



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE HIGH SCHOOL FOR CONTEMPORARY ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X544

PRINCIPAL: FRANCISCO SANCHEZ EMAIL: fsanche@schools.nyc.gov

SUPERINTENDENT: 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
Francisco Sanchez	*Principal or Designee	
Michael Wooley	*UFT Chapter Leader or Designee	
Jose Vazquez	*PA/PTA President or Designated Co-President	
Michele Torres	DC 37 Representative, if applicable	
Kayla Acevedo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Continue to create classrooms where work leads to high levels of student engagement and thinking aligned to the Common Core State Standards and the NYC DOE instructional expectations. This will include designing units of study which lead to all students being exposed to performance tasks in argumentative writing and a mathematical modeling.

Comprehensive needs assessment

By June 2012, every student will experience a minimum of one argumentative writing and one mathematical modeling performance task.

Instructional strategies/activities

- Senior leadership and leadership team including principals, assistant principals and teacher leaders will attend the NAASP conference from March 7th through March 10th, 2012 on promoting successful school improvement for all our students and CCSS.
- The AUSSIE team will work with the Core Subject Departments on Curriculum Mapping and performance task design starting September, 2011 through June 2012.
- Each teacher will observe a minimum of 1 demonstration lesson conducted by administrator, AUSSIE and/or veteran lead teachers exemplifying implementation of core curriculum. Teachers will utilize the Danielson version of the QR Classroom Visitation Tool during the inter-visitations. The observation focus will be on elements of developing persuasive/argumentative strategies and mathematical modeling teaching strategies.
- Teacher teams will be guided by an AUSSIE and or administrator during their daily common plan periods on designing units involving argumentation in literacy and mathematical modeling. They will jointly write curriculum units that integrate the CCSS and plan supporting lessons.

During classroom observations, senior leaders will focus on evidence of the implementation of the CCLS Power Standards for informational reading and argumentative writing.

Strategies to increase parental involvement

HSCA will increase parental involvement 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;

Strategies for attracting Highly Qualified Teachers (HQT)

Provide Professional Development by implementing resources from Aussie, funded through Title 1 SWP. Provide the availability of technology to teachers (computers, smart boards, laptops, projectors, datacation and powerpoint presentations), further enhancing the teaching methods in conjunction with the New York State mandated curriculum for students.

To create a supportive, safe environment by assisting teachers with students having behavioral problems. Providing students with rewards to create positive student behavior.

Using data, sharing ideas, working with colleagues to create positive working conditions. Paring new teachers with a mentor for their grade level.

Develop common lesson plans and perform informal observations to provide constructive feedback to new teachers. Provide grade level team meetings, team teaching.

Service and program coordination

AIS after school and Saturday school.

Budget and resources alignment

- The AUSSIE will be hired using title I.
- Various books aligned with the CCSS were purchased. Composition of teacher teams will reflect various disciplines, expertise and levels of experience.
- Professional development will be offered through Title III funding focusing on: Improving Long Term Memory and Diving Into Deeper Learning
- In-house human resources such as the Math and literacy coaches will add clarity to the type of vertical planning that uses performance indicators to plan target instruction.
- Teachers will attend various professional development sessions.
- Substitute teachers hired as needed for teacher staff development.

Training in vertical planning will be through the monthly faculty conferences

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

To have data driven instruction and frequently observe it's impact on teacher's practice and student learning.

Comprehensive needs assessment

- By June, 2012 each teacher would be observed four times, including peer observation to analyze teacher's progress of content and pedagogy. Feedback will be provided to teachers throughout the year. Furthermore, monitoring of student data by classroom teachers and administration will be ongoing.
- By June 2012, departmental teams will share best practices and develop common assessment and rubric to improve academics.

Instructional strategies/activities

- By June, 2012 each teacher would be observed four times, including peer observation to analyze teacher's progress of content and pedagogy. Feedback will be provided to teachers throughout the year. Furthermore, monitoring of student data by classroom teachers and administration will be ongoing.
- By June 2012, departmental teams will share best practices and develop common assessment and rubric to improve academics.

Strategies to increase parental involvement

- Endeavor to create and maintain an Online database to help parents obtain information and training to families on how to monitor and discuss schoolwork, attendance, course planning, grading assignments, communication, learning goals, anecdotal logs, student profile, student data, attendance reports and grade book reports at home (i.e., **New Vision Skedula powered by Datacation** and **The New York City Department of Education's Achievement Reporting and Innovation System (ARIS)**)
- Establish easy-to-use two-way channels for communication from school to home and home to school.
- Make all memos, notices, and other print and non-print communication clear and understandable for all families (ie. Translations in native language)

Strategies for attracting Highly Qualified Teachers (HQT)

Provide Professional Development by implementing resources from Aussie, funded through Title 1 SWP. Provide the availability of technology to teachers (computers, smartboards, laptops, projectors, datacation and powerpoint presentations), further enhancing the teaching methods in conjunction with the New York State mandated curriculum for students.

To create a supportive, safe environment by assisting teachers with students having behavioral problems. Providing students with rewards to create positive student behavior.

Using data, sharing ideas, working with colleagues to create positive working conditions. Paring new teachers with a mentor for their grade level.

Develop common lesson plans and perform informal observations to provide constructive feedback to new teachers. Provide grade level team meetings, team teaching.

Service and program coordination

AIS after school and Saturday school.

