



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HIGH SCHOOL OF WORLD CULTURES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X550

PRINCIPAL: DR. RAMON NAMNUM **EMAIL:** RNAMNUN@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
Dr. Ramon Namnun	*Principal or Designee	
Moraydda Rosado	*UFT Chapter Leader or Designee	
David Paulino President	*PA/PTA President or Designated Co-President	
Rafael Ramon Cruz	DC 37 Representative, if applicable	
Jose Bautisa President Garlenny Quezada Vice President	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Rosane Barbosa	Member/	
Mayra Garcia	Member/	
Carmen Navarro Title I	Member/	
Lucideny Delgado	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- 1. The four year graduation rate for the English Language Learners (ELL) subgroup of the cohort of 2012 will be 80% or better during the 2011-2012 academic year. Improving student performance in order to meet the rising effective AMO

Comprehensive needs assessment

Data driven

approach to assess the effectiveness of the instructional program and educational strategies being implemented to support students toward meeting the challenging state and city content and performance standards. The school conducts a variety of assessments to measure student progress in reading at least once in grades 10 through 12. The “hard” data (standardized assessments) used to help identify and determine educational and instructional areas that need to be improved are as follows:

- The revised LAB (LAB-R) is administered only once to determine if students are eligible for Dual Language education or English as a Second Language (ESL) services.
- The Spanish LAB is administered only once to determine language dominance. The LAB-R and Spanish LAB are administered once at the initial enrollment into the New York City Public School system.
- · The New York State Regents (Grades 9-12) assessments are administered to students in grades 9-12. Students are required to pass tests in five subject areas: English, mathematics, global history and geography, United States history and government, and science.

All the information available from the above services is utilized to create a complete student picture, which is then used to inform instruction practices and services.

ATS and ARIS Reports

Student Support Staff Logs DAA School Profile Reports

Network/School Benchmark Tests SASS and Title I Annual Analyses

Unit/Teacher-Made/Grade Level Tests Last Year’s CEP

Item Skills Analysis (e.g., Grow Report) Attendance Rates

Student Portfolios and Journals Suspension/Incident Rates

Classroom Performance/Teacher Observations Teacher Referrals

Surveys/Questionnaires Custodial Records

- *School Report Card Workshop Attendance Records*

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:
This goal will be accomplished through the implementation of a multi faceted dynamic approach which will include the following. The school will implement a systemic plan to monitor, support and encourage these students. The cabinet, School Leadership team ,inquiry team, professional development team, data specialist, pupil personnel team will work in concert a. to develop short term and long term goals, for the group, individuals and teachers b. Implement strategies c. evaluate student performance and progress d. Modify current goals and develop additional strategies e. Support and encourage the students a. The Saturday school to address the courses to enable the students to prepare for the appropriate regents exams. 1. Evidence: Saturday school schedule, sample lessons, assessments 2. Responsible personnel: Saturday school supervisor 3. Time: Fall and Spring semesters 15 weeks each b. A fall and spring vacation institute to provide regents support for the students 1. Evidence: The Vacation institute schedule, sample lessons, assessments 2. Responsible personnel: The Vacation Institute school supervisor 3. Time: Fall and Spring semesters four days each c. A comprehensive PM school to address the credit recovery needs of the students 1. Evidence: PM school schedule, sample lessons, assessments 2. Responsible personnel: PM school supervisor 3. Time: Fall and Spring semesters 15 weeks each d. The staff will monitor the progress of the students through bi-monthly meetings. The meetings will address academic progress and develop action plans to support the students. 1. Evidence: faculty conference and pupil personnel team attendance sheets and agendas/ minutes, classroom observations 2. Responsible personnel: Professional development team coordinator, guidance counselors. School supervisors 3. Time: Fall and Spring semesters e. The June and August regent's exams will be evaluated to determine specific needs of the students to be addressed by the classroom teachers. This information will be shared by the entire staff. 1. Evidence: Agendas/minutes and attendance sheets for professional development and departmental regents report summaries 2. Responsible personnel: school supervisors, team leaders 3. Time: Fall semester f. The school will implement an SAT prep class to improve student performance in English and mathematics 1. Evidence: school schedule with course offerings, sample lessons, assessments, classroom observations 2. Responsible personnel: school supervisors, guidance counselors, subject teachers 3. Time: Fall and Spring semesters g. The Core curriculum Standards will be implemented to enhance the effectiveness of classroom instruction 1. Evidence: best practices, sample lessons, assessments, professional development agendas/minutes and attendance sheets, conference agendas, classroom observations 2. Responsible personnel: school supervisors, coordinator of professional development team, inquiry team coordinator, data specialist, subject team leaders 3. Time: Fall and Spring semesters ongoing h. There will be ongoing parent meetings with the cohort to further involve the parents in the education of the students 1. Evidence: Parent Association meetings, Cohort meeting, pupil personnel team and cabinet meetings attendance sheets and agendas/minutes, 2. Responsible personnel: School cabinet, Pupil personnel team coordinator, 3. Time: Fall and Spring semesters, subject team leaders i. The professional development team will incorporate student motivation, the Core Curriculum Standards, building staff capacity and student resilience into the professional development team 1. Evidence: professional development team attendance sheets and agendas/minutes, classroom observations 2. Responsible personnel: professional development team coordinator 3. Time: Fall and Spring semesters ongoing twice a month j. The inquiry team will work closely with the cohort task force to develop strategies to motivate, remediate and support the cohort students in the academic areas. This will include making specific teachers accountable for specific tasks that are contained in the state exams. 1. Evidence: inquiry team attendance sheets and agendas/minutes, 2. Responsible personnel: inquiry team coordinator 3. Time: Fall and Spring semesters ongoing twice a month k. The staff will internally share best practices targeted at the specific needs of the students 1. Evidence: professional development team and faculty conference attendance sheets and agendas/minutes, 2. Responsible personnel: professional development team coordinator, academic teachers 3. Time: Fall and Spring semesters ongoing once a month l. There will be two systemic walk through or inter-visitation program to highlight best practices and to indicate areas for improvement. 1. Evidence: professional development team attendance sheets and agendas/minutes, 2. Responsible personnel: professional development team coordinator 3. Time: Fall

and Spring semesters once a semester. Staff members will attend conferences designed to train staff members to motivate, remediate and support the cohort students in the academic disciplines. 1. Evidence: professional development team, faculty conferences attendance sheets and agendas/minutes, 2. Responsible personnel: professional development team coordinator, cabinet, 3. Time: Weekends, weekdays and professional development days

Strategies to increase parental involvement

. 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;

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Strategies for attracting Highly Qualified Teachers (HQT)

1. The school will use a variety of sources to attain highly qualified staff including: NYSED portal to determine certification, The support organization, local colleges and teacher certification programs, networking with other schools, DOE department of human resources
2. Once hired every effort will be made to train and provide professional development for the teachers to help them become High Qualified.
3. Teachers will be reminded of the requirements to become and the importance of becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

A combination of Tax Levy, Title I and Title III will be used to accomplish this goal.

