



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL

DBN: 19K507

PRINCIPAL: REGINALD RICHARDSON

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SUPERINTENDENT: KAREN WATTS

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
Reginald Richardson	*Principal or Designee	
Paul Garcia	*UFT Chapter Leader or Designee	
Terrence Stephen	*PA/PTA President or Designated Co-President	
Norma Cirino	DC 37 Representative, if applicable	
Ivan Lubrun Godlyn Lyte	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Monique Howell - GPS	CBO Representative, if applicable	
Nyisha Robinson	Member/Teacher	
Terry Clifton	Member/Teacher	
Carole Yarde	Member/PTA Vice -President	
Juanita Gaines	Member/PTA Secretary	
Vicki Diggs	Member/PTA Treasurer	
Kavita Gupta	Member/AP	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By August of 2012, we will increase the percentage 9th grade students (2015 cohort) achieving a grade of 65 or higher on the Integrated Algebra Regents from 71% to 75% for a total increase of 4%.

Comprehensive needs assessment

- As of last year, all students will be required to achieve a grade of 65% or better on five Regents exams including Global History and Geography.
- By August of 2011, we had a pass rate of 71% on this exam for 9th grade (cohort 2014) students.
- We must increase the pass rate for first time 9th grade test takers to insure that students are able to meet the Regents requirements for graduation by their
- By August of 2012 we expect this number to increase by 4%.

Instructional strategies/activities

Data

- On the June 2012 and August 2012 Integrated Algebra Regents exams, 71% of students received a grade of 65% or higher. By August of 2013 we expect this number to increase by 4%.
- We will track the data from the uniform regents based periodic (every 4-5 weeks) unit exams in Integrated Algebra.
- Data from Acuity interim and predictive assessment exams administered twice a year will be used to target specific areas where students are experiencing difficulty.
- Marking period, interim progress report and classroom formative assessment data will also be used to identify students who may require intervention services.
- We will monitor student work products to determine need for extended day academic intervention services.
- Attendance data for the Integrated Algebra classes will be monitored to identify students who are at risk of not meeting the established performance goals in this subject area.

Curriculum and Instruction

- The principal, assistant principal, and a dedicated math coach will work in collaboration with the math teachers to set clear, achievable professional development and student achievement goals. These goals will address areas such as grading, developing engaging and differentiated lessons and implementing effective assessments to support increased student learning and achievement.
- We will implement a rigorous curriculum that reflects the common core standards in mathematics and accurately reflects the Regents exam in integrated algebra.
- Teachers will collaborate with math coach to create rigorous unit exams.
- Teachers will participate in the New Visions Math Design Collaborative (MDC) program and introduce a minimum of two common core aligned units and tasks.
- Teachers will review the student work produced from these tasks and use the information to make appropriate adjustments to curriculum and instruction.
- Teachers will administer rigorous periodic uniform unit exams.
- Results of unit examination will be used by teachers to inform lesson planning and establish instructional focus.
- Principal and assistant principal and math coach will conduct informal observations to assist teacher with constructing and executing instructional goals.
- