



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** JILL CHAIFETZ TRANSFER HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 07x379

**PRINCIPAL:** ANNE FENNELLY

**EMAIL:** AFENNELLY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DR. GERALDINE TAYLOR-BROWN

**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
Anne Fennelly	*Principal or Designee	
Michael Wolach	*UFT Chapter Leader or Designee	
Marilyn Baca	*PA/PTA President or Designated Co-President	
Joseph Alba	DC 37 Representative, if applicable	
Sheila Portorreal	Student Representative	
Rebecca Molina	Student Representative	
Jillian Ireland-Tomassetti	CBO Representative, if applicable	
Miranda	Member/Parent	
Maria Portorreal	Member/Parent	
Vincent Jordan	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

<b>Annual Goal #1</b> ✓ <i>By June, 2012, 60% of teachers will demonstrate a shared understanding of instructional excellence by applying principal's and assistant principal's expectations for improvement in subsequent lesson plans and classes.</i>
<b>Comprehensive needs assessment</b> ✓ <i>Through observations and post-observation conferences conducted throughout the 2010-2011 school year, it became clear that the staff did not share a cohesive understanding of instructional excellence.</i>
<b>Instructional strategies/activities</b> ✓ <i>Staff will be able to disaggregate student-level data and plan appropriately to support every learner in their classes through the use of differentiation and our involvement in a Literacy Pilot Program.</i> ✓ <i>Allocation of funding for two AUSSIE consultants to provide training and feedback to teachers and administration regarding lesson planning and implementation with regard to a shared understanding of excellent practices.</i> ✓ <i>Teachers have regular department meeting time throughout each week to look at lesson plans and resulting student work using agreed upon protocols.</i> ✓ <i>This work began in September and will continue throughout the school year.</i>
<b>Strategies to increase parental involvement</b> ✓ <i>Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.</i>
<b>Strategies for attracting Highly Qualified Teachers (HQT)</b> ✓ <i>Regular professional development opportunities both in-house and off-campus to support and improve teaching skills.</i> ✓ <i>Regular meeting in academic department to discuss and analyze unit and lesson plans and assessments, and resulting student work.</i> ✓ <i>Regular meeting time with AUSSIS consultants both in departments and individually.</i> ✓ <i>Regular observations with feedback from principal and assistant principal.</i>
<b>Service and program coordination</b> ✓ <i>Through Learning to Work, we have paid internships, and strategic social/emotional supports</i>
<b>Budget and resources alignment</b> ✓ <i>Title 1 funding will be used to support the contracted work with the AUSSIE consultants.</i> ✓ <i>Fair Student Funding will be used to support coverage of teachers' classes for professional development activities.</i>

**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.

<b>Annual Goal #2</b> ✓ <i>Improve students' writing across English classes by June 2012 as evidenced by a 2% increase in ELA regents scores from 52% to 54%</i>
<b>Comprehensive needs assessment</b> ✓ <i>Analysis of student writing in class assessments and on Regents exams has shown that students' writing skills need to be supported more strategically in the classroom.</i>
<b>Instructional strategies/activities</b> ✓ <i>Staff will be able to disaggregate student-level data and plan appropriately to support every learner in their classes.</i> ✓ <i>Allocation of funding for an AUSSIE consultant to provide training and feedback to teachers and administration regarding lesson planning and implementation with regard to current research on writing across the English curriculum.</i> ✓ <i>Teachers have regular department meeting time throughout each week to look at lesson plans and resulting student work using agreed upon protocols.</i> ✓ <i>This work began in September and will continue throughout the school year.</i>
<b>Strategies to increase parental involvement</b> ✓ <i>Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.</i>
<b>Strategies for attracting Highly Qualified Teachers (HQT)</b> ✓ <i>Regular professional development opportunities both in-house and off-campus to support and improve teaching skills.</i> ✓ <i>Regular meeting in academic department to discuss and analyze unit and lesson plans and assessments, and resulting student work.</i> ✓ <i>Regular meeting time with AUSSIS consultants both in departments and individually.</i> ✓ <i>Regular observations with feedback from principal and assistant principal.</i>
<b>Service and program coordination</b> ✓ <i>Through Learning to Work, we have paid internships, and strategic social/emotional supports.</i>
<b>Budget and resources alignment</b> ✓ <i>Title 1 funding will be used to support the contracted work with the AUSSIE consultants.</i> ✓ <i>Fair Student Funding will be used to support coverage of teachers' classes for professional development activities.</i>