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

2. The common Core Standards (CCSS) and literacy across all subjects will be implemented to increase the passing rate of the ELA regents for the cohort of 2012 during the 2011-2012 academic year by 3% as compared to the cohort of 2011's passing rate on the ELA regent's exam during the 2010-2011 academic year.
Improving student performance in order to meet the rising effective AMO

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Data driven

approach to assess the effectiveness of the instructional program and educational strategies being implemented to support students toward meeting the challenging state and city content and performance standards. The school conducts a variety of assessments to measure student progress in reading at least once in grades 10 through 12. The "hard" data (standardized assessments) used to help identify and determine educational and instructional areas that need to be improved are as follows:

- The revised LAB (LAB-R) is administered only once to determine if students are eligible for Dual Language education or English as a Second Language (ESL) services.
- The Spanish LAB is administered only once to determine language dominance. The LAB-R and Spanish LAB are administered once at the initial enrollment into the New York City Public School system.
- · The New York State Regents (Grades 9-12) assessments are administered to students in grades 9-12. Students are required to pass tests in five subject areas: English, mathematics, global history and geography, United States history and government, and science.

All the information available from the above services is utilized to create a complete student picture, which is then used to inform instruction practices and services.

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Classroom Performance/Teacher Observations Teacher Referrals

Surveys/Questionnaires Custodial Records

School Report Card Workshop Attendance Records

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:
This will be accomplished through the implementation of a multi faceted dynamic approach which will include the following. The school will implement a systemic plan to monitor, support and encourage these students. The cabinet, School Leadership team ,inquiry team, professional development team, data specialist, pupil personnel team will work in concert a. to develop short term and long term goals, for the group, individuals and teachers b. Implement strategies c. evaluate student performance and progress d. Modify current goals and develop additional strategies e. Support and encourage the students a. Saturday school will incorporate the Common Core Standards (CCSS) and literacy across all subjects to enable the students to prepare for the ELA regents exam. 1. Evidence: Saturday school schedule, sample lessons, assessments 2. Responsible personnel: Saturday school supervisor 3. Time: Fall and Spring semesters 15 weeks each b. A comprehensive PM school will incorporate the Common Core Standards (CCSS) and literacy across all areas to address the credit recovery needs of the students 1. Evidence: PM school schedule, sample lessons, assessments 4. Responsible personnel: PM school supervisor 2. Time: Fall and Spring semesters 15 weeks each c. The school will implement an SAT prep class that will incorporate the Common Core Standards (CCSS) and literacy across all areas to improve student performance in English and on the ELA exam 1. Evidence: school schedule with course offerings, sample lessons, assessments, classroom observations 2. Responsible personnel: school supervisors, guidance counselors, subject teachers 3. Time: Fall and Spring semesters d. The Core curriculum Standards will be implemented to enhance the effectiveness of classroom instruction 1. Evidence: best practices, sample lessons, assessments, professional development agendas/minutes and attendance sheets, conference agendas, classroom observations 2. Responsible personnel: school supervisors, coordinator of professional development team, inquiry team coordinator, data specialist, subject team leaders 3. Time: Fall and Spring semesters on going e. The professional development team will incorporate student motivation, the Core Curriculum Standards, building staff capacity and student resilience into the professional development team 1. Evidence: professional development team attendance sheets and agendas/minutes, classroom observations 2. Responsible personnel: professional development team coordinator 3. Time: Fall and Spring semesters ongoing twice a month f. The inquiry team will work closely with the cohort task force to develop strategies to motivate, remediate and support the cohort students in the academic areas. This will include making specific teachers accountable for specific tasks that are contained in the state exams and the incorporation of the Core curriculum Standards. 1. Evidence: inquiry team attendance sheets and agendas/minutes, 2. Responsible personnel: inquiry team coordinator 3. Time: Fall and Spring semesters ongoing twice a month g. The staff will internally share best practices targeted at the implementation of the Core Curriculum Standards and the specific needs of the students 1. Evidence: professional development team and faculty conference attendance sheets and agendas/minutes, 2. Responsible personnel: professional development team coordinator, academic teachers 3. Time: Fall and Spring semesters ongoing once a month h. There will be two systemic walk through or inter-visitation programs to highlight best practices and to indicate areas for improvement. The theme of the Walk throughs will be the implementation of the Core Curriculum Standards and literacy in the subject areas. 1. Evidence: professional development team attendance sheets and agendas/minutes, 2. Responsible personnel: professional development team coordinator 3. Time: Fall and Spring semesters once a semester. Staff members will attend conferences designed to train staff members to implements the common Core Standards (CCSS) and literacy across all subject areas

Strategies to increase parental involvement

- . 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;
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- 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;
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- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
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- 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;
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3. Teachers will be reminded of the requirements to become and the importance of becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

A combination of Tax Levy, Title I and Title III will be used to accomplish this goal.

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

The common Core Standards (CCSS) in mathematics will be implemented to increase the passing rate of the Algebra regents exam for the cohort of 2012 by 3% during the 2011-2012 academic year as compared to the 2010-2011 cohort 2011.
Improving student performance in order to meet the rising effective AMO

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Data driven

approach to assess the effectiveness of the instructional program and educational strategies being implemented to support students toward meeting the challenging state and city content and performance standards. The school conducts a variety of assessments to measure student progress in reading at least once in grades 10 through 12. The “hard” data (standardized assessments) used to help identify and determine educational and instructional areas that need to be improved are as follows:

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School Report Card Workshop Attendance Records

