



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** THE HIGH SCHOOL FOR CONSTRUCTION TRADES, ENGINEERING, AND ARCHITECTURE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q650

PRINCIPAL: LAKEISHA GORDON

EMAIL: [LGORDON6@SCHOOLS.NYC.GOV](mailto:LGORDON6@SCHOOLS.NYC.GOV)

SUPERINTENDENT: JUAN MENDEZ

**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
Lakeisha Gordon	*Principal or Designee	
Angel Texidor	*UFT Chapter Leader or Designee	
Jennifer Maharaj	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Vanita Prashad	Student Representative	
Angelic Ramdial	Student Representative	
N/A	CBO Representative, if applicable	
Eduardo Leite	Member/UFT	
Matthew Dimella	Member/UFT	
Kenneth Kelly	Member/UFT	
Prudence Hill	Member/UFT	
David Pecoraro	Member/Parent	
Alba Pico	Member/Parent	
Nadege Trenard-Afghan	Member/Parent	
Charles Silvagnoli	Member/Parent	
Carolyn Russo	Member/Parent	
Debbie Adams	Member/Parent	

## 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**

- Our goal is to continue to improve and sustain the educational paradigm and scheduling infrastructure that has enabled our teachers to create cross-disciplinary, performance based assessment tasks and activities that integrate literacy skill(s). By December 2011, 100% of CTEA teachers develop a literacy interdisciplinary Performance Based Assessment Tasks (PBAT) that is aligned to the Common Core Standards.

### **Comprehensive needs assessment**

Our school models a strategy for creating performance based assessment literacy interdisciplinary tasks around a central organizing theme that culminated in a hands-on project that integrated all areas of academic instruction with our three career themes. Teachers are provided with weekly built-in *common planning and grade team time* facilitated by school administrators, Department Lead, and Grade Team teachers. We also bring in expert consultants from several outside organizations to facilitate professional development as well, in such areas as differentiated instruction. The result has been an enriched educational environment infused with project-based learning that has not only invigorated our teaching staff, but has challenged the students' expectations regarding the way they learn.

This year we will continue to provide opportunities for teachers to meet not only within disciplines, but across disciplines as well. Our model allows teachers the opportunity to conduct grade-level meetings that will allow them to not only plan more holistically, but also conduct more student case-conferencing. We have noticed that while teachers are ready and able to develop performance based assessment tasks for their students, there is a more extensive need to be able to authenticate those projects with appropriate rubrics, and to be able to utilize those rubrics as guides throughout the duration of the project. By this we mean that teachers can better monitor student progress and provide appropriate feedback, and that students can better monitor themselves and one another as part of the same overall process. Our ongoing professional development will focus on sustaining the interdisciplinary model of instruction and the infusion of academic curriculum with the over-arching career objectives of the school.

### **Instructional strategies/activities**

- Analyze Baseline Assessment Results and student work to identify the gaps between what students currently know and are able to do and the demands of the Common Core. Understanding the gaps between the two will help our teachers determine what our students need to learn and inform their decisions about what to teach in response.
- Develop Action Plan. The action plan will contain detailed steps, components and goals for our teachers to complete each month.
- Teachers will work with their grade teams to develop a Literacy interdisciplinary Performance Based Assessment Task (PBAT) that is aligned to the Common Core Standards.
- Teachers will develop common rubrics, and formative assessments (student work, exit slips, parking lots) to frequently assess their students' mastery of the Common Core Literacy Skill(s). Formative assessment slips will be differentiated based on the evaluation of our baseline and sub-group data. For example, teachers will begin to make more intentional moves to include Universal Design for Learning assessments inclusive of level 3 and 4 Depth of knowledge Assessments. Task will also intentionally be created for our growing Special Education population of students.
- Design differentiated tasks for higher performing and lower performing groups
- Conduct intervisitations and provide feedback on low inference observations using the Danielson framework to strengthen school-wide coherence. For

example, since we are implementing component 3.B. Using questioning and Discussion techniques, questioning will be one of our lens used as a tool to create a common language across departments and grade levels.

- Collect and examine student work and assessments to determine students' mastery of the literacy skill(s) using an agreed upon protocol. Students' work will be evaluated through a protocol inclusive of Depth of Knowledge to ensure that all tasks are intentionally aligned to all student data. For example, our high performing students will continue to be challenged by tasks created from level 3 and 4. At the same time, students who are struggling with skill(s) or concept(s) might continue to complete tasks from level 1 or 2. At the end, we want all students completing level 3 and 4 tasks.
- Revise CTEA 2011/2012 professional development plans based on teacher need. In addition, to teacher need the plan will continue to be revised based on student data and data collected through our informal and formal observation using the Danielson framework.
- Analyze Interim and Formative Assessments to determine if the students have mastered the Common Core math skill(s). If the data reveals low performance in any specific standard, the teacher will collaborate with their common planning team and implement a new instructional strategy or resources to teach the skill.
- Target students for mandatory tutoring if the data indicates that they have yet to master the Common Core literacy Skill(s)

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

Parental involvement takes place during parent-teacher conferences, School Leadership Team meetings and PTA. Parents are also kept informed by newsletters that are sent out on a monthly basis. Each newsletter contains information regarding the school's academic and extra-curricular programs, and other important news concerning the school. Furthermore, teachers, school aides, and administrators are in frequent contact with parents regarding issues related to attendance, instruction, and/or extra-curricular opportunities.

Parents attend open houses and parent information sessions, where they have the opportunity to meet with our leading partners. Parents are also involved in numerous after-school activities sponsored by our PTA, such as Family Fun Nights and Multicultural Festivals, where they share their culture's food, fashion, music, etc.

Our Parent Coordinator works closely with our PTA in order to plan additional events for and with our parents. These include parent support workshops in such areas as how to talk with your child about his or her school needs, as well as strategies for monitoring and supporting your child's studying needs in the home.

We also provide each parent with a handbook that describes all the programs and policies of our school, contact information, and tips for academic success.