Budget and resources alignment

- The AUSSIE will be hired using title I.
- Various books aligned with the CCSS were purchased. Composition of teacher teams will reflect various disciplines, expertise and levels of experience.
- Professional development will be offered through Title III funding focusing on: Improving Long Term Memory and Diving Into Deeper Learning
- In-house human resources such as the Math and literacy coaches will add clarity to the type of vertical planning that uses performance indicators to plan target instruction.
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Training in vertical planning will be through the monthly faculty conferences

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

To give students opportunity to recover at least two credits per semester.

Comprehensive needs assessment

By June , 2012 the percent of students achieving 10 or more credits will increase.

Instructional strategies/activities

- At-risk students will be programmed for a minimum of 7 credits during the regular school day and at least 2 credits during extended time.
- Each marking period grade teams will review report cards/scholarship reports to identify students who are not making adequate progress in their courses.
- Academic intervention classes will be scheduled after school on Tuesdays and Thursdays so that at-risk students will be able to participate in clubs and other school activities will be held on Mondays and Wednesdays.
- Administration, department leaders, guidance counselor and grade advisor will identify students who are falling behind on credit accumulation towards graduation and enroll them in the after school/Saturday program.
- Saturday Opportunity Classes provide additional opportunities for credit recovery and Regents preparation.
- Transcript reviews will be conducted at the end of each semester (January and June) to monitor progress toward the 10 credit goal. Student transcripts will be reviewed and progress will be monitored at the end of each semester.

Strategies to increase parental involvement

Using Data to Establish Future Goals for Both School and Home

- Conduct individual and/or group workshops to help parents understand school subjects and learn ways to help their children at home.
- Provide information to families on how to monitor and discuss schoolwork at home.
- Share the results of student assessment with parents by participating in social meetings in understanding and regarding CCSS.
- Involve families and their children in all important curriculum-related decisions.
- Collaborate with all specialists who work with your child's education, so all adults and parents work toward student success.
- Design and implement interactive homework in line with CCSS for which students take responsibility to discuss important class work and class ideas with families.
- Implement workshops to help parents set up graphic organizers and data collection sheets that indicate work completed and methods used at home. These graphic organizers provide indispensable parent documentation and will help ensure academic growth and credit accumulation.

Strategies for attracting Highly Qualified Teachers (HQT)

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Develop common lesson plans and perform informal observations to provide constructive feedback to new teachers. Provide grade level team meetings, team teaching.

Service and program coordination

AIS after school and Saturday school.

Budget and resources alignment

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- Professional development will be offered through Title III funding focusing on: Improving Long Term Memory and Diving Into Deeper Learning
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Training in vertical planning will be through the monthly faculty 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

To continually increase college readiness and access by better preparing students for college success.

Comprehensive needs assessment

- By June 2012, a combination of honor courses and college now classes opportunities will be given to students in Cohort 2008 and 2009.
- By June 2012, there will be an increase in the number of seniors applying to CUNY, SUNY and private colleges.

Instructional strategies/activities

- Guidance counselor/college advisor will participate in monthly New Visions College Career Awareness and Access workshops. A College Application Tracking Process will be developed and implemented by the College Advisor.
- Beginning in September, all students in the 2008 cohort will participate in individual advisory sessions with the guidance counselor and or grade advisor to ensure that they are knowledgeable about the distinctions between the types of diplomas - Local, Regents, and Advanced Regents.
- Students will be individually programmed for courses needed to meet graduation requirements.
- In September, all students taking 12th grade English will be enrolled in a College Summit class to support the college application process.
- Students will be registered for the SAT and PSAT's.
- Students will be exposed to the college environment through a series of college visits and participation in college fairs.

Strategies to increase parental involvement

- Help students/parents set long-term education goals in line with CCSS, to identify academic and financial requirements, college entry tests, career planning and how to take action to attain the goals. (Partnership activities may include: informative flyers, articles in newsletters, interactive homework on setting goals for education and careers, field trips, panel discussion with alumni, and other targeted activities.
- Arrange individual parent/student meetings in order to provide options that are tailored to the student's interest and needs will ensure that all students will have the opportunity to be successful after high school.
- Provide flexible time/day for families on a one-to-one basis with staff, to share information about their student's talents, goals, and needs towards post-secondary career.
- Create a post-secondary planning committee of parents, teachers, and students to implement a series of activities on college awareness and career options from ninth to twelfth grade.

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

AIS after school and Saturday school.

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Training in vertical planning will be through the monthly faculty conferences

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

A. By June 2012, 100% of teachers will be able to gather and re-gather data at least three times in the year using the TC Text Assessments, Math baselines, narrative writing continuums, IEP information, the SEC reports and/or NYS standardized testing instruments. B. Academic goals in ELA and Math set for children will result in a 5% increase of students who will meet or exceed one year's growth as indicated by the NYS ELA and Math test proficiency score.

Comprehensive needs assessment

- Teachers will be assigned a computer lab access period in order to retrieve class as well as individual assessment data.
- Initial goals setting with administrators will be encapsulated on templates that reflect the use of student data.
- Midyear checkpoints will take place in the form of meetings with grade supervisors that focus on student work, benchmark scores, running records, writing samples and conference notes.
- Teachers will be required to bring evidentiary data to support goals set for individual students.
- Teachers will share S.M.A.R.T. goals with their supervisor.
- Goals will be re-visited with teacher and supervisor throughout the year, particularly pre and post observations.
- The Data Inquiry Team for literacy will examine the fourth grade ELA results and performance indicators in order to design interventions that will support students in their area of need.
- The Data Inquiry Team for math is following the '08 - '09 target population into the fifth grade.
- Launch "Think and Chat" sessions - After school professional discourse around timely instructional topics hosted by the administrative team.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- **HSCA** will provide parents with timely information about **all** programs.
- Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- deal with communication issues between teachers and parents through:
 - Parent-Teacher conferences (Twice a year)
 - Frequent reports to parents on their child's progress
 - Reasonable access to staff
- Opportunities to volunteer and participate in their child's school
- Include parents on decision making committees (ie. SLT)
- Increase awareness of student progress and how to help students do better
- Increase feeling and ownership of school by creating a joint community of parent and school (see goal 4)

- Accommodate individual parent/student/faculty meetings.
- Foster growth and awareness by providing parent training workshops, adult basic education classes, computer classes, etc. during, after the school day and/or weekends.