### ANNUAL GOAL #3 AND ACTION PLAN

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

<p><b>Annual Goal #3</b></p> <ul style="list-style-type: none"><li>✓ Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.</li><li>✓ <i>By June, 2012, 50% of Humanities &amp; Science teachers will develop and implement a literacy task aligned to strategically selected Common Core standards</i></li></ul>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>✓ <i>Impending implementation of the Common Core Standards has been identified as a priority among the teaching staff. The reading levels of our students continues to hinder their ability to interact with complex texts.</i></li></ul>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>✓ <i>Staff will be able to disaggregate student-level data and plan appropriately to support every learner in their classes through the use of differentiation and our involvement in a Literacy Pilot Program.</i></li><li>✓ <i>Allocation of funding for two AUSSIE consultants to provide training and feedback to teachers and administration regarding lesson planning and implementation with regard to a shared understanding of excellent practices.</i></li><li>✓ <i>Teachers have regular department meeting time throughout each week to look at lesson plans and resulting student work using agreed upon protocols.</i></li><li>✓ <i>This work began in September and will continue throughout the school year.</i></li></ul>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>✓ <i>Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.</i></li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>✓ <i>Regular professional development opportunities both in-house and off-campus to support and improve teaching skills.</i></li><li>✓ <i>Regular meeting in academic department to discuss and analyze unit and lesson plans and assessments, and resulting student work.</i></li><li>✓ <i>Regular meeting time with AUSSIS consultants both in departments and individually.</i></li><li>✓ <i>Regular observations with feedback from principal and assistant principal.</i></li></ul>
<p><b>Service and program coordination</b></p> <ul style="list-style-type: none"><li>✓ <i>Through Learning to Work, we have paid internships, and strategic social/emotional supports.</i></li></ul>
<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"><li>✓ <i>Title 1 funding will be used to support the contracted work with the AUSSIE consultants.</i></li><li>✓ <i>Fair Student Funding will be used to support coverage of teachers' classes for professional development activities.</i></li></ul>

## 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, 50% of Math teachers will develop and implement a math task aligned to strategically selected Common Core standards.*

### **Comprehensive needs assessment**

- ✓ *Impending implementation of the Common Core Standards has been identified as a priority among the teaching staff. The math levels of our students continues to hinder their ability to experience success on various in-class assessments as well as the Integrated Algebra regents exam.*

### **Instructional strategies/activities**

- ✓ *Staff will be able to disaggregate student-level data and plan appropriately to support every learner in their classes.*
- ✓ *Allocation of funding for an AUSSIE consultant specifically to provide training and feedback to the Math department teachers and administration regarding lesson planning and implementation with regard to a shared understanding of excellent practices.*
- ✓ *Teachers have regular department meeting time throughout each week to look at lesson plans and resulting student work using agreed upon protocols.*
- ✓ *This work began in September and will continue throughout the school year.*

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

- ✓ *Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.*

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

- ✓ *Regular professional development opportunities both in-house and off-campus to support and improve teaching skills.*
- ✓ *Regular meeting in academic department to discuss and analyze unit and lesson plans and assessments, and resulting student work.*
- ✓ *Regular meeting time with AUSSIS consultants both in departments and individually.*
- ✓ *Regular observations with feedback from principal and assistant principal.*

### **Service and program coordination**

- ✓ *Through Learning to Work, we have paid internships, and strategic social/emotional supports.*

### **Budget and resources alignment**

- ✓ *Title 1 funding will be used to support the contracted work with the AUSSIE consultants.*
- ✓ *Fair Student Funding will be used to support coverage of teachers' classes for professional development activities.*

### 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	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	25	15	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	35	22	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	27	31	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	30	35	N/A	N/A	N/A	N/A	N/A	N/A