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

Our staff selection process involves a thorough review of resumes and references, interviews with potential candidates, and a demonstration lesson in their subject area that is observed by the Principal, Assistant Principal and content teacher. Every candidate is given a thorough tour of the school and has the opportunity to see teaching in progress in order to see for him/her self the type of atmosphere we have created and intend to continue to cultivate as the school grows and takes on additional students and staff.

### **Service and program coordination**

The CTEA Parent Coordinator has partnered with and outreached to the community to assist with any school-based issues and which fall into the category of NCLB programs (i.e. violence prevention programs, nutrition programs, housing programs, vocational and technical education, etc. The school provides workshops and training through programs/organizations such as:

- Resources for Children with Special Needs, Inc.
- UFT
- The Metropolitan Parent Center of Sinergia, Inc.
- Special Olympic Soccer League and Training Clinic
- CUNY  
OFEA

### **Budget and resources alignment**

The following items are required in order to support the above:

- **TL Fair Student Funding HS, Contract For Excellence Fy 09 HS, and TL Salary Subsidy 2018 HS**-Common planning time for all teachers within each grade team that occur on a weekly basis throughout the year.
- **ARRA RTTT Citywide Instruction and TL Fair Student Funding HS**-Per session for after-school instructional planning and professional development.
- **TL Fair Student Funding HS**-Retreats for all staff members that occur twice each year in December and May.
- **TL Fair Student Funding HS**-Funding to support registration and travel to attend professional development conferences.
- **TL Fair Student Funding HS and VATEA**-Instructional materials and resources for hands-on projects.
- **TL Fair Student Funding HS**-Funds to support student field trips (e.g. transportation, entry fees).
- **ARRA RTTT Citywide Instruction, VATEA, and TL Fair Student Funding HS** Compensatory time for teachers in the role of Grade Team Leaders.

## **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**

- Our goal is to continue to improve and sustain the educational paradigm and scheduling infrastructure that has enabled our teachers to create cross-disciplinary, performance based assessment tasks and activities that integrate math skill(s). By May 2012, 100% of CTEA teachers develop a math interdisciplinary Performance Based Assessment Tasks (PBAT) that is aligned to the Common Core Standards.

### **Comprehensive needs assessment**

Our school models a strategy for creating performance based assessment math interdisciplinary tasks around a central organizing theme that culminated in a hands-on project that integrated all areas of academic instruction with our three career themes. Teachers are provided with weekly built-in *common planning and grade team time* facilitated by school administrators, Department Lead, and Grade Team teachers. We also bring in expert consultants from several outside organizations to facilitate professional development as well, in such areas as differentiated instruction. The result has been an enriched educational environment infused with project-based learning that has not only invigorated our teaching staff, but has challenged the students' expectations regarding the way they learn.

This year we will continue to provide opportunities for teachers to meet not only within disciplines, but across disciplines as well. Our model allows teachers the opportunity to conduct grade-level meetings that will allow them to not only plan more holistically, but also conduct more student case-conferencing. We have noticed that while teachers are ready and able to develop performance based assessment tasks for their students, there is a more extensive need to be able to authenticate those projects with appropriate rubrics, and to be able to utilize those rubrics as guides throughout the duration of the project. By this we mean that teachers can better monitor student progress and provide appropriate feedback, and that students can better monitor themselves and one another as part of the same overall process. Our ongoing professional development will focus on sustaining the interdisciplinary model of instruction and the infusion of academic curriculum with the over-arching career objectives of the school.

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

- Analyze January Final Assessment Results and student work to identify the gaps between what students currently know and are able to do and the demands of the Common Core. Understanding the gaps between the two will help teachers determine what our students need to learn and inform your decisions about what to teach in response.
- Develop Action Plan. The action plan will contain detailed steps, components and goals for teachers to complete each month.
- Teachers will work with their grade teams to develop a Math interdisciplinary Performance Based Assessment Task (PBAT) that is aligned to the Common Core Standards.
- Teachers will develop common rubrics, and formative assessments (student work, exit slips, parking lots) to frequently assess their students' mastery of the Common Core Math Skill(s). Formative assessment slips will be differentiated based on the evaluation of our baseline and sub-group data. For example, teachers will begin to make more intentional moves to include Universal Design for Learning assessments inclusive of level 3 and 4 Depth of knowledge Assessments. Task will also intentionally be created for our growing Special Education population of students.
- Design differentiated tasks for higher performing and lower performing groups.
- Conduct intervisitations and provide feedback on low inference observations using the Danielson framework to strengthen school-wide coherence. For example, since we are implementing component 3.B. Using questioning and Discussion techniques, questioning will be one of our lens used as a tool to create a common language across departments and grade levels.
- Collect and examine student work and assessments to determine students' mastery of the Common Core math skill(s) using an agreed upon protocol. Students' work will be evaluated through a protocol inclusive of Depth of Knowledge to ensure that all tasks are intentionally aligned to all student data. For example, our high performing students will continue to be challenged by tasks created from level 3 and 4. At the same time, students who are struggling with a skill or concept might continue to complete tasks from level 1 or 2. At the end, we want all students completing level 3 and 4 tasks.
- Revise CTEA 2011/2012 professional development plans based on teacher need. In addition, to teacher need the plan will continue to be revised based on student data and data collected through our informal and formal observation using the Danielson framework.
- Analyze Interim and Formative Assessments to determine if the students have mastered the Common Core math skill(s). If the data reveals low performance in any specific standard, the teacher will collaborate with their common planning team and implement a new instructional strategy or resources to teach the skill.
- Target students for mandatory tutoring if the data indicates that they have yet to master the Common Core Inquiry math skill(s).

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

Parental involvement takes place during parent-teacher conferences, School Leadership Team meetings and PTA. Parents are also kept informed by newsletters that are sent out on a monthly basis. Each newsletter contains information regarding the school's academic and extra-curricular programs, and other important news concerning the school. Furthermore, teachers, school aides, and administrators are in frequent contact with parents regarding issues related to attendance, instruction, and/or extra-curricular opportunities.