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:
This will be accomplished through the implementation of a multi faceted dynamic approach which will include the following: The school will implement a systemic plan to monitor, support and encourage these students. The cabinet, School Leadership team ,inquiry team, professional development team, data specialist, pupil personnel team will work in concert a. to develop short term and long term goals, for the group, individuals and teachers b. Implement strategies c. evaluate student performance and progress d. Modify current goals and develop additional strategies e. Support and encourage the students a. Saturday school will incorporate the Common Core Standards (CCSS) in mathematics to enable the students to prepare for the Algebra regents exam. 1. Evidence: Saturday school schedule, sample lessons, assessments 2. Responsible personnel: Saturday school supervisor 3. Time: Fall and Spring semesters 15 weeks each b. A comprehensive PM school will incorporate the Common Core Standards (CCSS) in mathematics to address the credit recovery needs of the students 3. Evidence: PM school schedule, sample lessons, assessments 5. Responsible personnel: PM school supervisor 4. Time: Fall and Spring semesters 15 weeks each c. The school will implement an SAT prep class that will incorporate the Common Core Standards (CCSS) in mathematics to improve student performance in English and on the ELA exam 1. Evidence: school schedule with course offerings, sample lessons, assessments, classroom observations 2. Responsible personnel: school supervisors, guidance counselors, subject teachers 3. Time: Fall and Spring semesters d. The Core curriculum Standards in mathematics will be implemented to enhance the effectiveness of classroom instruction 1. Evidence: best practices, sample lessons, assessments, professional development agendas/minutes and attendance sheets, conference agendas, classroom observations 2. Responsible personnel: school supervisors, coordinator of professional development team, inquiry team coordinator, data specialist, subject team leaders 3. Time: Fall and Spring semester’s ongoing e. The professional development team will incorporate student motivation, the Core Curriculum Standards in mathematics, building staff capacity and student resilience into the professional development team 1. Evidence: professional development team attendance sheets and agendas/minutes, classroom observations 2. Responsible personnel: professional development team coordinator 3. Time: Fall and Spring semesters ongoing twice a month f. The inquiry team will work closely with the Core Curriculum (CCSS) task force to develop strategies to motivate, remediate and support the cohort students in the academic areas. This will include making specific teachers accountable for specific tasks that are contained in the state exams and the incorporation of the Core curriculum Standards. 1. Evidence: inquiry team attendance sheets and agendas/minutes, 2. Responsible personnel: inquiry team coordinator 3. Time: Fall and Spring semesters ongoing twice a month 3. This will be accomplished through the implementation of a multi faceted dynamic approach which will include the following: The school will implement a systemic plan to monitor, support and encourage these students. The cabinet, School Leadership team ,inquiry team, professional development team, data specialist, pupil personnel team will work in concert a. to develop short term and long term goals, for the group, individuals and teachers b. Implement strategies c. evaluate student performance and progress d. Modify current goals and develop additional strategies e. Support and encourage the students a. Saturday school will incorporate the Common Core Standards (CCSS) in mathematics to enable the students to prepare for the Algebra regents exam. 1. Evidence: Saturday school schedule, sample lessons, assessments 2. Responsible personnel: Saturday school supervisor 3. Time: Fall and Spring semesters 15 weeks each b. A comprehensive PM school will incorporate the Common Core Standards (CCSS) in mathematics to address the credit recovery needs of the students 3. Evidence: PM school schedule, sample lessons, assessments 5. Responsible personnel: PM school supervisor 4. Time: Fall and Spring semesters 15 weeks each c. The school will implement an SAT prep class that will incorporate the Common Core Standards (CCSS) in mathematics to improve student performance in English and on the ELA exam 1. Evidence: school schedule with course offerings, sample lessons, assessments, classroom observations 2. Responsible personnel: school supervisors, guidance counselors, subject teachers 3. Time: Fall and Spring semesters d. The Core curriculum Standards in mathematics will be implemented to enhance the effectiveness of classroom instruction 1. Evidence: best practices, sample lessons, assessments, professional development agendas/minutes and

attendance sheets, conference agendas, classroom observations 2. Responsible personnel: school supervisors, coordinator of professional development team, inquiry team coordinator, data specialist, subject team leaders 3. Time: Fall and Spring semester's ongoing e. The professional development team will incorporate student motivation, the Core Curriculum Standards in mathematics, building staff capacity and student resilience into the professional development team 1. Evidence: professional development team attendance sheets and agendas/minutes, classroom observations 2. Responsible personnel: professional development team coordinator 3. Time: Fall and Spring semesters ongoing twice a month f. The inquiry team will work closely with the Core Curriculum (CCSS) task force to develop strategies to motivate, remediate and support the cohort students in the academic areas. This will include making specific teachers accountable for specific tasks that are contained in the state exams and the incorporation of the Core curriculum Standards. 1. Evidence: inquiry team attendance sheets and agendas/minutes, 2. Responsible personnel: inquiry team coordinator 3. Time: Fall and Spring semesters ongoing twice a month

Strategies to increase parental involvement

. 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;

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Strategies for attracting Highly Qualified Teachers (HQT)

1. The school will use a variety of sources to attain highly qualified staff including: NYSED portal to determine certification, The support organization, local colleges and teacher certification programs, networking with other schools, DOE department of human resources
2. Once hired every effort will be made to train and provide professional development for the teachers to help them become High Qualified.
3. Teachers will be reminded of the requirements to become and the importance of becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

A combination of Tax Levy, Title I and Title III will be used to accomplish this goal.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	51	51	21	23	51			45
10	103	103	39	31	112			81
11	87	87	33	26	143			45
12	18	18	12	14	35			18

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	<p>Extra help in English literacy and ESL 1-3 twice a week from 3 to 4:30PM The Model UN Program – Students participate as delegates in the UN in the spring Regents review for English (ELA), Enrichment program for English Language Learners in levels to 1 to 3 to help students improve comprehension in English and language skills Students participate in a community service club A case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student’s immediate counseling during and after school hours. Small group instruction reinforces and extends reading skills and strategies Cross age tutoring by students in higher grade levels work with younger students Peer tutoring under a teacher’s advisement Students develop AVID study and organizational skills.</p>
Mathematics	<p>Bilingual Regents review in Algebra I, Geometry, Algebra II Students participate in a community service club A case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student’s immediate counseling during and after school hours. Small group instruction reinforces and extends reading skills and strategies Cross age tutoring by students in higher grade levels work with younger students Peer tutoring under a teacher’s advisement Students develop AVID study and organizational skills.</p>

<p>Science</p>	<p>case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student’s immediate counseling during and after school hours. Small group instruction reinforces and extends reading skills and strategies Cross age tutoring by students in higher grade levels work with younger students Peer tutoring under a teacher’s advisement Students develop AVID study and organizational skills.</p>
<p>Social Studies</p>	<p>Bilingual Regents review in US History, and Global History Students participate in a community service club A case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student’s immediate counseling during and after school hours. Small group instruction reinforces and extends reading skills and strategies Cross age tutoring by students in higher grade levels work with younger students Peer tutoring under a teacher’s advisement Students develop AVID study and organizational skills.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>case manager available for interested students - Regents test preparation Saturday school for credit recovery and Regents test preparation Summer school for credit recovery and Regents test preparation PM school for credit recovery and Regents test preparation The Guidance Counselor for student’s immediate counseling during and after school hours</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Provides counseling and support for students at risk Handles special education referrals Case manager for interested students Assist in crisis management and response Make referrals for students with on-going difficulties and mal-adjustment</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Make referrals to various mental health facilities</p>

At-risk Health-related Services

- Condom distribution
- STD testing
- Immunization coordinator
- Referral to different health agencies
- Registered nurse and a health aide on-staff
- Trained personnel to use the deliberator
- School safety officers and NYPD
- Sustainability director

**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.

HIGH SCHOOL OF WORLD CULTURES (12X550)

1300 Boynton Avenue, Bronx NY 10472 Tel:(718) 860-8120 - Fax: (718) 893-7152

Dr. Ramon Namnum, Principal

Donald Sexton, Assistant Principal

Gwendolyn Jones, Assistant Principal (IA)

CHILDREN FIRST NO EXCUSES HIGH STANDARDS

High School of World Cultures, Bronx, New York

We, the High School of World Cultures community, establish this compact in order to foster the core values of honesty, integrity, respect, trust and responsibility and to support the success of High School of World Cultures students.