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

AIS after school and Saturday school.

Budget and resources alignment

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- Professional development will be offered through Title III funding focusing on: Improving Long Term Memory and Diving Into Deeper Learning
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- Teachers will attend various professional development sessions.
- Substitute teachers hired as needed for teacher staff developement.

Training in vertical planning will be through the monthly faculty conferences

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

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

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	After school tutoring
Mathematics	Every grade will be provided in Algebra review class in their regular schedule After school tutoring in small groups Saturday Program
Science	After school tutoring Saturday Program
Social Studies	After school tutoring Saturday Program
At-risk Services provided by the Guidance Counselor	Saturday one-to-one services and pull out
At-risk Services provided by the School Psychologist	Pull out
At-risk Services provided by the Social Worker	Pull out
At-risk Health-related Services	Pull out

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11x544

School Name: The HS for Contemporary Arts

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

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

Category: Basic Focused Comprehensive

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

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

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

11X544 has been identified as a School in Need of Improvement in Secondary – Level ELA Year 1. The school has developed an intervention plan that will provide it with customized professional development in Literacy through the support of an ELA consultant.

The school has been identified as a School in Need of Improvement due to the ELA scores having not met the required AYP. The school leadership identified the major causes for the declining ELA scores as:

- Students need to be more engaged in their learning using standards-based core academic curriculum;
- Instruction needs to be differentiated to provide opportunities for students to master academic content, learn workforce skills, and develop personal strengths;
- Teaching needs to be customized based on the curriculum to meet the needs of students with difficulties;
- Instructional practices need to be diverse to provide supports that meet the learning needs of varied student populations;
- Teaching needs to be more connected to real-world contexts so as to build upon student and community resources;
- Assessment practices need to use multiple measures to assess student outcomes, including performance-based assessments;
- The ELA teachers need to develop a coherent and consistent approach to their teaching practice across all grades.

The professional development plan that is outlined in this proposal is aimed at addressing each of these issues.

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.

Interventions will focus on the ELA teachers through the use of consultancy support. This consultant will base the professional development on the school's data and the school leadership team's professional decisions.

Excellent teaching is a complex task; therefore teachers need to develop an inclination towards reflection on teaching and learning in order to constantly refine their practice. Teaching at the high school level requires an in-depth understanding of not only the content of the discipline, but also a large repertoire of pedagogical knowledge (Schulman) in order to make the content accessible to the entire range of students.

Research shows that it is the capacity of the teacher that has the greatest impact on student achievement (Hammond) therefore our intervention plan will be teacher centered, targeted, and relevant to their classroom practice in order to cultivate their capacity.

This plan is based on an assessment of the school staff and the student needs and is integrated into the on-going educational plan of the school.

During this intervention the consultant will:

- provide the ELA department with support as well as directly coaching teachers and coaches through assisting with planning, demonstrations and coaching in instruction;
- assist teachers in the development of differentiated lesson plans and curriculum adjustments to address the needs of all students;
- familiarize teachers with the new Common Core Learning Standards and support their planning in relation to these standards;
- support the use of the Inquiry process to act on the findings of assessment data;
- assist teachers to analyze their data and to use this to inform instruction and to develop rigorous differentiated strategies;
- be flexible and responsive to the diverse needs of the school community through the content and implementation of their work;
- draw on their extensive experience and expertise in catering to the needs of High School teachers in designing experiences that improve instruction for the target groups;
- focus on the development of content knowledge and pedagogical content knowledge as well as convert theory into practice;
- focus on building internal capacity and liaise closely with the grade level teacher, so that support for the work can continue between consultant visits;
- liaise with lead teacher to ensure a consistent approach and ensure sustainability;
- facilitate learning through demonstration and practice, building on what the learner knows, and encouraging reflective teaching at all times.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the

academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The professional development planned for the school will be:

- focused on maximizing student achievement and is directly linked to the school's learning goals;
- data based, using data both from formal accountability systems, and from internal monitoring programs to guide decisions about instruction and professional development;
- school based and embedded in the participants' daily work;
- research based in terms of both content and pedagogy;
- sustained, rigorous and ongoing;
- differentiated, taking into account teachers' previous experiences and learning styles, and build on their knowledge, recognizing that there is no "one-size-fits-all" prescription;
- aimed at encouraging reflection, inquiry, and dialogue in a collaborative learning community.

Teachers must understand how students learn, and how to assess the misconceptions, partial knowledge and confusions that students bring to a task. In order for positive change to occur in a school, each student needs to be recognized as an individual.

To understand this fully, teachers must be able to collect and analyze data so that individual learning goals can be established.

Using data to monitor and revise instruction, strategies that need to be put in place to ensure a differentiated approach catering to the needs of each individual student. And, in order to know whether this differentiated approach is indeed meeting students' learning needs, teachers need to know how to create appropriate assessment tasks aligned with the Common Core Learning Standards.

Professional Development Model

The framework for the professional development plan will be based on collaboration between the consultant, the principal and leadership team.

The major objective is to provide quality, job-embedded, ongoing professional development for school communities in ways that support and sustain effective instruction.