Parents attend open houses and parent information sessions, where they have the opportunity to meet with our leading partners. Parents are also involved in numerous after-school activities sponsored by our PTA, such as Family Fun Nights and Multicultural Festivals, where they share their culture's food, fashion, music, etc.

Our Parent Coordinator works closely with our PTA in order to plan additional events for and with our parents. These include parent support workshops in such areas as how to talk with your child about his or her school needs, as well as strategies for monitoring and supporting your child's studying needs in the home.

We also provide each parent with a handbook that describes all the programs and policies of our school, contact information, and tips for academic success.

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

Our staff selection process involves a thorough review of resumes and references, interviews with potential candidates, and a demonstration lesson in their subject area that is observed by the Principal, Assistant Principal and content teacher. Every candidate is given a thorough tour of the school and has the opportunity to see teaching in progress in order to see for him/her self the type of atmosphere we have created and intend to continue to cultivate as the school grows and takes on additional students and staff.

### **Service and program coordination**

The CTEA Parent Coordinator has partnered with and outreached to the community to assist with any school-based issues and which fall into the category of NCLB programs (i.e. violence prevention programs, nutrition programs, housing programs, vocational and technical education, etc. The school provides workshops and training through programs/organizations such as:

- Resources for Children with Special Needs, Inc.
- UFT
- The Metropolitan Parent Center of Sinergia, Inc.
- Special Olympic Soccer League and Training Clinic
- CUNY  
OFEA

**Budget and resources alignment**

The following items are required in order to support the above:

- **TL Fair Student Funding HS, Contract For Excellence Fy 09 HS, and TL Salary Subsidy 2018 HS**-Common planning time for all teachers within each grade team that occur on a weekly basis throughout the year.
- **ARRA RTTT Citywide Instruction and TL Fair Student Funding HS**-Per session for after-school instructional planning and professional development.
- **TL Fair Student Funding HS**-Retreats for all staff members that occur twice each year in December and May.
- **TL Fair Student Funding HS**-Funding to support registration and travel to attend professional development conferences.
- **TL Fair Student Funding HS and VATEA**-Instructional materials and resources for hands-on projects.
- **TL Fair Student Funding HS**-Funds to support student field trips (e.g. transportation, entry fees).
- **ARRA RTTT Citywide Instruction, VATEA, and TL Fair Student Funding HS** Compensatory time for teachers in the role of Grade Team Leaders.

**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**

All students in the Integrated Co-Teaching (ICT) cohort will pass 80% of their core Academic classes by June 2012.

**Comprehensive needs assessment**

CTEA was identified as a Phase 1 school with students with special needs representing an increasingly larger part of the school's total population of 926 students. This is our second year of implementation with an ICT program.

**Instructional strategies/activities**

- ICT students will have a point person who assists students with their learning and checks on their progress in Algebra, English, Social Studies and Living Environment every day.
- The point person will also be charged with writing and facilitating their IEP meeting.
- ICT students will identify their learning goals through the help of their point person and will meet weekly to discuss their progress towards these goals.
- ICT students will be recommended for targeted tutoring on Saturdays and after school.
- ICT students will be recommended for a weekly progress report that will help to ensure effective communication between teachers and parents/guardians.
- Use grade team and advisories to encourage students to attend tutoring.
- Use charts to monitor testing accommodations, credit accumulation, and related services after each semester and monitored by the students point person.
- Schedule professional development for teachers to assist in differentiating instruction and grading for all students.
- Develop common language and expectations across the classes.
- Weekly team meetings discuss students who are falling behind, curriculum development and Planning.
- Administrator in charge of Special Education monitors grades, progress reports, scholarship and assessment data to recommend intervention.

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

Our staff selection process involves a thorough review of resumes and references, interviews with potential candidates, and a demonstration lesson in their subject area that is observed by the Principal, Assistant Principal and content teacher. Every candidate is given a thorough tour of the school and has the opportunity to see teaching in progress in order to see for him/her self the type of atmosphere we have created and intend to continue to cultivate as the school grows and takes on additional students and staff.

### **Service and program coordination**

The CTEA Parent Coordinator has partnered with and outreached to the community to assist with any school-based issues and which fall into the category of NCLB programs (i.e. violence prevention programs, nutrition programs, housing programs, vocational and technical education, etc. The school provides workshops and training through programs/organizations such as:

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- UFT
- The Metropolitan Parent Center of Sinergia, Inc.
- Special Olympic Soccer League and Training Clinic
- CUNY  
OFEA

### **Budget and resources alignment**

- **TL Fair Student Funding HS-2** SPED teachers hired.
- **TL Fair Student Funding HS-Funding** to support attendance at professional development conferences and training.
- **TL Fair Student Funding HS** and **ARRA RTTT Citywide Instruction-Compensatory** time positions (Grade Team leaders and Department Leads) to support grade teams and ongoing monitoring of student progress.
- **TL Fair Student Funding HS** and **ARRA RTTT Citywide Instruction** -Per session to compensate teachers for attending after school meetings, workshops and conferences.

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

By June 2012, 100% of our History and English teachers will use strategically selected Common Core Standards to align writing within their department and 100% of our 10<sup>th</sup> grade students will take a Science Literacy course. We are therefore exposing 100% of our students to the skills and strategies that they will need in order to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.

### **Comprehensive needs assessment**

Student performance trends indicate a first year graduation rate of 90.4% and 97.9% second year graduation rate according to the Progress Report. This has been one of the greatest accomplishments over the last couple of years. However, as a school community, we would like to see our students graduate with distinction of their diplomas. We would like to increase the science Regents exam grades by incremental percentage points in reaching this goal.