As a parent/caregiver, I pledge to:

Maintain and foster high standards of academic achievement and positive behavior.

Find out how my child is doing by attending conferences, looking at my child's schoolwork, or calling the school

Spend time each day with my child reading, writing, listening, or just talking.

Respect, love, and encourage my child's growth and ideas.

Help my child to resolve conflicts in positive, non-violent ways.

Parent/caregiver signature: _____

As a High School of World Cultures staff member, I pledge to:

Maintain and foster high standards of academic achievement and positive behavior.

Respectfully and accurately, inform parents of their child's progress.

Have high expectations for myself, students, and other staff.

Respect the cultural differences of students, their families, and other staff.

Help their children to resolve conflicts in positive, non-violent ways.

Staff signature: _____

As a High School of World Cultures Student, I pledge to:

Work hard to do my best in class and complete my homework.

Discuss with my parents what I am learning in school.

Have a positive attitude toward self, others, school, and learning.

Respect the cultural differences of other students, their families, and other staff.

Work to resolve conflicts in positive, non-violent ways.

Student signature: _____

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High School of World Cultures, Bronx, New York

The purpose of the parent school compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and a quality education.

The parents' responsibility _____
As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.

I will encourage my son /daughter to participate in at least one extracurricular activity.

I will seek information regarding my son's/daughter progress by conferring with teachers, principals, and other school district personnel.

I will attend district-wide parent conferences and visit my son's/daughter's classrooms to discuss and participate in their education.

I will participate in parent groups/activities to contribute to the decision-making process within the Bronx Public Schools.

I will communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my son/daughter.

I will encourage my son/daughter to follow the rules and regulations of the school.

I will encourage my son/daughter to dress according to the district's dress code.

The school's responsibility _____
High School of World Cultures will solicit parent and community input (through meetings, interviews, questionnaires, surveys, etc.) regarding the education of the student it serves.

High School of World Cultures will offer flexible scheduling of parent meetings, training sessions, assemblies, school functions to maximize parent participation.

High School of World Cultures will provide translations of written notifications and interpreters at parent conferences, parent meetings, and training sessions.

High School of World Cultures will give assignments at least once per week. Assignments will be an extension of what is learned in the classroom and not merely "busy work" or untaught concepts that may cause parents and students undue stress at home.

Parents will be notified of school events in a timely, efficient manner.

Training sessions/workshops on diverse topics and issues will be offered to parents and community members.

The school buildings will be used to foster the growth and advancement of the community by being offered for parent training workshops, ESL classes, adult basic education classes, computer classes, etc. before, during and after the regular school day.

High School of World Cultures will convey instructional thrusts and initiatives to parents at school-wide meetings and parent conferences.

High School of World Cultures will inform parents of the individual achievement levels of students.

Student: _____ Parent: _____

Teacher: _____

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High School of World Cultures, Bronx, New York

It is our belief that student's performance will improve because of our cooperative efforts to support this compact. This a three-way partnership with a specific goal in mind. It is imperative that each person assume his or her responsibilities.

Parent responsibilities _____

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- Study areas should be well lit and well equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist.
- Sign and return all papers that require a parent or guardian's signature.
- Encourage positive attitudes toward school.
- Require regular school attendance.
- Attend parent-teacher conferences.

Student responsibilities _____

- Ask the teacher any questions about the homework
- Take home materials and information needed to complete the assignment
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time
- Return signed homework form.
- Comply with schools rules.
- Attend school regularly.
- Respect the personal rights and property of others.

Teacher's responsibilities _____

- Provide quality teaching and leadership.
- Assign homework using grade-level form
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Give corrective feedback.
- Recognize that students are accountable for every assignment.
- Check that homework has been completed and parent/guardian has signed homework form.
- Respect cultural, racial, and ethnic differences
- Hold at least two teacher-parent conferences.
- Take home materials and information needed to complete the assignment.
- Respect the personal rights and property of others.

Student: _____ Parent: _____

Teacher: _____

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CHILDREN FIRST NO EXCUSES HIGH STANDARDS

HIGH SCHOOL OF WORLD CULTURES

The school and parents working cooperatively to provide for the successful education of the children agree:

THE SCHOOL AGREES THE PARENT/GUARDIAN AGREES

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.

To actively involve parent in planning, reviewing and

To become involved in developing, implementing, evaluating, and revising the school parent-involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.

To work with his/her child/children on school work; read for 25 to 30 minutes per day to kindergarten through 1st

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improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

- Parent-teacher conferences at least annually
- Frequent reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.

grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day.

To monitor his/her child/Children's:

- Attendance at school

- Homework
- Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training and assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

We agree to work together, to the best of our abilities, as educators and parent to fulfill our common goal of providing for the successful education of our children.

Signature of Principal/Teacher _____ Date: _____

Signature of Parent/Guardian _____ Date: _____

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader New Visions/Heidi Dien Ludwig	District 12	Borough Bronx	School Number 550
School Name High School of World Cultures			

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

Principal Ramon Namnun	Assistant Principal Carmen Pinto
Coach type here	Coach type here
ESL Teacher Amanda Gardner	Guidance Counselor Roberto Perez
Teacher/Subject Area Lucidenny Delgado	Parent David Paulino
Teacher/Subject Area Isabel Andrade	Parent Coordinator Maria Rondon
Related Service Provider type here	Other R. Cruz-Community Associate
Network Leader Heidi Dien Ludwig	Other Larry Kong-Computer Specialist

C. Teacher Qualifications [i](#)

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	6	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	17
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	380	Total Number of ELLs	380	ELLs as share of total student population (%)	100.00%
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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. 