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>	ELA teachers offer tutoring to students before and after school, and during lunch period, and through our partner Bronx Works in its after school program. In addition, the special education teachers collaborate with teachers to help them modify and adapt their lessons to the varied learning styles and levels of the school population. In Advisory, advisors provide homework help and create academic action plans with students and families.
<b>Mathematics</b>	Small group instruction with the use of manipulatives helps struggling students understand mathematical concepts they have been unable to master. Math teachers offer tutoring to students before and after school, during lunch period, and on Saturdays, and through our partner Bronxworks in its after school program. In addition, the special education teachers collaborate with teachers to help them modify and adapt their lessons to the varied learning styles and levels of the school population. In Advisory, advisors provide homework help and create academic action plans with students and families.
<b>Science</b>	Science teachers offer tutoring to students before and after school, and during lunch period, and through our partner Bronx Works in its after school program. In Advisory, advisors provide homework help and create academic action plans with students and families.
<b>Social Studies</b>	Social studies teachers offer tutoring to students before and after school, during lunch period, and through our partner Bronx Works in its after school program. In Advisory, advisors provide homework help and create academic action plans with students and families.
<b>At-risk Services provided by the Guidance Counselor</b>	Bronx Works advisors provide individual and small group counseling to address academic and social issues related to student success in school.
<b>At-risk Services provided by the School Psychologist</b>	The itinerant school psychologist does not provide any at-risk services.
<b>At-risk Services provided by the Social Worker</b>	The social workers provide individual, group and family interventions as well as crisis management and conflict resolution. The social workers meet on a regular basis with teachers to monitor specific student progress, both academic and behavioral, as well as to identify students in need of counseling services. The special education teacher and social worker meet weekly or more to confer around struggling students and identify strategies to meet their needs, which then are presented and discussed at weekly staff meetings.

**At-risk Health-related Services**

All students receive a minimum of six lessons about HIV/AIDS education through advisory and outside organizations such as Hospital Audiences, Love Heals and Bronx Works. Students also participate in workshop presentations around issues of violence prevention by outside organizations. Condoms are made available to students (who have not been opted out by their parent) by our trained condom distribution specialists on staff.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- ✓ actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- ✓ engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ✓ ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- ✓ support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- ✓ maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- ✓ conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- ✓ provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- ✓ host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- ✓ schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- ✓ translate all critical school documents and provide interpretation during meetings and events as needed;
- ✓ conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

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

**School DBN:** 07X379 **School Name:** Jill Chaifetz Transfer High School

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

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

*As a transfer high school, we enroll students who have been in high school at least 3 years with low credit accumulation. Additionally, based on in-school assessments, the average reading and math levels of our students is 7<sup>th</sup> grade, which gives us very little time to remediate skill deficiencies.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

*We plan to implement after-school classes both for credit and regents preparation to be conducted during the week for the remainder of the school year. We also plan to institute Saturday morning regents preparation during the month of January, May, and June. We also plan to offer vacation courses during the February and April breaks to support credit accumulation, strengthen reading and math skills, as well as preparation for the regents exams.*

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### **Part B: For Title I SINI Schools Only**

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

*We have contracted with AUSSIE to provide 2 coaches: Maria Akinyele visits weekly and works with our English, Social Studies, and Science departments, and Ross Linager visits twice each month in support of our Math department.*

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

Our new teachers are mentored by Ms. Akinyele, our AUSSIE coach. She meets with new teachers weekly to provide support in planning and implementation of lessons, modeling, and professional development that helps teachers access innovative teaching strategies to promote student achievement.

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

*We have drafted a letter in English and Spanish inviting parents to our information meeting. We will also call parents to follow up and invite them to the meeting and provide information over the phone. We will also schedule individual meetings with parents who are unable to attend the meeting.*

**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>Kaufhold</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>379</b>
School Name <b>Jill Chaifetz Transfer HS</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Anne Fennelly</b>	Assistant Principal <b>Bobbe Knutz</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Lindsay Horgan</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Michael Wolcah</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jillian Tomassetti</b>
Related Service Provider <b>Vincent Jordan</b>	Other <b>type here</b>
Network Leader <b>Sumita Kaufhold</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>15</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>215</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>3.26%</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. *i*

1-5 These questions are not applicable to our school because we are a transfer school. All ELL students come to us from comprehensive high schools where identification process is done. The ELL students come to us already having been identified and with their parents aware of the freestanding ESL programs we offer here (they are informed during the student's intake process into the school).