The passing rate in Chemistry and Physics courses has been a barriers to the school's continuous improvement so in an effort to create a trend of students passing both the Physics & Chemistry with grades of 65% or higher as a school community, we have done the following:

- Created a Department Lead position to further enhance the Professional Learning Community (PLC) within the science Department.
- All 10<sup>th</sup> grade students now take a science elective formulated to support mathematical inquiry that prepare them to master the skill level required for Chemistry classes.

These on-going strategies have been implemented to continue to increase the graduation trend at CTEA and represents significant aids to the school's continuous improvement toward distinctive diplomas at graduation.

### **Instructional strategies/activities**

- All 9<sup>th</sup> grade students will take a Freshmen Writing Course.
- All 10<sup>th</sup> grade students will take a Science Literary Course.
- 100% of our History and English teachers will align writing by using the same resources and methodologies for teaching writing.
- Advanced Placement Language Composition, Advanced Placement Literature Composition, and Advanced Placement World History will be added to our 2011/2012 sequence of study.
- Create a Writing Specialist position
- Hold student information sessions to peak interest in advanced placement courses
- Have teachers attend Advanced Placement seminars to be proficient in Advanced Placement teaching methods
- Create CTEA's writing center to ensure that all students receive additional support with their writing assignments.
- Collaborate with the Smith's Children's First Network team to discuss and implement best practices for using the Common Core Standards to align writing within the History and English Department.
- Attend Smith's Children First Network Professional Development Meetings (Principal's meeting, AP meeting, Data Specialist Meetings, Teacher Leader Meetings) to ensure that we are receiving and providing our teachers with continuous support.
- Develop a common rubric to ensure that all teachers use the same tools to assess their students' writing.
- Develop a writing benchmark checklist to ensure that teachers and students are aware of the writing skills and techniques that students are taught at each grade level.
- Develop a baseline assessment to ensure that each teacher and student is aware of their students' writing strengths and areas of growth.
- Develop interim assessments in nine-week cycles to enable teachers to analyze and measure individual student results and progress.
- Utilize data from assessments to design and implement intervention strategies; such as re-writing the curriculum, targeting small group instruction in class and during tutoring, and re-teaching specific lessons.

- Students who require remediation will be identified and the curriculum will be developed to differentiate their learning.
- Create a calendar of common planning time meetings for all teachers.
- Use Common Planning Time and the Grade Team to develop standards' based unit plans, lesson plans, and strategies for each subject based on the data from the interim assessments and the Common Core Standards.
- Writing Specialist will provide targeted professional development opportunities based on the needs of the students and teachers as demonstrated on assessments and observations reports.
- Administrative Team and instructional coaches will conduct classroom walkthroughs, inter-visitations and/or observations and feedback to teachers to determine the effectiveness of strategies introduced.

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

Parental involvement takes place during parent-teacher conferences, School Leadership Team meetings and PTA. Parents are also kept informed by newsletters that are sent out on a monthly basis. Each newsletter contains information regarding the school's academic and extra-curricular programs, and other important news concerning the school. Furthermore, teachers, school aides, and administrators are in frequent contact with parents regarding issues related to attendance, instruction, and/or extra-curricular opportunities.

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We also provide each parent with a handbook that describes all the programs and policies of our school, contact information, and tips for academic success.

### **Service and program coordination**

The CTEA Parent Coordinator has partnered with and outreached to the community to assist with any school-based issues and which fall into the category of NCLB programs (i.e. violence prevention programs, nutrition programs, housing programs, vocational and technical education, etc. The school provides workshops and training through programs/organizations such as:

- Resources for Children with Special Needs, Inc.
- UFT
- The Metropolitan Parent Center of Sinergia, Inc.
- Special Olympic Soccer League and Training Clinic
- CUNY  
OFEA

**Budget and resources alignment**

- **TL Fair Student Funding HS and ARRA RTTT Citywide Instruction**-Training will consist of CFN #2 Support and Professional Development
- **TL Fair Student Funding HS and ARRA RTTT Citywide Instruction** -9<sup>th</sup> Grade Writing Course and 10<sup>th</sup> Grade Science Literacy Course will further enhance the skills and strategies that they will need in order to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.
- **TL Fair Student Funding HS**-Tax Levy will be used for Saturday and after school courses
- **TL Fair Student Funding HS**-Advanced Placement training for teachers and administrative team

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			N/A	N/A				
<b>1</b>			N/A	N/A				
<b>2</b>			N/A	N/A				
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	80	80	80	80	9	6	0	2
<b>10</b>	77	75	75	75	8	5	0	1
<b>11</b>	70	70	70	70	2	3	0	2
<b>12</b>	70	70	70	70	3	1	0	1

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Before school, After school, and Saturday Tutoring. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on.
<b>Mathematics</b>	Before school, After school, and Saturday Tutoring, Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on.
<b>Science</b>	Before school, After school, and Saturday Tutoring. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on.
<b>Social Studies</b>	Before school, After school, and Saturday Tutoring. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on.
<b>At-risk Services provided by the Guidance Counselor</b>	Mandated Counseling Services i.e. peer relations, adult relations, self control, coping skills, decision-making, self evaluation, mediation, etc.
<b>At-risk Services provided by the School Psychologist</b>	Dr. Arthur Popp is the onsite School Psychologist for CTEA. He is here one day a week. Dr. Popp is available to meet with targeted students and can help put resources in place for social emotional/academic needs.
<b>At-risk Services provided by the Social Worker</b>	Sandra Goldberg is the Social worker assigned to CTEA.

**At-risk Health-related Services**

There is a full time Health Paraprofessional, Ms. Gibbs, who works with one of our IEP students who is classified as having an “Other Health Impairment”. She helps the students move from classes and to and from the bus. We also have a full time Nurse, Patty Persaud, who can assist students.