1. Since High School of World Cultures (HSWC) is a 100% English Language Learner school, all students who are referred to us are screened as possible ELLs. Therefore, the steps of the identification process described below apply to all new students. First, the school secretary (Blanca Torres) checks the student's referral letter and introduces the student and their parents to the principal (Ramón Namnun). Next, the principal conducts the informal home language interview with the student. After that, the student and parents are sent to the parent coordinator (Maria Rondón), who begins a CUM file containing the following documents: ATS Registration/Transfer form, McKinney/Vento Act, ethnic identification form, Consent to Photograph/Videotape, and Emergency Contact. One of two pre-identified ESL teachers (Mrs. Andrade or Ms. Gardner) is notified of the new student. The teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview to assess the student's level of speaking and listening proficiency in English. The ESL teacher, Assistant Principal or Principal (based on availability) shows the Program Placement video and answers any questions that the parents have about bilingual or ESL programs. At that point, parents are asked to complete a program selection form. They are advised that they can change or void their selection based on the results of their student's initial assessment(s). HLIS, program selection, and parent survey forms are kept in both the CUM and in assistant principal (Carmen Pinto's) Intake binder. The LAB-R is administered within ten days of registration on a rolling, bi-weekly basis starting in the beginning of August. Due to the large volume of new ELL students, the Reading, Writing, and Listening tests are administered in large groups, if possible. The Speaking test is administered individually. Mrs. Andrade and Ms. Gardner are responsible for conducting the initial screening and administering the HLIS and LAB-R. Both are licensed ESL teachers.

A pre-identified Spanish teacher (Mrs. Delgado) is responsible for administering the Spanish LAB.

In April and May, all students are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Students take the Reading, Writing, and Listening sections in their self-contained ESL classroom, where it is administered by a licensed ESL teacher (Kathy Luke, Isabel Andrade, Emilia Perlwitz, Aixa Rodriguez, Amanda Gardner and Bertrand Fils-Aimé). The Speaking test is administered by these same teachers to individual students over several consecutive days.

2. In order to ensure that the parents understand the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) they are shown the video. Further explanations are given by the principal during the interview process. The ESL teacher, assistant principal, and guidance counselor are available during the intake process to make any clarifications. Further, parents are encouraged to continue their inquiry with the parent coordinator.

3. The parent survey and program selection forms are returned to the ESL pedagogue who completes the intake process. They are kept on file in the CUM and AP Intake binder with the HLIS. In order to ensure that parents return these, they are given appointments by the Parent Coordinator, Mrs. Rondon. She, along with the Principal, Assistant Principal or ESL teacher (depending on availability) meets with the parents, keeps a copy of the surveys and selections in her office and a copy is kept with the assistant principal. Upon the completion of the LAB-R and Spanish Lab tests, parents are mailed entitlement letters.

4. Using the results from the LAB-R exam, students are identified as beginners, intermediate or advanced students. If students are beginners, they are programmed for three units (540 minutes a week) of ESL, intermediate students are programmed for two units (360 minutes a week) of ESL and advanced students are programmed for one unit (180 minutes) of ESL instruction. This information is

communicated to the parents by our parent coordinator, Ms. Rondon. Ms. Rondon is bilingual Spanish, therefore, she is able to communicate to all the Spanish-speaking parents. For parents speaking French, we use one of our French speaking staff members, Mr. Fils-Aime or Ms. Gardner. If parents speak other languages, we use available translators in the building.

5. The assistant principal compiles and analyzes the data on program choice in an Excel spreadsheet. This spreadsheet is updated continuously and shared with staff. During the enrollment period of summer and fall 2011, there was a total of 53 parents/guardians that completed the program selection. Of these parents, eight selected the Dual Language option while 45 selected the Freestanding ESL program.

6. The program models offered at our school are aligned with parent requests. Since the majority of parents have chosen the Freestanding ESL program, this program is the largest. We also offer the Dual Language program for the small group of parents that have made that choice. We track the number of parents that want a Bilingual Program, so that when a cohort of 20 is reached, we can begin that program. So far, we have not reached that number, therefore, we do not have the bilingual program offered as of yet.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										16	23	6	4	49
Freestanding ESL														
Self-Contained										50	100	154	27	331
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	66	123	160	31	380

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	380	Newcomers (ELLs receiving service 0-3 years)	269	Special Education	1
SIFE	173	ELLs receiving service 4-6 years	52	Long-Term (completed 6 years)	59

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	0	0	0	0	0	0	0	0	0
Dual Language	45	4	1	4	0	0	0	0	0	49
ESL	224	113	0	48	35	0	59	21	0	331
Total	269	117	1	52	35	0	59	21	0	380
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Yiddish										0	0	0	0	0
Other										0	0	0	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	16		23		6		4		49	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	16	0	23	0	6	0	4	0	49	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 2

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino: 2

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	Spanish										32	76	132	21
Chinese										0	2	0	0	2
Russian										0	0	0	0	0
Bengali										9	8	7	1	25
Urdu										2	0	0	0	2
Arabic										0	1	2	1	4
Haitian										0	2	0	0	2
French										4	5	4	3	16
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										3	6	9	2	20
TOTAL	0	0	0	0	0	0	0	0	0	50	100	154	28	332

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?

Instruction is delivered in Self Contained Classes. ESL Classes are constructed around a 90 minute block, with students receiving a third class in ESL writing. All content area subjects are taught with ESL methodology and strategies. All classroom teachers are trained in QTEL (Quality Teaching of English Learners). Program models consist of Homogenous grouping based upon ESL level. The guidance counselor receives yearly training and directions to program the students according to the mandated number or instructional minutes. Student programs are reviewed by the pupil personnel team to ensure compliance. Explicit minutes are delivered through a double period block with a supporting singleton. Content area teachers deliver material though scaffolding and ESL strategies and techniques. SIFE students receive additional tutoring and support through an after school SIFE class. Specific teachers are trained in RIGOR and SIFE strategies through the office of English Language Learners. Newcomers receive Academic Intervention Services in the form of Prep courses to enhance success on the Regents examinations. Long term Ell's and Ells receiving service for 4-6 years are placed in tutoring, assigned a mentored and scheduled for Saturday School Academy.