The planned professional development will reflect research that shows higher-performing high schools' programs are rigorous, innovative, transparent, evidence based, and strategic in challenging and supporting all their students to perform at the highest level.

Through demonstration lessons, team-teaching and timely feedback, teachers are supported as they improve their instructional practice, and reflect deeply on ways to improve this.

Goals

The goals for the professional development will acknowledge the need to provide in-school support for teachers in:

- engaging all students in a rigorous, standards-based core academic curriculum;

- emphasizing project-based learning and other engaging, inquiry-based teaching methods that provide opportunities for students to master academic content, learn workforce skills, and develop personal strengths;
- customizing teaching and learning using new technologies;
- differentiating instruction and provide supports that meet the varied learning needs of multiple student populations;
- connecting curriculum to real-world contexts that build upon student and community resources;
- using multiple measures to assess student outcomes, including performance-based assessments;
- developing coherence and consistency in teaching practices;
- Introducing the CCLS to the teachers and assisting with its implementation.

Common Core Learning Standards

The introduction of the new Common Core Learning Standards has highlighted a national focus into the future on College and Career Readiness (CCR). These standards reinforce the idea that disciplinary literacy is the responsibility of all teachers. Such a shift in thinking requires a coordinated approach, with clear goals, expectations, norms and procedures followed by all.

Inquiry teams will play an important role here to support the goals of:

- strengthening student work through rigorous curriculum, authentic assessment and strong classroom instruction;
- strengthening teacher practice through embedded support and ongoing feedback.

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

The consultant will assist the school in critical reflection of current programs, creating meaningful, inquiry-based instruction and, using a backwards design approach, tailor curricula that are aligned to the new Common Core Learning Standards and current research.

They will support the school in developing a thinking curriculum, arising out of analysis of data. This analysis will drive instruction. The consultant will assist teachers in developing sound strategies to ensure a differentiated approach. This will promote an emphasis on creating programs that identify and disseminate best practices in teaching and learning.

The consultant will support teachers through faculty meetings and job embedded professional development as they:

- build on their foundation knowledge of the CCLS;
- examine student work to understand what is required for students to reach the appropriate CCLS level;
- develop meaningful performance tasks which are strategically aligned to the CCLS;
- develop curriculum maps and unit maps that are aligned to the CCLS and which include entry points for all learners and provide for rigorous differentiated instruction;
- design interim assessments, aligned to the CCLS and which provide the data to inform ongoing instruction.

During the consultancy period the consultant will:

- meet with the school leadership team to perform a needs assessment, evaluate the school's strengths and needs and ascertain in collaboration with you the goals of the consultancy period;
- develop a school based plan that will outline the specific professional development for the teachers that they will be working with in order to meet these goals;
- provide advice on appropriate use of current resources and suggestions for resources that would support the goals of the project;
- demonstrate exemplary practice using existing programs, encouraging as many teachers as possible to observe demonstrations, provide times for teachers to meet to discuss these demonstrations, and become involved in the learning with the teachers;
- work one on-one with teachers modeling strong pedagogy and planning ensuring a differentiation of support as appropriate to individual needs and experience levels;
- coach teachers so that they are able to work independently and articulate what they have learned and how it has been applied to their teaching;
- facilitate workshops, meetings, and discussion where necessary throughout the consultancy period, with particular emphasis on achieving success for all students;
- establish a consistent evaluation system and ongoing student assessment (as part of the daily work with students), train teachers to use these evaluations to enhance their teaching, and to use continual monitoring of students to ensure their needs are met.

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

The parents will be sent a letter notifying them of the school's SINI Status in both English and Spanish. Within this letter an outline will also be provided as to the action the school is undertaking to be removed from its SINI status.

Parents will also be given the opportunity to discuss this in greater detail with the principal or members of the school leadership team.

**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 New Visions	District 11	Borough Bronx	School Number 000
School Name H.S.C.A			

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

Principal Francisco Sanchez	Assistant Principal Luz Liriano
Coach Ms. Glennre	Coach Max Petrus
ESL Teacher Virginia DiBlasi	Guidance Counselor Ms. Marshall
Teacher/Subject Area Jesus Rodriguez (Special Edu.)	Parent Iris Tirado
Teacher/Subject Area Humberto Grullon (Spanish)	Parent Coordinator Beatrice Alfaro
Related Service Provider Mr. Petrus (counselor)	Other Michele Torres (fam. para)
Network Leader Barbara Gambino	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	513	Total Number of ELLs	46	ELLs as share of total student population (%)	8.97%
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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. 

ELL Identification Process

Compliance issues are discussed one-on-one with the school principal, pedagogic and non-pedagogic personnel and parents during meetings or in written form. The school's parent coordinator arranges meetings and workshops to provide vital information about the school's ESL program and other language program options available at other locations to help parents select programs that address the specific language and academic needs of their children. The following list describes the different activities or information discussed or provided to parents as part of the program's implementation: The school's parent coordinator (Ms. Beatrice Alfaro) in conjunction with the guidance counselor (Mr. Petrus) and the family para (Ms. Iris Tirado) provide the following information to students and parents:

- 1) During Registration (Home Language Personal Interview Survey Form) Interview is conducted by Ms. Beatrice Alfaro.
 - a) Letters for Waiver of Transfer (program selection) provided by Ms. Beatrice Alfaro
 - 2) Description of ELL Programs (videos and provision of the school's ELL program narrative that can be understood by parents) provided by Ms. Beatrice Alfaro (parent coordinator) Ms. deBlasi (ESL teacher) during parent-teacher conferences.
 - 3) HLIS forms are collected and filed during the first day of registration. All HLIS are completed at the school.
- 4) ATS data is retrieved to analyze English proficiency levels based on NYSESLAT and LAB-R scores. ELLs are grouped by English language proficiency levels.
- 5) At least 90% of parents prefer the free-standing ESL program because the students continue to receive content area instruction in a general education setting with other language supports and extended school day programs on Tuesdays Thursdays, and Saturdays.
- 6) Program model offered at the school correlates with parents' program requests.