# THE HIGH SCHOOL FOR CONSTRUCTION TRADES, ENGINEERING & ARCHITECTURE

94-06 104<sup>th</sup> Street, Ozone Park, N.Y. 11416  
Phone (718) 846-6280 Fax (718) 846-6283



*Lakeisha Gordon, Principal*  
*Steven Wynn, Assistant Principal*

*Tonya Adison, Assistant Principal (I.A.)*  
*Principal (I.A.)*

*Katie Stahl, Assistant*

## SCHOOL-PARENT COMPACT 2011/2012 SCHOOL YEAR

### SCHOOL RESPONSIBILITIES

1. The **HS for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
  - The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
  - The school will incorporate this parental involvement policy into its school improvement plan.
  - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
  - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
      - that parents play an integral role in assisting their child’s learning;

- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

2. **HS for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.

Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

3. **HS for Construction Trades, Engineering and Architecture** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- With the guidance and support of the school, teachers, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
  - The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies
4. **HS for Construction Trades, Engineering and Architecture** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and school-parent compact in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency has limited literacy, or is of any racial or ethnic minority background).
- the State’s academic content standards
  - the State’s student academic achievement standards
  - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (via activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
5. **HS for Construction Trades, Engineering and Architecture** will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s academic achievement standards as follows:
    - Provide after school, morning, and Saturday tutoring
    - Provide Advanced Placement and College Now Courses
    - Provide College Advising and Assistance for all parents and students
    - Find internship opportunities for students
    - Implement Regents Preparatory Courses which incorporates PM and Saturday School to increase regents scores.
    - Implement the curriculum that relates to the state standards
    - Provide supporting services for the students such as mentors, academic advisors, and guidance counselors.
    - Implement Academic Intervention Services (AIS) for at-risk students
    - Provide high quality professional development for the teachers
    - Provide students with a state of the art computer lab with internet access

- Provide students with supplies, materials, textbooks and library books needed to successfully implement the curriculum related to the state standards.
- Hold parent-teacher conferences annually during which this Compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

## **PARENT RESPONSIBILITIES**

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
6. **HS for Construction Trades, Engineering and Architecture** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
    - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
  - Parents will be invited to attend culminating celebrations marking their child's success at the school.
  - Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
  - School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
  - The school calendar will be disseminated each month by mail to all parents, one week before the start of the month.
  - Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.

- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

7. **HS for Construction Trades, Engineering and Architecture** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
  - **Professional Development:** Monthly professional development for parents will focus on school life for students, curriculum standards, assessments, health and medical issues for families and college support services such as financial aid
  - **Professional Development** is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.
  - **Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.
  
8. **HS for Construction Trades, Engineering and Architecture** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
  
9. **HS for Construction Trades, Engineering and Architecture** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Via School Messenger: automated phone service, phone calls home, monthly newsletter, and letters.
  - **ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.
  - **Professional Development – Students with disabilities:** Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

## **STUDENT RESPONSIBILITY**

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

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools or learning-pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's /class rules of conduct
- Ask for help when we do not understand
- Do our homework everyday and ask for help when we need to
- Study for tests and assignments
- Read at least 30 minutes every day outside of school time
- Read at home with out parent / or guardian
- Get adequate rest every night

### **Additional School Responsibilities**

High School for Construction Trades, Architecture and Engineering will;

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way;
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing and timely way;
- Hold annual meeting to inform parents of the school's participation in Title I part A programs, and to explain the Title I, Part A requirements and the rights of parents to be involved in title I Part a programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students) , and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that included a description of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels student are expected to meet.
- On request of parents, provide opportunities for regular meetings for parents to formulate suggestions, such as a Parent Focus Brunch Meeting and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

- On request of parents, students have a right to transfer to other high schools that are not identified as SINI or CA;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least English language arts and mathematics; and
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

LaKeisha Johnson Gordon, Principal

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Parent /Signature's Signature

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Student's Signature

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**THE HIGH SCHOOL FOR CONSTRUCTION  
TRADES, ENGINEERING & ARCHITECTURE**

94-06 104<sup>th</sup> Street, Ozone Park, N.Y. 11416  
Phone (718) 846-6280 Fax (718) 846-6283

*Lakeisha Gordon, Principal*  
*Steven Wynn, Assistant Principal*

*Tonya Adison, Assistant Principal (I.A.)*  
*Principal (I.A.)*

*Katie Stahl, Assistant*

**Title I Parent Involvement Policy 2011/2012 SCHOOL YEAR**

1. The **High School for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

2. The **High School for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- Will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA

3. The **High School for Construction Trades, Engineering and Architecture** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- DOE School Survey will be conducted by Parent /Survey Coordinator during Spring of 2011
- Parents will fill out survey at Parent Focus Brunch at beginning of new school term and during follow-up during mid-winter session.

4. The **High School for Construction Trades, Engineering and Architecture** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. The State's academic content standards;
  - ii. The State's student academic achievement standards;
  - iii. The State and local academic assessments including alternate assessments;
  - iv. The requirements of Title I, Part A;
  - v. How to monitor their child's progress; and
  - vi. How to work with educators.
- b. The **High School for Construction Trades, Engineering and Architecture** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
  - Parent workshops on a variety of information, including but not exclusively: ***Attendance and Punctuality; How a 9<sup>th</sup>- 10<sup>th</sup> 11<sup>th</sup> Grader Should Look;***

***Health and Fitness; Cyber-Bullying; Underage Drinking; Career planning and Resume workshop; Community Involvement and your family; Conflict resolution for Teenagers***

- c. The **High School for Construction Trades, Engineering and Architecture** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- PTA involvement
  - SLT Involvement
  - Parent workshops
- d. The **High School for Construction Trades, Engineering and Architecture** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by keeping parents informed via newsletters, forums and community guest speakers at parent workshops.
- e. The **High School for Construction Trades, Engineering and Architecture** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand via DOE translations Unit or qualified educators.

**Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy will be adopted by The **High School for Construction Trades, Engineering and Architecture** on December 1, 2011 and will be in effect for the period of 2011/2012. The school will distribute this policy to all parents of participating Title I Part A children on or before December 23, 2011.