The ESL program is a literature based program which includes Visions: Visions is a standard based ESL program published by Prentice Hall. This developmental literacy program is being implemented in the ESL classes with beginner, intermediate, an advanced students. We offer eight levels of ESL. In every class we work to develop the four basic language skills of Reading, Writing, Listening and Speaking. In addition in ESL levels 1-4, we focus strongly on the structure of English so that all students can learn to express themselves and so they will have a strong foundation for more advanced academic work in high school and higher education. In ESL levels 5-8, as well as in our traditional English classes, we shift our focus to include literary analysis, academic and creative writing, vocabulary development and SAT and Regents test-taking skills. To achieve our goals we use a variety of supplemental materials and textbooks, novels, plays, including the following: Voices in Literature, Making Connections, Step-by-Step, Focus on Grammar, Facts and Figures, The Keys to Learning, Steinbeck, Shakespeare, and a host of other authors and novels to support student engagement. The school is using teacher made materials and lessons along with Getting Reading for the NYSESLAT to prepare students to be proficient on the New York State English as a Second Language Achievement Test. Students are introduced to a host of technology to assist with their academic needs. Students are provided with laptops, graphing calculators, Podcasts and interactive Smartboards. As we are an English Language Learner School exclusively, our students have access and engagement in all programs. New enrolled ELL students are provided with an

A. Programming and Scheduling Information

orientation and receive peer support to guide them and introduce them to the school. Students are also supported by their guidance counselor and teachers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 37
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

8. The school uses the Lab R exam, interim assessment, and teacher prepared assessments to assess the students. The trends have indicated that there is a need to focus on the language objectives and the communication arts. In addition the writing skills improve after the speaking and listening skills. The teachers initially focus on the speaking and listening skills first and in later years we focus on the writing skills. These strategies are used in regular class instruction, in PM classes and Saturday classes. All students are offered these support services, in addition to small group instruction during their fifth period lunch. Students are also issued word-to-word translation dictionaries in their native language at the beginning of the school year.

9. ELL students reaching proficiency on the NYSESLAT are encouraged/invited to join the prep classes/tutoring sessions during school, after school, Saturday school and Holiday classes. In addition, they are offered College Now Classes, AP classes and Community Service Programs where they are challenged and encouraged to further develop their linguistic skills in academically challenging programs.

10. We are awaiting funds for the SIFE students' program in which we are hoping to integrate new technology and teaching strategies. Among a proposed program is the Film Class that will address the specific needs of SIFE students needing to pass the Global History Regents Exam. This program will run under the guidance of the International Cinema Educational Program through the United Nations. In addition, we are hoping that the SIFE grant will afford us the funds for computer programs such as imovie, Comic Life and language apps for iPads. The iPads will be used to motivate students to use technology while building their literacy skills. Among the apps/software used will be SentenceBuilder, Question Builder, and Writing Prompts.

SentenceBuilder is an app designed to help students learn how to build grammatically correct sentences. Explicit attention is paid to the connector words that make up over 80% of the English language. Sentence Builder helps with the improvement of grammar.

Question Builder is an app designed to help students learn to answer abstract questions and create responses based on inference. This will enable students prepare for the English Regents questions on inference. This app uses audio clips to promote improved auditory processing.

Writing.Com offers the app, "Writing Prompts". The prompt generators use current events, scene elements, words, sketches, colors, genres and writing types. It includes a database of 600 creative writing prompts online or off. The ipad can be shaken to swipe across the screen to change prompts. It also includes 250 scene elements, 400 words, 60 sketches, and 10 colors, 80+ genres that can generate millions of unique prompts.

In addition, we have added AVID classes to our regular school day. Several staff members attended extensive professional development in an effort to prepare to implement this program, whose aim is to close the achievement gap by preparing students for college and career readiness.

We are also partnering with Educational Video Center which will provide media coaching sessions and technological support for a student-produced community inquiry documentary in the spring.

11. We are not discontinuing any existing programs, as we have seen that the students appreciate and need all offered programs.

B. Programming and Scheduling Information--Continued

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12. Since all our students are ELLs, they enjoy full access to all the programs offered. Among which are the 5th period small group tutoring sessions, PM classes that run from 4:15 to 6:15pm, and Saturday which run from 9 AM to 12 AM. In addition, Holiday Classes

B. Programming and Scheduling Information--Continued

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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.

Find the list below with the teacher's Last name, First Name License and Relevant Professional Development :

Perlwitz, Emilia	ESL	QTEL/Base, Differentiated Instruction
Luke, Kathy	ESL	QTEL/Base, AVID, Differentiated Instruction
Rodriguez, Aixa	ESL	QTEL/Base, Differentiated Instruction
Powell, Sean	English	QTEL/Base, Differentiated Instruction
Wynn, Karen	English	QTEL/Base, AVID, QTEL-Rigor, Essential strategies for ELL's, Differentiated Instruction
Andrade, Isabel	ESL	QTEL/Base, Differentiated Instruction
Gardner, Amanda	ESL	QTEL/Base, Differentiated Instruction
Rodriguez, Alcides	Math	QTEL/Base, Differentiated Instruction
Matos, Francis	Math	QTEL/Base, Differentiated Instruction
Garcia, Gerson	Science	QTEL/Base, Differentiated Instruction
Grant, Genaro	Science	QTEL/Base, Differentiated Instruction
Akrami, Hassan	Science	QTEL/Base, Differentiated Instruction
Joslyn, Kaitlin	Social Studies	QTEL/Base, AVID, Differentiated Instruction
Delgado, Lucidenny	Spanish	QTEL/Base, AVID, Differentiated Instruction
Crespo, Marlene	Math	Teaching New ELL's, Differentiated Instruction
Rosado, Moraydda	Social Studies	QTEL/Base, Differentiated Instruction, Performance Tasks-CCSS
Villar, Sionery	Social Studies	QTEL/Base, Differentiated Instruction
Kassiano, Gallia	English	Teaching New ELL's, Differentiated Instruction
Fils-Aime, Bertrand	ELA	Teaching New ELL's, Differentiated Instruction
Lu, Paul	Math	College Prep, Differentiated Instruction
Ashley, Judy	Music	QTEL/Base, Differentiated Instruction
Saad, Zakarias	Science	QTEL/Base, Differentiated Instruction

D. Professional Development and Support for School Staff

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)?

1. The Dual Language Program is designed in a self-contained model configuration. In the 9th and 10th grade, students are instructed in their native language (Spanish) in Math, Social Studies and Science, as well as receive a Native Spanish class. During these two years, they are also receiving the English as a Second Language classes as mandated according to their levels. In the 11th and 12th grade, the Dual Language students receive their content area classes (Math, Social Studies, Science) in English with native language support. They are also given an Advanced Placement Spanish Literature class to enhance the academic rigor in their native language.

Wynn, Karen English QTEL/Base, AVID, QTEL-Rigor, Essential strategies for ELL's, Differentiated Instruction

Andrade, Isabel ESL QTEL/Base, Differentiated Instruction

Gardner, Amanda ESL QTEL/Base, Differentiated Instruction

Rodriguez, Alcides Math QTEL/Base, Differentiated Instruction

Matos, Francis Math QTEL/Base, Differentiated Instruction

Garcia, Gerson Science QTEL/Base, Differentiated Instruction

Grant, Genaro Science QTEL/Base, Differentiated Instruction

Akrami, Hassan Science QTEL/Base, Differentiated Instruction

Joslyn, Kaitlin Social Studies QTEL/Base, AVID, Differentiated Instruction

Delgado, Lucidenny Spanish QTEL/Base, AVID, Differentiated Instruction

Crespo, Marlene Math Teaching New ELL's, Differentiated Instruction

Rosado, Moraydda Social Studies QTEL/Base, Differentiated Instruction, Performance Tasks-CCSS

Villar, Sionery Social Studies QTEL/Base, Differentiated Instruction

Kassiano, Gallia English Teaching New ELL's, Differentiated Instruction

Fils-Aime, Bertrand ELA Teaching New ELL's, Differentiated Instruction

Lu, Paul Math College Prep, Differentiated Instruction

Ashley, Judy Music QTEL/Base, Differentiated Instruction

Saad, Zakarias Science QTEL/Base, Differentiated Instruction

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?