NYSESLAT Assessment Notification to Parents (parent accountability, NYSESLAT and Regents prep after-school/Saturday programs available at the school. Provided by the AP administration: Ms Luz Liriano
- 7) Parents and Teachers Association's Representative (due process dissemination) Mr. Jose Vazquez (PTA president)
- 8) LAB-R testing of new arrivals during the first ten days is administered by the ESL teacher (Ms. deBlasi)
- 9) Community Resources for Immigrants are discussed with Ms. Beatrice Alfaro to inform parents about institutions within the community, and other legal issues pertaining to public and college education.
- 10) Community and School Language Programs for Adult LEPs provided by Ms. Beatrice Alfaro (Parent Coordinator)
- 11) Graduation Requirements (Regents Examinations, high school credits) Mr. M. Petrus (guidance counselor)
- 12) Community Resources (college partnerships)with Fordham Univ., Mercy College, Lehman College information provided by Ms. Marshall, College Summit coordinator and Ms. Beatrice Alfaro (parent coordinator).
- 13) Health assistance (immunization requirements, outside counseling, 504, VESID, BETAC, BOCES assistance...) provided by

Ms. Iris Tirado

- 14) Assessment Information (Regents, NYSESLAT, LAB-R, PSAT) Ms. Luz Liriano bilingual (AP administration)
- 15) Parental Accountability (attendance) Ms. Rubino (attendance coordinator)
- 16) School Accountability (proper placement, general education and ELL teacher training, special education ELLs compliance) Mr. Rodriguez (Special Education Teacher and Compliance Coordinator)
- 17) Translation Resources for Parents that Do not Speak English (NYS and NYC DOE Websites) provided by Ms. Iris Tirado
- 18) Access to Translated Documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences provided by Ms. Iris Tirado (family para)
- 19) Transition to College (dissemination of information to parents and students in different languages)
- 20) Special Education Issues Related to Sp Ed ELLs are discussed with the student programmer to ensure that they receive proper placement and needed academic services or other interventions: Conducted by Mr. Rodriguez (special education coordinator).

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	6
SIFE	5	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	27

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	4	1	0	15	3	0	27	1	5	46
Total	4	1	0	15	3	0	27	1	5	46

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		0	0	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	0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	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										17	21	1	0	39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	5	1	0	7
TOTAL	0	0	0	0	0	0	0	0	0	18	26	2	0	46

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?

Programming and Scheduling Information

The students will be expected to reach the proficiency level according to the Commissioner of Education recommendations: Proficiency levels will be determined by analyzing NYSESLAT, LAB-R, English Language Arts Regents Examinations results, and students' portfolios. Beginner Level students will be provided with three units of instruction aligned to the ELA curriculum using ESL instructional approaches. Intermediate Level students will receive two units of instruction, and the Advanced Level one unit of instruction using the same instructional approach. The following table describes how the units of instruction will be implemented in the students' instructional program:

Courses Taught in Languages Other than English ⓘ

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

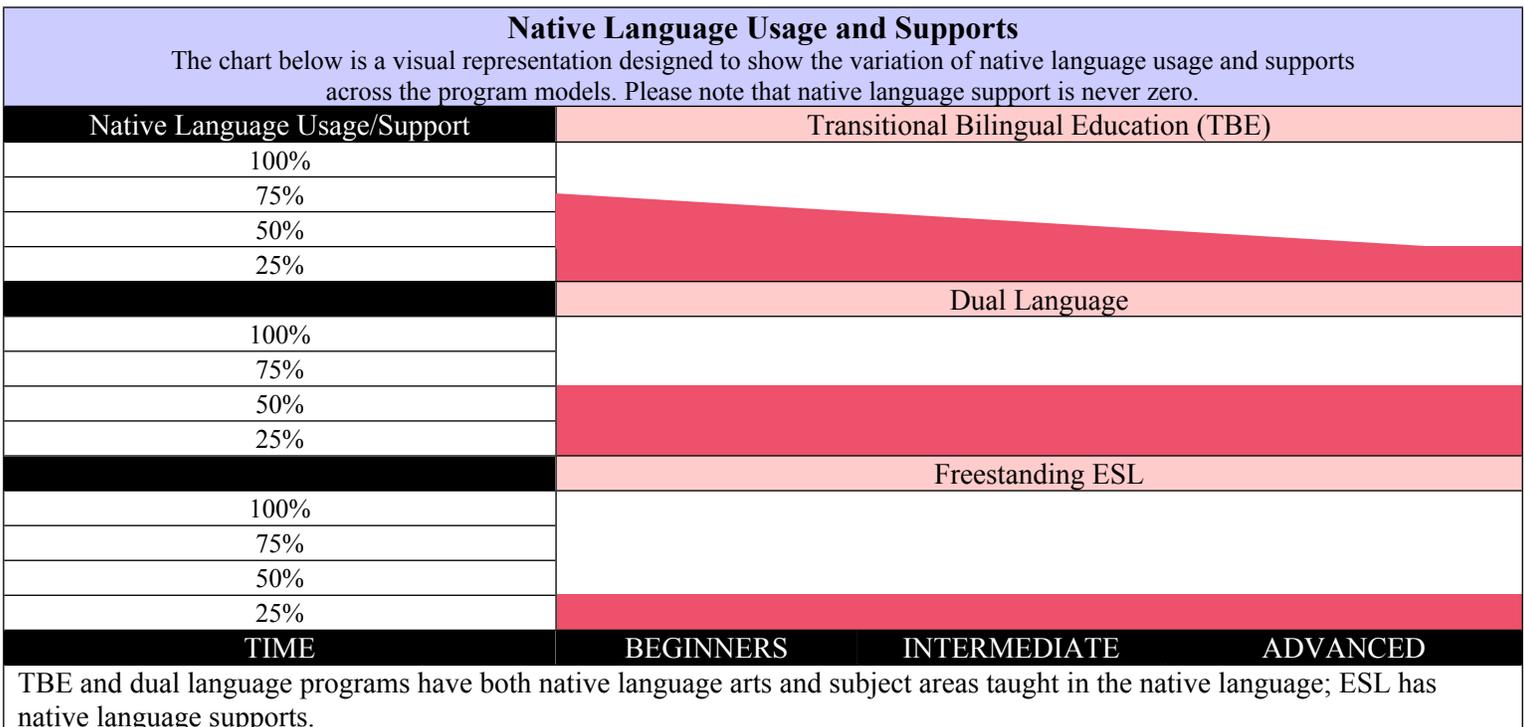
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Programming and Scheduling Information Continued:

Instruction is aligned to the New York City and New York State Learning and Performance Standards. This methodology of instruction implements a balanced literacy approach to second language acquisition by implementing a whole language experience that integrates different content area subjects as part of the humanities thematic learning approach and the scope and sequence of the curriculum. Instruction is designed to include different modalities (listening, speaking, reading, and writing) and strategic activities to accommodate for different learning styles.

Placement of ELL students is done in consultation with the school's programmer to make sure that "Beginner" level students are placed with bilingual teachers teaching content area classes, so that the specific language and academic needs of the students are addressed.

In addition, lessons are structured and designed to include the Cognitive and Academic Language Proficiency Skills of the students as a means to scaffold instruction based on their prior knowledge and culture.

Content area textbooks and work-books are provided in available native languages to facilitate instruction, to prevent students from falling behind academically in content area classes, and to reinforce Regents Examination test-taking strategies in English and/or their native language.

The ELL plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. The ELL instructional plan also makes accommodations to provide ELL special needs students with testing and instructional modifications. Testing modifications are provided as stated on their Individualized Educational Plan. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs. The program intends to incorporate additional supplementary language services to encourage students to build a strong foundation in their native language. This will be accomplished by providing additional instructional time during the school day, and after-school and Saturday programs. English Language Learners will be programmed to receive native language instruction in an advanced foreign language class with native speakers of English. This instructional and placement approach will provide the opportunity for both groups of language learners to interact in both languages and learn from one another. Current research has proven that this approach accelerates the acquisition of language skills for both groups (ELLs and Native Speakers of English); especially for the beginner level. Many schools at the elementary and middle school levels are now implementing this program with great success. The program will also articulate with the middle schools to make sure that students who arrive to the United States for the first time are programmed during the summer in a "Jump Start Program" during the last two weeks of August prior to the opening of school. The parent coordinator and the principal will inform parents of their responsibilities at least a month in advance. During this time of the year many families travel abroad. Getting this information out on time will help them adjust their traveling plans. An analysis of native language arts assessment results will also be conducted to determine if students are in need of literacy skills in their native language. This information will help the school in developing an intensive literacy program that addresses students' needs or to coordinate instructional strategies with the foreign language teacher.

ESL Teacher Content Area Support:

The ESL teacher (Ms. deblasi) surveys content area teachers during common planning time to align ESL instruction to content area topics and themes. She selects literature that includes issues or topics related to social studies (history) and the sciences following a thematic approach. Her objective is to build vocabulary related to different subject areas so students are able to make the transition from

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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Programming and Scheduling Information Continued:

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Content area textbooks and work-books are provided in available native languages to facilitate instruction, to prevent students from falling behind academically in content area classes, and to reinforce Regents Examination test-taking strategies in English and/or their native language.

The ELL plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. The ELL instructional plan also makes accommodations to provide ELL special needs students with testing and instructional modifications. Testing modifications are provided as stated on their Individualized Educational Plan. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs. The program intends to incorporate additional supplementary language services to encourage students to build a strong foundation in their native language. This will be accomplished by providing additional instructional time during the school day, and after-school and Saturday programs. English Language Learners will be programmed to receive native language instruction in an advanced foreign language class with native speakers of English. This instructional and placement approach will provide the opportunity for both groups of language learners to interact in both languages and learn from one another. Current research has proven that this approach accelerates the acquisition of language skills for both groups (ELLs and Native Speakers of English); especially for the beginner level. Many schools at the elementary and middle school levels are now implementing this program with great success. The program will also articulate with the middle schools to make sure that students who arrive to the United States for the first time are programmed during the summer in a "Jump Start Program" during the last two weeks of August prior to the opening of school. The parent coordinator and the principal will inform parents of their responsibilities at least a month in advance. During this time of the year many families travel abroad. Getting this information out on time will help them adjust their traveling plans. An analysis of native language arts assessment results will also be conducted to determine if students are in need of literacy skills in their native language. This information will help the school in developing an intensive literacy program that addresses students' needs or to coordinate instructional strategies with the foreign language teacher.

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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.

The LAP will be supported by on-going communication with the school principal, teacher teams, counselors, parents, students, staff development ELL consultants, and the "New Visions" instructional support specialists, BOCES, BETAC, other community resources, after-school and Saturday programs, parent participation support, Small Schools Networking, and Title III Supplementary Services as the needs arise.