Principal's Signature: \_\_\_\_\_

Date \_\_\_\_\_

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Groll/Gillian Smith</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>650</b>
School Name <b>High School for Construction Trades</b>			

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

Principal <b>Lakeisha Gordo</b>	Assistant Principal <b>Kathryn Stahl</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Jason Salamanca</b>	Guidance Counselor <b>Rahim Osman/Jeannine Manning</b>
Teacher/Subject Area <b>Eduardo Leite/ELA</b>	Parent <b>NA</b>
Teacher/Subject Area <b>Yvonne Johnson/Science</b>	Parent Coordinator <b>Audrey Graves</b>
Related Service Provider <b>NA</b>	Other <b>NA</b>
Network Leader <b>Gillian Smith</b>	Other <b>NA</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>930</b>	Total Number of ELLs	<b>4</b>	ELLs as share of total student population (%)	<b>0.43%</b>
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## Part II: ELL Identification Process

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

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

Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher or Administrator conducts interviews with new enrollees. The informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. They will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment. If the LAB-R or Spanish Speaking LAB R needs to be administered, it will be conducted by a spanish speaking pedagogue or the ESL teacher. Mr. Salamanca administers the NYSESLAT to all four of our ELLS.

We use the RESL (ATS) to identify students required to take the NYSESLAT. We use RLAT (ATS) report to get the raw scores. The results of our NYSESLAT and Lab R 9 ( if we had a student who took it, which thus far this year we have not) have shown that our studnets consistently fall in the Advanced area in the listening/speaking and reading/writing. We concentrate on all four of these areas when planning and executing our curriculum and instruction.

2. To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file in the studnets cumulative folder and. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, transitional bilingual program is chosen by default, and they will not be admitted into our school, since we do not offer that program. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school. Mr. Salamanca will meet with the parents to go over all of the information and will give the HLIS survey to the parents at the initial screening. Letters to parents will se sent out annually to inform parents who have previously chose TBE/DL program when the program becomes available. Thus far, this has not been prevalent.

3. ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, ESL is chosen by default. Mr. Salamanca will meet with the parents to administer the HLIS and go over all of the paperwork at the initial screening. All letters will be kept in the studnets cumulative folder.

4. See questions 1-3.

5. Although parents are informed about the variety of ELL programs, they mostly choose ESL because that is the program that we offer at our school and appropriate for their child's needs. 100% of the parents that we have interviewed selected Free Standing ESL. Because we have so few ELL students, the trend for ESL has been consistent.

6. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for TBL and Dual Language in case the interest arises in the future.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

**Number of ELLs by Grade in Each Language Group**

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	1			3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											01			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	2	2	0	0	4

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as the Drama Club and Newspaper Clubs, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school.

CTEA implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

a. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years. Our curriculum is aligned to the CCLS which pushed for literact across all the content areas.

b. Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as the Drama Club and Newspaper Clubs, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school. Additionally, our Freshman writing and Science literacy classes also help to ensure that all studnets are exposed to more literacy tasks.

CTEA implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years. All 4 studnets are supported in the push in and pull out structure.

## A. Programming and Scheduling Information

2. In the Freestanding ESL component we have students, from grades 9-12. They range from Advanced and Proficiency levels.

a. They receive from 180 minutes a week of ESL support their content area. All ESL students participate in a push-in ESL model for their ELA classes to ensure continuity of rigorous instruction. 90 minutes are in direct instruction pull out ESL and the other 90 minutes is a push in into Science literacy, Freshman Writing, and ELA.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.

3. At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

ELL students are given ESL instruction in accordance with the mandated number of minutes for ELL students. Advanced students receive 180 minutes per week.

5a. Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as the Drama Club and Newspaper Clubs, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school.

Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many SIFE students have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFES are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFES, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as

## A. Programming and Scheduling Information

after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFEs. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE.

- b. Currently, we do not have any ELL students receiving services for less than 3 years.
- c. ELLS receiving 4-6 years: These students need an intensive AIS program to ensure they will not be Long Term ELLs. An instructional plan that ensures progress should be created to target their needs. Progress should be documented and maintained. Teachers should collaborate and meet to maintain progress.
- d. Long term ELLs need instructional plans. Their classed should be restructured to programs to address specific needs. Since academic language is very important to student success, teachers should increase academic language in a small setting. They can utilize AIS to target the needs for the student during with after school instruction, Saturday schools, and additional courses during the day. It's important to create continuity within their program (i.e. maintain same teachers, settings that that create zone of proximal development.) An educational plan that maintains continuity by remanding the student in the same program (i.e. transitional bilingual or ESL program) and supportive services in their native language is the most beneficial.

e. All sife and extension of service students are offered one on one tutoring in addition to their mandated minutes.

5. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and English for a number of Saturdays during each semester.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, Annual Street Fair, and the Latino Film Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

6. Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%			
50%			
25%			
0%			
Freestanding ESL			
100%	Freestanding ESL		
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and English for a number of Saturdays during each semester.
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• Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school.

. Each teacher at CTEA administers a Baseline assessment, Interim assessments, and Final assessments. These exams are administered and analyzed every 9 weeks. A copy of each assessment is submitted to each department Assistant Principal for review and approval. The goal is to ensure that all assessments are ready and finalized before the start of the school year. This enables all teachers to plan their lessons for mastery of the skills and key Common Core Standards that will be assessed on the Regents and Advanced Placement exams.

In order to ensure that our teachers have sufficient planning time to collaborate with their colleagues and develop assessments, analyze their results, and develop instructional plans, each teacher is assigned to a Common Planning team for each subject and grade that they teach. During this time, teachers analyze our school's previous Regents' results and determine which key Common Core Standards, skills, and content need further emphasis in their instruction. During this time teachers set specific goals and continuously monitor their results to determine the modifications and improvements that must occur in their classrooms and during targeted tutoring. Teachers also rely heavily on this information to determine how and when to differentiate their instruction and develop interventions and extending thinking activities for their students that reach all our subgroups. After each assessment, teachers case conference with their students to share their results and continuously monitor their individual student goals. This information is also shared with the grade team and students who are not meeting their individual goals as well as their teacher's goals are further supported. In Academic Advisory, students reflect on their own data to determine how they performed on their assessments. We use this opportunity to give students time to self reflect on their goals. Teachers Include targeted students for tutoring and remediation in their Instructional plans. If an ELL student needs remediation, they will be required to attend tutoring before or after school as well as Saturday school academy.