E. Parental Involvement

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

1. Since all our students are English Language Learners, all our parents enjoy full access to all parent activities. Parents are involved in numerous ways in the school community. They participate in Parent Association Meetings which are usually held on the third Thursday of every month in the 5th floor cafeteria from 5:30 to 8:00 PM. The meetings boast high attendance due to the enthusiasm and participation of the parent coordinator (Mrs. Maria Rondon), our community associate (Mr. Cruz), our PA president (Mr. David Paulino) who provide the parents with refreshments and Metrocards. The meetings are conducted in Spanish and English and translators are made available for parents that may require translations in other languages.

In addition, parents participate in the School Leadership Team meetings which are held the third or fourth Wednesday of every month in the conference room 526 from 4 to 7:00PM. As with the other meetings, parents are also provided with refreshments and Metrocards.

2. The school provides English and Computer classes to the parents on Saturdays from 12 to 2PM in order to provide parents with the tools they need to become more involved in their children's academic success. When services are needed in the area of healthcare, we refer parents to Montifiore Medical Center, as well as other social needs (as career and economic opportunities) are referred to SoBro, South Bronx Overall Economic Development Corporation.

3. The needs of parents are assessed with surveys that are given during Parent Association meetings, Parent-Teacher Conferences, Saturday classes and the DOE Parent surveys. Their needs are assessed by administration and decisions are therefore made based on the findings. For example, in order to best service the parents with classes, a survey was taken during the Parent Association meeting regarding the best time for the classes. The information illustrated that most parents preferred classes on Saturday afternoons. Moreover, during the classes, parents were asked what their needs for classes were and based on their feedback; the curriculum was written for the parent classes.

4. The activities provided for the parents are based on the needs of the community as illustrated in the surveys conducted.

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.

Find the list below with the teacher's Last name, First Name License and Relevant Professional Development :

Perlwitz, Emilia ESL QTEL/Base, Differentiated Instruction

Luke, Kathy ESL QTEL/Base, AVID, Differentiated Instruction

Rodriguez, Aixa ESL QTEL/Base, Differentiated Instruction

Powell, Sean English QTEL/Base, Differentiated Instruction

Wynn, Karen English QTEL/Base, AVID, QTEL-Rigor, Essential strategies for ELL's, Differentiated Instruction

Andrade, Isabel ESL QTEL/Base, Differentiated Instruction

Gardner, Amanda ESL QTEL/Base, Differentiated Instruction

Rodriguez, Alcides Math QTEL/Base, Differentiated Instruction

Matos, Francis Math QTEL/Base, Differentiated Instruction

Garcia, Gerson Science QTEL/Base, Differentiated Instruction

Grant, Genaro Science QTEL/Base, Differentiated Instruction

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Saad, Zakarias	Science	QTEL/Base, Differentiated Instruction

b. What is the level of language proficiency in the second (target) language for ELLs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

1. The school uses the Lab R exam, interim assessment in ELA, and teacher prepared assessments, NYSESLAT and NYS Regents scores to assess the students. Based on the data analyzed the Inquiry/Data Team and Curriculum Writing Team make recommendations on instructional and administrative practices. For example, ELA instruction in the Fall 2021 will not be student

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

E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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In addition, parents participate in the School Leadership Team meetings which are held the third or fourth Wednesday of every month in the conference room 526 from 4 to 7:00PM. As with the other meetings, parents are also provided with refreshments and Metrocards.

2. The school provides English and Computer classes to the parents on Saturdays from 12 to 2PM in order to provide parents with the tools they need to become more involved in their children's academic success. When services are needed in the area of healthcare, we refer parents to Montifiore Medical Center, as well as other social needs (as career and economic opportunities) are referred to SoBro, South Bronx Overall Economic Development Corporation.

3. The needs of parents are assessed with surveys that are given during Parent Association meetings, Parent-Teacher Conferences, Saturday classes and the DOE Parent surveys. Their needs are assessed by administration and decisions are therefore made based on the findings. For example, in order to best service the parents with classes, a survey was taken during the Parent Association meeting regarding the best time for the classes. The information illustrated that most parents preferred classes on Saturday afternoons. Moreover, during the classes, parents were asked what their needs for classes were and based on their feedback; the curriculum was written for the parent classes.

4. The activities provided for the parents are based on the needs of the community as illustrated in the surveys conducted.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	9	18	5
	I										5	5	51	18
	A										1	6	13	6
	P										1	1	1	2
READING/ WRITING	B										6	10	30	5
	I										3	9	47	23
	A										1	2	6	3
	P										0	0	0	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	122		37	
Integrated Algebra	182		76	
Geometry	27		15	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	19		8	
Earth Science				
Living Environment	124		41	
Physics	2		1	
Global History and Geography	163		48	
US History and Government	94		20	
Foreign Language	30		30	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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: <u>High School of World Cultures</u>		School DBN: <u>12X550</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ramon Namnun	Principal		12/12/11
Carmen Pinto	Assistant Principal		12/12/11
Maria Rondon	Parent Coordinator		12/12/11
Amanda Gardner	ESL Teacher		12/12/11
David Paulino	Parent		12/12/11
Lucidenny Delgado	Teacher/Subject Area		12/12/11
Isabel Andrade	Teacher/Subject Area		12/12/11
	Coach		12/12/11
	Coach		12/12/11
Roberto Perez	Guidance Counselor		12/12/11
Heidi Dien Ludwig	Network Leader		12/12/11
R. Cruz	Other <u>Community Associate</u>		12/12/11
Larry Kong	Other <u>Computer Tech</u>		12/12/11
	Other		12/12/11
	Other		12/12/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X550 **School Name:** High School of World Cultures

Cluster: _____ **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.

Once students enter our school, the principal conducts an informal home language interview with the student and family. After that, the student and parents are sent to the parent coordinator (Maria Rondón), who begins a CUM file containing the following documents: ATS Registration/Transfer form, McKinney/Vento Act, ethnic identification form, Consent to Photograph/Videotape, and Emergency Contact. One of two pre-identified ESL teachers (Mrs. Andrade or Ms. Gardner) is notified of the new student. The teacher administers the Home Language Identification Survey (HLIS). This data is collected and maintained in order to ensure that all families are provided information in their native language.