Professional Development Plan:

- o off-site and on-site staff development workshops
- o ELL consultant visitations
- o staff will attend ESOL-TESOL conferences and workshops
- o staff will attend ESL seminars and institutes during the regular school year.
- o create teacher study groups
- o conduct continuous parental meetings
- o allow and encourage teacher inter-visitations
- o establish schools networks to learn about best practices
- o maintain an open line with BOCES, BETAC, and VESID for instructional support
- o maintain an open Line with NYS Office of Bilingual Education Services
- o staff will attend summer ESL institutes when available
- o coordination of Saturday and after-school programs
- o articulate with middle schools to provide "Project Jump Start" opportunities for new students before the beginning of the school year (summer).
- o consult and research Fordham University's "Project Jump Start" initiatives to address the needs of students who have just arrived to the United States and that will enroll at the High School for Contemporary Arts in September of 2012
- o hire certified and well qualified instructional staff (NYS ESL Certified Teachers and content area teachers with bilingual extension credentials)
- o native language arts program placement of students with native speakers of English that have enrolled in Foreign Language Classes.
- o Technological training will be provided to the staff for the implementation of data entry and retrieval mechanisms to assist the staff with crucial data needed to plan instructional support for the students. This year staff training has included the Lesson Writer web page to assist the staff in the preparation and adaptation of lesson plans for the diverse student population currently enrolled at High School for Contemporary Arts.

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

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?

Parental Involvement:

During the course of the year a series of dinner activities and workshops for parents are conducted to orient parents on different issues pertaining to ELL learners.

The family worker in conjunction with the guidance counselors develop multicultural gatherings where parents meet to discuss issues related to attendance and the different types of ESL programs available at the school and across the school district.

In addition, the PTA, the parent coordinator, and guidance counselors interact as a team to involve parents in "Awards Night" presentations. Also, the family worker meets one-on one with parents of ESL and ELL/Special Education students to discuss concerns related to the students or any other family issues that parents might be confronting.

Parents are briefed on immigration issues that might affect the students' ability to receive financial aid for college. Parents and students are informed of the graduation requirements as mandated by the State of New York Department of Education. Parents are trained to gain access to ARIS and New Visions Skedula (www program containing students' historic academic profile) so that they can view the student's academic standing. During these meetings, parental networking amongst parents is encouraged so that parents work as a team to provide support to the school and their children. The family worker is currently contemplating on creating a parent interdisciplinary network for the English Language Arts program and selecting a parent leader for each grade level to coordinate the networking process.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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

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

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

ASSESSMENT ANALYSIS:

Evaluation and assessment of the program will consist of qualitative and quantitative data taking as point of reference previous academic student data (baseline) consisting of language proficiency levels, academic performance across different disciplines, and New

Additional Information

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

Paste additional information here

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	4	0	0
	I										0	3	0	0
	A										5	1	1	0
	P										6	9	0	0
READING/ WRITING	B										3	2	0	0
	I										8	10	1	1
	A										4	0	0	4
	P										5	7	1	0

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	4	8	0	7
Integrated Algebra	14	8	3	7
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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- 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

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Francisco Sanchez	Principal		12/14/01
Luz Liriano	Assistant Principal		12/14/11
Beatrice Alfaro	Parent Coordinator		12/14/11
Virginia DeBlassi	ESL Teacher		12/14/11
Iris Tirado	Parent		12/14/11
Jesus Rodriguez	Teacher/Subject Area		12/14/11
	Teacher/Subject Area		12/14/11
	Coach		12/11/11
	Coach		12/14/11
Max Petrus	Guidance Counselor		12/14/11
	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: 11x544 **School Name:** High School For Contemporary Arts

Cluster: CFN52 **Network:** New Visions

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

Part A: Needs Assessment Findings

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

- a. Use ATS Report which identifies all home languages.
- b. Home language survey is administered to identify new incoming students.

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.

- a. Translation and oral interpretation are done during parent conferencing and written communication to parents in all subjects, guidance areas/attendance.
- b. Our Parent Coordinator is our spokesperson to the community.

Part B: Strategies and Activities

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

- a. Oral interpretation services are determined by the Assistant Principals, Guidance, attendance staff, and Parent Coordinator.
- b. We provide translation in Spanish and French by in house staff.

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.

- a. Determine the community of languages of the student population through ATS and the Home Language Surveys
TEMPLATE - MAY 2010 28
- b. Completed by new admits.
- c. Make this list available to all administrators, supervisors, counselors, and the Parent Coordinator.
- d. School based assessment of languages.
- e. Determine languages that can be translated or interpreted in house by staff.
- f. Determine languages that can only be translated or interpreted through the Translation and Interpretation Unit. The school will be incorporating Daedalus into its parent outreach (Daedalus translation software in written communication).
- g. Provide parents with sufficient time of written communications to parents to offer enough time for translation.
- h. Procedures outlined will be followed in the Translation and Interpretation Unit website to meet the translation and interpretation requirements.
- i. Maintain copies of all letters to parents in the required languages.
- j. Oral Interpretation will be provided by in-house staff in Spanish and French. Languages outside of these areas will be provided by an outside contractor if 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>.