For the 2011-12 school year we have implemented inquiry team projects, where all teachers are engaging in department wide learning problems, and a couple of the ELL students are included in the subgroups.

In addition to our regular ESL program, our SWD-ELL students are provided mandated counseling (if applicable), one-on-one tutoring, and additional social service support as needed. All of our transfer SWD-ELLs are carefully evaluated at intake by our committee on special education and in careful consultation with the student and family are placed in the least restrictive environment.

9. Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

**Beginning**

**Intermediate**

**Advanced**

**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)?

NA

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

**D. Professional Development and Support for School Staff**

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

. Our ESL teacher receives high-quality and ongoing professional development to enable all children in the School wide Program to meet the State's student academic standards.

- Professional development curriculum in 2009-10 is focused on teachers creating goals for their students and aligning their curriculum to the Common Core Standards.
- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers are provided by Marisol Bradbury's Children First Network.
- Our Assistant Principal has received LAP, EPIC, Basis and Title III training, and professional development from the OELL.

ALL TEACHERS engage in the following PD's:

Date Sept. 6, 7, Whole Staff, Grade Team, and Dept Teams. Oct 4 (after school), ongoing PLC, Dept Teams, differentiated teacher meetings

Essential Question      What are key changes in the new QR Rubric? What are the differences between Proficient and Well Developed? According to the Danielson rubric, what is highly effective teaching? Did the Mock QR (September 20, 2011) capture the same data as our school self evaluation QR?

What are PBAT's and DOK? How do they relate to CCLS?

What is inquiry work?

Content Examining the new QR Rubric

Introducing and reinforcing the Danielson Framework as a tool for teacher development and observation.

Continuing to modify and improve our practice to ensure that they are moving our school forward. (QR Rubric)

Examination of Instructional bundles/PBAT and DOK.

Understanding and starting the inquiry process.

Reinforcing the Danielson Framework as a tool for teacher development.

Skills Assessing our school using the new QR rubric for the purpose of beginning a QR self-evaluation

Using the Danielson framework a lens for assessing the quality of teaching and student engagement.

Modifying and creating CCLS aligned to PBATs.

Using DOK as a lens for assessing the rigor of tasks.

Evidence

Agendas and the beginning of a QR self evaluation

Agendas evidence of Danielson Framework and teacher observation

## 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.)
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Date Sept. 6, 7, Whole Staff, Grade Team, and Dept Teams. Oct 4 (after school), ongoing PLC, Dept Teams, differentiated teacher meetings

Essential Question      What are key changes in the new QR Rubric? What are the differences between Proficient and Well Developed? According to the Danielson rubric, what is highly effective teaching? Did the Mock QR (September 20, 2011) capture the same data as our school self evaluation QR?

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Continuing to modify and improve our practice to ensure that they are moving our school forward. (QR Rubric)

Examination of Instructional bundles/PBAT and DOK.

Understanding and starting the inquiry process.

Reinforcing the Danielson Framework as a tool for teacher development.

Skills Assessing our school using the new QR rubric for the purpose of beginning a QR self-evaluation

Using the Danielson framework a lens for assessing the quality of teaching and student engagement.      Modifying and creating CCLS aligned to PBATs.

Using DOK as a lens for assessing the rigor of tasks.

Evidence

Agendas and the beginning of a QR self evaluation

Agendas evidence of Danielson Framework and teacher observation

Department and Grade Team Agenda tied to yearly goals and expectations

Agendas and teacher products from PBAT and DOK PD from Tuesday Department Meetings.

Department and Grade teams should have completed the modification of the PBAT and noting in their curriculum maps when in the year it will be taught.

Short, frequent and formal observation cycles documented in letters to file.

All teachers given differentiated PD in the Danielson Framework at least once.

Next Steps/Assignments      Mock QR September 20, 2011

Visit teachers using the Danielson framework

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100% Our ESL teacher receives high-quality and ongoing professional development to enable all children in the School wide Program to meet the State's student academic standards. 75% 50% Professional development curriculum in 2 25% curriculum to the Common Core Standards	100% 75% 50% 25%
	Dual Language
100% All teachers are responsible for language 75% Marisol Bradbury's Children First Network. 50% Our Assistant Principal has received LAP 25%	100% 75% 50% 25%
	Freestanding ESL
100% ALL TEACHERS engage in the following PD's: 75% Date Sept. 6, 7, whole team, Grade Team, and Dept Teams. Oct 1 (after school), ongoing TBE, Dept Teams, differentiated teacher 50% meetings 25% Essential Question What are key changes in the new QR Rubric? What are the differences between Proficient and Well Developed? According to the Danielson rubric, what is highly effective teaching? Did the Mock QR (September 20, 2011) capture the same data as our school self-evaluation QR?	100% 75% 50% 25%
TIME	BEGINNERS      INTERMEDIATE      ADVANCED

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

What is inquiry work?

Content Examining the new QR Rubric

Introducing and reinforcing the Danielson Framework as a tool for teacher development and observation.

Continuing to modify and improve our practice to ensure that they are moving our school forward. (QR Rubric)

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Next Steps/Assignments Mock QR September 20, 2011

Visit teachers using the Danielson framework

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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?
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- Parents are kept informed and meaningfully involved in their students' education through a number of ways. At the main desk, multi-lingual hand-out translations are displayed. Information is disseminated to parents at orientation sessions, monthly PTA meetings, School Leadership Team meetings, monthly mailings and our monthly parent newsletter: SYNERGY. Administrators, counselors/grade advisors/college advisors conduct small group counseling with students and/or with parents; conduct parent meetings; parent-teacher conferences; we
- organize meetings/seminars for parents on the New Standards, Regents exams, and graduation requirements.