6. The only program model offered at our school is freestanding ESL due to the small number of ESL students at our school. In order to align parent choice and program offerings we first have to determine the trend in parent choices. This will be done by the ELL teacher. Therefore, after a few years we will have the data to determine if our program model is aligned with the most common parent choice.

## 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b>														0

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

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

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				2			5	1		7
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>7</b>

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

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

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

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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										3	4	0		7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>7</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. How is instruction delivered?
  - a. The organizational models used are Push-ins and Pull-out. The ELL teacher uses pull-out during one period every day to work with some ELLs on their specific needs. In other cases she does push-in and incorporates ESL strategies in their content class.
  - b. There is no self-contained class so the students are in heterogeneous classes with non-ELL students. The program model is ESL.
2. The school has an ESL program and an ELL teacher. In order to provide the mandated number of instructional minutes to the ELL students, the ELL teacher does pull-out with ELL students during one period a day depending on their proficiency level and particular needs. The ELL teacher also does push-in during language heavy content classes (US, Global, and Geography). In addition the staff has been made aware of the ELL students and their particular needs. Content teachers are given ESL strategies to use in their classes to better reach the ELL students. The ELL teacher gives the students the option to complete projects and tests with her. The ELL teacher also looks over the instructions/directions for assignments.
  - a. The instructional minutes are delivered through pull-out, the students being placed in a high level Spanish class (all ELLs at our school are native Spanish speakers), and the ELL teacher working with the ELA teacher to address the ELL students' needs.

## A. Programming and Scheduling Information

3. Content area classes use various instructional strategies to make content comprehensible. The content teachers use Powerpoints and handouts to make spoken instruction and teaching more comprehensible. They also use many visuals to make the language more accessible. Much of the class work is heterogeneous group work allowing the more proficient students to help the ELLs understand the content. Content teachers also use graphic organizers and explicitly teach note-taking methods to help the ELLs better understand the content. 4.

- 4.
- a. Seeing as all our ELL students are native Spanish speakers depending on their native language proficiency SIFE will be placed in both Spanish1 and Spanish 2 classes to both increase their native language proficiency and improve their English language skills. As with all the ELL students, the ELL teacher will do push-in and pull-out with SIFE as well.
  - b. We currently have no newcomers. However, if were to have newcomers they would be scheduled a time to meet with the ELL teacher to build language foundations. The ELL teacher would do more push-in in the newcomer’s content classes. Depending on the newcomer’s proficiency level, specific needs, and native language they might be given the option to be given instructions for assignments, projects, and tests in their native language.
  - c. For ELLs receiving service 4-6 years the ELL teacher will monitor their benchmark grades (biweekly reports) and maintain contact with their teachers about the student’s progress and struggles. The ELL teacher will meet regularly with the students to discuss their language proficiency, individual needs, and struggles in content classes. These students will also be pulled-out during an allotted ESL period to receive specific instruction in needed areas.
  - d. For long-term ELLs the ELL teacher will monitor their benchmark grades (biweekly reports) and maintain contact with their teachers about the students’ progress and struggles. The ELL teacher will maintain regular contact with the students to discuss how they feel their classes are going and where they feel they need the most help.
  - e. We currently have not ELLs identified with special needs. However, if we were to have some the instructional plan would be the same as b, c, and d. In addition the ELL teacher would work closely with the special education teacher to address the student’s particular needs.re