- a. The required DOE translation postings will be placed at the parent bulletin board next to the main office.
- b. The Parent Coordinator will serve as the point of contact for translation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: H.S. For Contemporary Arts	DBN: 11x544
Cluster Leader: Barbara Ganbino	Network Leader: D. Maldonado
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school *After school *Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 96 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 *9 *10 *11 *12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Direct Instruction Program Information:

This program will be part of an extended school day program already in place. Currently, students are attending Tuesdays and Thursdays tutoring classes to address their language needs after the regular school day is over from 3:00 PM to 5:00 PM. The program is also extended on Saturdays. Student will attend from 9:00 AM to 1:00 PM. During this time, students will be provided with English language, Mathematics, Social Studies, and science instruction, implementing a dual language approach to help students with low proficiency skills in English. Bilingual teachers will address the students' needs in English and Spanish in the different content areas stated above using didactic materials in English and the students' native language.

Part C: Professional Development

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

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

Begin description here:

The professional development will be:

- focused on maximizing student achievement and is directly linked to the school's learning goals;
- data based, using data both from formal accountability systems, and from internal monitoring programs to guide decisions about instruction and professional development;
- school based and embedded in the participants' daily work;
- research based in terms of both content and pedagogy;
- sustained, rigorous and ongoing;
- differentiated, taking into account teachers' previous experiences and learning styles, and build on their knowledge, recognizing that there is no "one-size-fits-all" prescription;

Part C: Professional Development

- aimed at encouraging reflection, inquiry, and dialogue in a collaborative learning community.

Teachers must understand how students learn, and how to assess the misconceptions, partial knowledge and confusions that students bring to a task. In order for positive change to occur in a school, each student needs to be recognized as an individual.

To understand this fully, teachers must be able to collect and analyze data so that individual learning goals can be established.

Using data to monitor and revise instruction, strategies that need to be put in place to ensure a differentiated approach catering to the needs of each individual student. And, in order to know whether this differentiated approach is indeed meeting students' learning needs, teachers need to know how to create appropriate assessment tasks aligned with the Common Core Learning Standards.

Professional Development Model

The framework for the professional development plan will be based on collaboration between the consultant, the principal and leadership team.

The major objective is to provide quality, job-embedded, ongoing professional development for school communities in ways that support and sustain effective instruction.

The planned professional development will reflect research that shows higher-performing high schools' programs are rigorous, innovative, transparent, evidence based, and strategic in challenging and supporting all their students to perform at the highest level.

Through demonstration lessons, team-teaching and timely feedback, teachers are supported as they improve their instructional practice, and reflect deeply on ways to improve this.

Goals

The goals for the professional development will acknowledge the need to provide in-school support for teachers in:

engaging all students in a rigorous, standards-based core academic curriculum;

emphasizing project-based learning and other engaging, inquiry-based teaching methods that provide opportunities for students to master academic content, learn workforce skills, and develop

Part C: Professional Development

personal strengths;

customizing teaching and learning using new technologies;

differentiating instruction and provide supports that meet the varied learning needs of multiple student populations;

connecting curriculum to real-world contexts that build upon student and community resources;

using multiple measures to assess student outcomes, including performance-based assessments;

developing coherence and consistency in teaching practices;

Introducing the CCLS to the teachers and assisting with its implementation.

Part D: Parental Engagement Activities

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

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

Begin description here:

Direct Instruction Supplemental Program Information:

The program will be implemented for six months beginning in November 2011 and ending in May 2012. The population receiving services will consist of ELL Beginner, Intermediate, and Advanced levels. Special education students that have mandated ELL instruction on their IEPs as part of their educational recommendation will be included also. Sub-groups such as SIFE students (students with interrupted formal education) will be grouped according to their needs. Literacy individualized instruction will be provided based on the analysis of the assessment results in their native language and English. Literacy instruction will be provided by the Spanish Foreign language teacher (Mr. Humberto Grullon).

RATIONALE:

Parents that attend literacy programs and other related workshops are in a better position to help their children succeed in school by being role models and taking charge of their children's education. In this manner, not only the children are empowered to succeed but the parents as well become more empowered to improve their standard of living within their immediate and extended communities. The following is an itemized list of activities that will be provided by:

Part D: Parental Engagement Activities

Mr. F. Sanchez (Principal)

Ms. Luz Liriano (AP administration)

Mr. Humberto Grullon (Bilingual Teacher)

Mr. Jesus Rodriguez (Bilingual Special Education and General Education Teacher)

Mr. Zepeda (Bilingual Science Teacher)

Ms. Lorenzo (Bilingual Mathematics Teacher)

Mr. Florentino (Bilingual Mathematics Teacher)

Ms. deblasi (ESL Teacher)

Mr. Rodriguez (Bilingual Social Studies Teacher)

Ms. B. Alfaro [Bilingual Parent Coordinator (Outreach and College Summit Provider)]

Ms. I. Tirado (Bilingual Educational Paraprofessional)

PARENTAL ENGAGEMENT ACTIVITIES:

RATIONALE:

To provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Use Data to Establish Future Goals for Both School and Home
- Conduct individual and/or group workshops to help parents understand school subjects and learn ways to help their children at home.
- Provide information to families on how to monitor and discuss schoolwork at home.
- Share the results of student assessment with parents by participating in social meetings in understanding and regarding CCSS.
- Involve families and their children in all important curriculum-related decisions.
- Collaborate with all specialists who work with the child's education, so all adults and parents work toward students' success.
- Design and implement interactive homework in line with CCSS for which students take responsibility to discuss important class work and class ideas with families.

Part D: Parental Engagement Activities

- Implement workshops to help parents set up graphic organizers and data collection sheets that indicate work completed and methods used at home. These graphic organizers provide indispensable parent documentation and will help ensure academic growth and credit accumulation.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,480	(Example: 170 hours of per session for ESL and General Ed teacher to support ELL Students: 170 hours x \$49.89 (current teacher per session rate with fringe) = \$8,480.00)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	2,000	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$220	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	\$500	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL	11,200	

