ARIS, access PupilPath, and schedule meetings with groups of teachers.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

All LAP team members, such as assistant principals, subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teachers and all staff that teach ELLs will receive on-going professional development from the Office of English Language Learners through their QTEL seminars. These teachers, along with all available staff who teach ELLs, will attend the Quality Teaching for English Learners (QTEL) training held either in the spring or summer to ensure that all students are provided with effective instruction. Our ESL coordinator will also facilitate workshops for all teachers of ELLs focusing on strategies that increase student literacy irregardless of the subject matter being taught. Additional professional development will be provided by Kathy Giannou from the UFT Teacher Center. Each topic will be presented/reviewed and then implemented in the ESL classes. Teachers will meet on a weekly basis to discuss best practices. Teachers have time built into their professional assignment for implementation, observation, and self-assessment of the strategies and their practices. Professional development will focus on, but not limited to, the following topics:

- Creation of Editing Marks poster and class sets for beginning-transitional ESL classes.
- Discussion of Writing Process and implementation of editing marks at late stage.
- Writing to Learn as valuable strategy to promote reflection, retention, and assessment.

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- ABC Word Wall and implementation as pre-, during-, and post-reading activity.
- Three Learning Styles in Support of Differentiated Instrucion: Auditory, Visual, and Tactile-Kinesthetic.
- Creation of Flip Books to organize and categorize information in all content areas.
- Value of using Graphic Organizers to support text structure, conceptual thinking, categorization, and pre-writing structure, etc.
- Semantic Mapping to organize, elicit, chart and elimante information as a pre-writing strategy.
- Total Physical Response: modeling and implementing.
- Vocabulary Instruction in the ESL classroom: Greek and Latin Roots.

Our students transition directly into College or the workforce when they graduate from our High School.

All staff receive more than the minimum 7.5 hours of ELL training. Professional development is provided by Kathy Giannou. The training focus primarily on how to differentiate instruction to address the needs of ELLs in all their classes. Teachers are taught how to use ARIS to disaggregate ELL data, learn how to use that data to address students' specific deficiencies, and how to differentiate by content, process, and product to meet the needs of ELLs in their classes. Records of these sessions are kept by Kathy Gioannou and the various Assistant Principals at the school who attend the sessions. In addition, teachers will receive a copy of their completion of the 7.5 hours in their teaching file for future reference.

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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

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.

An analyses of LAB-R and NYSESLAT results reveals that students have a fundamental difficiency with reading and writing across all grades. It also reveals that students in the 11 and 12 grades are struggling more with writing than any other component of these assessments. Instructional decisions have been affected as a result of the analyses of NYSESLAT modalities. Each proficiency level relates to particular

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	6	2	2
	I										6	4	8	9
	A										8	6	11	15
	P										12	20	15	12
READING/ WRITING	B										3	6	2	1
	I										21	16	22	28
	A										6	14	12	8
	P										0	0	0	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	41		4	
Integrated Algebra	47	47	8	8
Geometry	11	11	3	3
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	13	13	2	2
Living Environment	18	18	9	9
Physics	0	0	0	0
Global History and Geography	44	44	3	3
US History and Government	44	44	6	6
Foreign Language		13	13	13
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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- For each program, answer the following:

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Part VI: LAP Assurances

School Name: <u>H.S. of Graphic Communication</u>		School DBN: <u>02M625</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brendan Lyons	Principal		1/1/01
Llermi Gonzalez	Assistant Principal		1/1/01
Annie Leon	Parent Coordinator		1/1/01
Matilde Yunsan	ESL Teacher		1/1/01
	Parent		1/1/01
Megan Cottrell	Teacher/Subject Area		1/1/01
Reyes Suero	Teacher/Subject Area		1/1/01
Kathy Giaunnou	Coach		1/1/01
	Coach		1/1/01
Joan Nguyen	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: 625 **School Name: The High School of Graphic Communic**

Cluster: _____ **Network:**

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.

The data and methodologies used to assess our school's written translation and oral interpretation needs are recorded and maintained on emergency cards and home language surveys. Student's Home Language Survey's are examined to determine the primary language spoken by both students and parents. In addition, data from ATS is examined in the form of the RHLA report. The data from this report was examined at the beginning of the school year to determine language translation of materials for both students and 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.

- The majority of our non-English speaking parents speak Spanish.
- The minority of our non-English speaking parents speak such languages as Chinese, Russian, Bengali, and French.
- The Assistant Principals of Academic Areas, the Assistant Principal of Organization, the Assistant Principal of Pupil Personnel Services, Academy Coordinators and teachers were interviewed to assess the written translation and oral interpretation needs.
- The greatest needs that have been reported were the need for Spanish translators when teachers are attempting to contact parents by telephone to inform them of their child's progress, the need for translators during Parent-Teacher conferences, and the need for translation of material sent home informing parents to the status of their child and/or the school.
- The findings were communicated to the school community during department conferences and during PTA meetings through the Parent Coordinator

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.