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.

Our school has 82% Spanish speaking families, 7% Bengali speaking families, 4% French speaking families, and the remaining 7% of families range from Haitian Creole, Chinese Mandarin and Cantonese, Wolof, Swahili, Mandinka, Fulani, Arabic, and Urdu. These findings are evident throughout our school, as we post notices in all these languages to advise our students and families that translation services are available upon request.

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.

1. When written documents are necessary our staff seeks the support from parent volunteers in a timely manner, to ensure that parents receive information in their native languages.

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.

2. The school uses phone-line services to provide translations for parents. This three line call system assists when parents are in school and need immediate translation services. On other occasions such as parent association meetings and parent-teacher conferences, our staff seeks the support from parent volunteers.

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>.

3. The school uses the staff (which fluently writes seven languages) for the majority of translation needs. However, when a language that is not covered is needed, we contact LinguaLinx or Legal Interpretation 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: High School of World Cultures	DBN: 12X550
Cluster Leader: Debra Maldonado	Network Leader: Barbara Gambino
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Christmas and Hioliday Tutoring Program, Parental Involvement
Total # of ELLs to be served: 389 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 28 # of certified ESL/Bilingual teachers: 9 # of content area teachers: 19

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:

The HSWC has a school-wide grades nine – twelve ESL program. The students are given 1-3, 40 minute periods of ESL in addition to the normal program. Classes are taught in accordance with the language allocation policy. The entire staff has been trained in ESL methodology. ESL methodologies are used in all academic areas. The minutes of instruction are in accordance with CR Part 154 mandated units of service. Students are given the Lab-R and the NYSESLAT exam annually. The identification of student s for the ELL begins with the entrance interview and evaluation including well structured parent and student orientation sessions. Parents and students complete the home language survey. The lab R results are used to determine if a student should be placed in an ELL program. The NYSESLAT exam is used to determine the level of English language proficiency. Students are considered General education, Advanced, Intermediate or Beginners as a result of the NYSESLAT Exam. There is a dual language component to our program where students are taught part of the day in English and Spanish for the remainder of the day. The HSWC uses a DYO Design Your Own interim assessment in Mathematics and ELA/ELA which is used by the department, the teachers and the school for planning instruction. The ELL Program is supervised by two Assistant Principals and one Principal.

The Title III program is serving 110 ELL students. ESL teachers involved with Title III are all properly certified with bilingual or ESL licenses. The purpose of the Title III program is to supplement the regular instructional program for ELLs. The teachers will help the students with regents prep, SAT prep individualized tutoring, computer assisted instruction. This will be done with the Rosetta Stone software and the use of the Smartboard and laptops. With the Title III, we will purchase 30 Rosetta Stone language development software. This will be used for the Title III program and will be supplemental to our day program.

After School: The 2 hours for 15 weeks starting Feb to June, taught by 8 Certified ESL and Bilingual teachers. There will be approximately 15 students in each class.

Saturday: The program runs for 3 hours, 9-12pm and will be run by 5 ESL Teachers and approximately 80 students in grades 9-12.

Christmas and Easter Holiday Tutoring Program: During the Christmas holidays, 5 Teachers tutor 60 students for 3 hrs an day, 4 days for the Christmas and Easter week.

Study Group

Parent Involvement:

Part B: Direct Instruction Supplemental Program Information

Parents meet 1.5 hours a day, 2 days a week and are given ESL instruction by an ESL Certified teacher. There are approximately 15 to 20 parents involved in this program. The parents are assisted with English acquisition and immigration issues. The program started February and will run through June (15 weeks).

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: As part of Title III, Teachers will be forming a study group to study data and discuss ESL curriculum writing for the this year.

Please note that Professional development will be paid for by another funding source. This includes the following topics.

NYSESLAT Staff Development

- I. ELA Staff Development
- II. West End Programs for ESL teachers
- III. National and Local Conferences in Differentiated Instructions and Curriculum Development

The professional development topics that will be covered are:

Professional development with other Replication schools

Learning walk

Pilot project interdisciplinary planning

Sharing of curriculum.

Test taking strategies – Regents, SAT, ACT, TOEFL

Assessing student learning

Incorporating technology into the lesson

How to use Rosetta Stone software

Differentiated instruction

Part C: Professional Development

How to work with special needs students

PD 360

Sharing best practices

Writing strategies

Disciplinary procedures and classroom management

Creating a school culture – community building

Team building

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: Parent Involvement:

The parents of the High School of world cultures are involved in every aspect of the school. Parents visit the school, attend classes and

serve as chaperones on various trips, assemblies and special events. Parents are actively involved in the school leadership team and the

parents association. Parents attend the awards ceremonies and student celebrations of their accomplishment. Parents are involved in the

governance of the school. Parents attend the Meet Your Teacher Night, the High School of World Cultures Day (multicultural event). The

school offers parents workshops, regarding the academic courses, parenting skills, the college application process and financial aid

information. The parent coordinator issues a bimonthly newsletter for the parents, monthly meetings,

Part D: Parental Engagement Activities

mailings, letters and special event

meetings to provide.

Conferences- Parent Conferences in the Fall and Spring

ELL workshop during the Parent-Teacher Conference nights

Parents meet 1.5 hours a day, 2 days a week and are given ESL instruction by an ESL Certified teacher. There are approximately 15 to 20 parents involved in this program. The parents are assisted with English acquisition and immigration issues. The program started February and will run through June (15 weeks).

Part E: Budget

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

Allocation Amount: \$41600

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 	\$35,596	After School 8 Certified Teachers X 2Hr. X 15 weeks x \$49.89 = \$11,974 Saturday 4 Certified ESL Teachers X 3hrs X 15wks X \$49.89 \$ 8,980 Supervisor for after school and Saturday program \$52.21 X 5hrs. X15 weeks \$ 3,916 Christmas Holiday 5 Cert ESL Teachers X 3 hrs X 4 dys X \$49.89= \$ 2,993 Easter Holiday 5 Cert ESL Teachers X 3 hrs X 4dys

Part E: Budget

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

Allocation Amount: \$41600

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>X49.89 =</p> <p>\$ 2,993</p> <p>Parent Workshop</p> <p>1.5Hrs. a day X 2 days a week X 15 wks X49.89 per session</p> <p>\$ 2,245</p> <p>Study Group:</p> <p>5 teachers X 1hrs. X10 weeks X49.89</p> <p>\$ 2,495</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$ 364	Refreshments for parents
<p>Educational Software (Object Code 199)</p>	\$5,640	<p>To use with 30 Rosetta Stone Language software @</p> <p>30 X \$188 =</p>
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>	<p>\$41,600</p>	