### Courses Taught in Languages Other than English ⓘ

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

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

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

Class/Content Area	Language(s) of Instruction

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

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

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

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

### Native Language Usage and Supports

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



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

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

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

## B. Programming and Scheduling Information--Continued

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

8. For ELA, math, and other content areas the ELL teacher would push-in for newcomers. She works with the ELA, math and other content teachers to ensure they are using ESL strategies to reach the other ELL subgroups as well. Other interventions are giving the ELL students the option to complete projects, tests, and assignments with ELL teacher, modifying directions and instructions to make them more comprehensible, and pulling students out to work on their particular needs in a content area. All interventions are offered in English.
9. The continuing transitional support of ELLs who have reached proficiency consists of the ELL teacher monitoring their benchmark grades and cycle grades.
10. A certified ELL teacher will be improving a more concrete ESL program.
11. We will continue to have professional development for the staff, interventions (push in, pull-out, differentiation, implementation of ESL strategies in content classes).
12. ELLs are afforded equal access to all school programs because the program offerings are posted clearly, with visuals to make the words comprehensible, and all students are told about what is offered. The ELL teacher also makes the ELL students aware of what is offered.
13. The instructional materials used to support ELLs include Smartboards, Powerpoint presentations, graphic organizers, and visuals.
14. Native language support is delivered in the form of a foreign language class. All our ELL students are native Spanish speakers so they are placed in a high level Spanish class, when their schedule allows, to receive native language support.
15. The required services and resources correspond to the ELLs' grade levels when applicable but mostly correspond to the ELLs' proficiency levels.
16. To assist newly enrolled ELL students before the beginning of the school year, each student is assigned an advisor for the school year. Those advisors meet with the students and work with them to create an individual schedule and graduation plan supports their needs. The students are given an orientation to the school as well.
17. The language elective offered to ELLs is Spanish.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

1. The professional development plan for the ELL teacher is to attend one or two conferences per year to receive more information on how to better serve the ELL population. The teacher will also stay informed by reading articles and studies regarding ESL programs, ESL strategies, and ELL students. Lastly, the teacher will maintain a network of contacts with other ELL teachers for support and resources.
2. We provide support to staff by having a series of professional development days which provide training on ESL strategies and the differences in academic language, expectations, and assignments between middle school and high school.
3. The minimum 7.5 hours of ELL training for all staff include:
  - a. Informational session to make staff aware of who the ELL students are
  - b. Informational session about the particular needs of our ELL students and the challenges they face
  - c. Information session about the push-in/pull-out schedule, process and purpose
  - d. Training on ESL strategies to use in the classroom
  - e. Training on differentiation and how to make the content comprehensible and accessible for ELL students.

### E. Parental Involvement

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

1. Our school has regular parent-teacher conferences throughout the school year. We have many school-wide events such as, academic celebrations, BBQ, multi-cultural dinner. For the parents of ELLs the ELL teacher maintains contact to keep them informed of the services offered at the school and services their children are receiving.
2. The school partners with Bronxworks, which helps individuals and families improve their economic and social well-being. The plans for workshops/services to ELL parents are in development.
3. Plans to evaluate the needs of parents are in development.
4. Parents are involved in college readiness seminars, PTA, parenting classes presented by Bronxworks.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Integrated Algebra	3			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3			
Physics				
Global History and Geography	1			
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.
  - We do not use an assessment tool to assess early literacy skills because we not have beginning ELLs.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 07X379      **School Name:** Jill Chaifetz Transfer HS

**Cluster:** 1      **Network:** 708

**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.

Upon intake, the language spoken by the parents is determined. Currently, the only language other than English spoken is Spanish. The student is placed with an advisor who can communicate with the parent. We also have several staff members fluent in Spanish who are available to talk on the phone and to translate documents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our students' families are able to speak, read, and write in English. We have only 8 ESL students, and 20 families who are in need of translation services.

## 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.

We have several staff members who are fluent in Spanish. They currently translate documents as they are produced in-house.

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.

e have several staff members who are fluent in Spanish. They are available to greet parents in person, converse, translate by phone, and transcribe all our documents into the home language as necessary.

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

As stated above, we have 6 adults on staff who are fluent in Spanish, which is the only language other than English spoken by our students and their families. Our school only has 200 students, and currently have only 20 families who need interpretation services. This creates a high ration of staff to families.