The written translation services the school will provide will focus on the translation of Progress Reports, memos pertaining to Regent's Prep, Saturday Academy and extracurricular activities, and After-school tutoring. All the translations communicate information about the school's academic programs, and student participation and academic performance. All written Spanish translations will be provided by our teachers and parent coordinator. We will use the Department of Education's translation services to meet the needs of the other students and parents whose home language is not English or Spanish. The majority of the translations will be done well in advance when done in-house. Those requiring the Department of Education's translation services will be given at least 3 weeks 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 translation services will be provided by school staff, students in our work-based learning program (under the supervision of staff members), and parent volunteers. When needed, the Translation and Interpretation Unit and BETAC will be used to provide translation for languages that cannot be translated 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>.

The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: An analyses of LAB-R and NYSESLAT results reveals that our students have a fundamental difficiency with reading and writing across all grades. It also reveals that students in the 11 and 12 grades are struggling more with writing than any other component of these assessments. Instructional decisions have been affected as a result of the analyses of NYSESLAT modalities. As a result, our instructional focus is to improve these two areas.

Our target population for the supplemental program includes all ELLs because the program will be opened to all of them and will be used during the school day and after-school. The subgroups that will be particulary targeted will be our long-term ELLs, ELLs who are in their 4-6 year of study in the ESL/Bilingual program, and students who have received a score of Advanced in the NYSESLAT for two consecutive years. The supplemental program will run all year long beginning in November. The language of instruction is English, with support in Spanish provided by our Bilingual paraprofessional and some of our ESL teachers who are fluent in the students' native language.

For our supplemental program we will create an inquiry team with a focus on improving the reading comprehension and writing skills of ELLs that will analyze student NYSESLAT data and student work to determine the most effective strategies that can be used to improve students' reading and writing skills. This inquiry team will be composed of the 3 ESL teachers and will meet once a week to analyze student data and twice a week to plan lessons that incorporate effective strategies to address student areas of need. In addition, students will attend one of two ESL remedial classes twice a week during after-school hours. These classes will improve students' writing skills by focusing on differentiated approaches for English Language Learners through the use of Empower 3000.

We are requesting funding to purchase licenses for all our ELL's to address their specific literacy needs. Once students have access to the program (during school 3 times a week, and twice after school) we will assess the literacy of ELLs using the Empower 3000 program. When students log-in to their account for the first time, they take a literacy assessment that calculates students current lexile scores. Instruction for each student will be differentiated based on their current lexile scores. After each reading or writing assignment, students will take assessments that will be used to track their progress and further differentiate instruction. Students' lexile scores will be evaluated periodically (twice a month) throughout the year to measure their progress and adjust instruction. The ESL after-school program will also provide ELLs of various levels with extensive NYSESLAT preparation in the areas of reading and writing.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All LAP team members, such as assistant principals, subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teachers and all staff that teach ELLs will receive on-going professional development from the Office of English Language Learners through their QTEL seminars. These teachers, along with all available staff who teach ELLs, will attend the Quality Teaching for English Learners (QTEL) training held either in the spring or summer to ensure that all students are provided with effective instruction. Our ESL coordinator will also facilitate workshops for all teachers of ELLs focusing on strategies that increase student literacy irregardless of the subject matter being taught. Additional professional development will be provided by a consultant from Teaching Matters Incorporated (TMI) on a weekly basis. Each topic reviewed will be based on current student trends and needs and will be presented/reviewed and then implemented in the ESL classes. Teachers will meet on a weekly basis to discuss best practices and student results. Teachers have time built into their professional assignment for implementation, observation, and self-assessment of the strategies and their practices.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We have parental involvement activities throughout the year and each address their need to be informed about their child's progress and about opportunities that enrich their child's education. We have an annual Meet and Greet ceremony in September where parents are introduced to the ELLs' teachers, program of study, and educational opportunities. Parents are also encouraged to become members of the school leadership team so that they can be empowered to make changes in the school as leaders of our school community.
Parents of ELL's are engaged in their child's progress consistently throughout the school year. They have received training at the school in accessing our online grade book to monitor their child's progress and attendance to our ESL programs. Parents also receive student progress reports twice a month and in-school training on how to access PupilPath, and schedule meetings with groups of teachers. Daily calls to parents of ELLs are made to ensure that students are attending school and the programs of study. Outreach for our after-school program is done twice a week to ensure that students are attending the program and to inform parents of student progress. In addition, parents receive a weekly newsletter in English and Spanish detailing weekly events and information on how to become more involved in the school community. Parents are also invited to our target group meetings (twice a month) that focus on

Part D: Parental Engagement Activities

the progress of students in our target population by letters written in English and in the home languages. Letters are followed by phone calls to parents in the home language.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$22,104

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$13,227.65</u>	<u>87.5 hours x 2 teachers for After-School ESL Program x \$50.07 = \$8,762.25</u> <u>63.63 hours x Bilingual Paraprofessional x 29.01=1845.90</u> <u>50 hours X 52.39 Supervisor Hours: \$2619.50</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>N/A</u>	<u>Professional development delivered by ESL Coordinator, TMI, Kathy Giannou and Assistant Principal.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>N/A</u>	
Educational Software (Object Code 199)	<u>\$8876.35</u>	<u>Empower 3000 software licenses (200)</u>
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>N/A</u>	<u>N/A</u>
TOTAL	<u>\$22,104.00</u>	