2. At SLT meetings, data and feedback from teachers is shared and discussed. We also work with our Advisory Board partners to provide extensive samples of reading materials that are relevant to the students' particular career field interests. Our Parent Coordinator also facilitates a parent workshop once a month based on the specific needs of our parent community. We currently are not partnered with and CBO's in relation to the ELL students.

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4. The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families is encouraged. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers. He is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved. We have many spanish speaking pedagogues who help to translate during meetings and phone conversations.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?

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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and English for a number of Saturdays during each semester.
  - Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Latino Film Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
  - Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
  - Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school.
- . Each teacher at CTEA administers a Baseline assessment, Interim assessments, and Final assessments. These exams are administered and analyzed every 9 weeks. A copy of each assessment is submitted to each department Assistant Principal for review and approval. The goal is to ensure that all assessments are ready and finalized before the start of the school year. This enables all teachers to plan their lessons for mastery of the skills and key Common Core Standards that will be assessed on the Regents and Advanced Placement exams.

In order to ensure that our teachers have sufficient planning time to collaborate with their colleagues and develop assessments, analyze their results, and develop instructional plans, each teacher is assigned to a Common Planning team for each subject and grade that they teach. During this time, teachers analyze our school's previous Regents' results and determine which key Common Core Standards, skills, and content need further emphasis in their instruction. During this time teachers set specific goals and continuously monitor their results to determine the modifications and improvements that must occur in their classrooms and during targeted tutoring. Teachers also rely heavily on this information to determine how and when to differentiate their instruction and develop interventions and extending thinking activities for their students that reach all our subgroups. After each assessment, teachers case conference with their students to share their results and continuously monitor their individual student goals. This information is also shared with the grade team and students who are not meeting their individual goals as well as their teacher's goals are further supported. In Academic Advisory, students reflect on their own data to determine how they performed on their assessments. We use this opportunity to give students time to self reflect on their goals. Teachers Include targeted students for tutoring and remediation in their Instructional plans. If an ELL student needs remediation, they will be required to attend tutoring before or after school as well as Saturday school academy.

For the 2011-12 school year we have implemented inquiry team projects, where all teachers are engaging in department wide learning problems, and a couple of the ELL students are included in the subgroups.

In addition to our regular ESL program, our SWD-ELL students are provided mandated counseling (if applicable), one-on-one tutoring, and additional social service support as needed. All of our transfer SWD-ELLs are carefully evaluated at intake by our committee on special education and in careful consultation with the student and family are placed in the least restrictive environment.

9. Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient.

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## 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

## 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)?

NA

## D. Professional Development and Support for School Staff

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

. Our ESL teacher receives high-quality and ongoing professional development to enable all children in the School wide Program to meet the State's student academic standards.

- Professional development curriculum in 2009-10 is focused on teachers creating goals for their students and aligning their curriculum to the Common Core Standards.
- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers are provided by Marisol Bradbury's Children First Network.
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ALL TEACHERS engage in the following PD's:

Date Sept. 6, 7, Whole Staff, Grade Team, and Dept Teams. Oct 4 (after school), ongoing PLC, Dept Teams, differentiated teacher meetings

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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
													L

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

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

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

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

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Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>CTEA</u></b>		<b>School DBN: <u>27650</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lakeisha Gordon	Principal		11/30/11
Katie Stahl	Assistant Principal		11/30/11
Audrey Graves	Parent Coordinator		11/30/11
Jason Salamanca/Niobe Hayes	ESL Teacher		11/30/11
	Parent		11/30/11
Eduardo Leite	Teacher/Subject Area		11/30/11
Yvonne Johnson	Teacher/Subject Area		11/30/11
	Coach		11/30/11
	Coach		1/1/01
Rahim Osman	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION

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

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

#### **Part A: Needs Assessment Findings**

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

We did not have to administer the Lab R this year so far, as none our new admits appeared or indicated that English was not their first language and during the home language survey and interview process.. Three of our CTEA students made a proficient score in the spring administration of the NYSESLAT.

#### **Part II: ELL Identification Process:**

Initial Identification Process:

Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher or Administrator conducts interviews with new enrollees. The informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. They will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment.

To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, our guidance counselor, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, transitional bilingual program is chosen by default, and they will not be admitted into our school, since we do not offer that program. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school.

ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, a transitional bilingual program is chosen by default.

Although parents are informed about the variety of ELL programs, they mostly choose ESL because that is the program that we offer at our school and appropriate for their child's

needs. 100% of the parents that we have interviewed selected Free Standing ESL. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for TBL and Dual Language in case the interest arises in the future.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

## **Part B: Strategies and Activities**

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

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

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>.

Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups with translation services.
- Parent Surveys are provided in the native language of the student's families.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, and Arabic. The staff makes daily phone master calls. Content not only includes important notices, but also daily attendance.

- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture.
- Parents are kept informed and meaningfully involved in their students' education through a number of ways. At the main desk, multi-lingual hand-out translations are displayed. Information is disseminated to parents at orientation sessions, monthly PTA meetings, School Leadership Team meetings, monthly mailings and our monthly parent newsletter: SYNERGY.
- At SLT meetings, data and feedback from teachers is shared and discussed. We also work with our Advisory Board partners to provide extensive samples of reading materials that are relevant to the students' particular career field interests.
- Parent workshops are offered through our Parent Coordinator in a wide range of areas, from academic support practices, to managing stress, to college readiness. The school has put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Act (ESEA). The school provides full opportunities for the participation of parents with limited English proficiency and parents of migratory children by providing school information and reports required under section 1111 of the ESEA.

The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families is encouraged. The ESL teacher is also continually reaching out to parents to bridge the

information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.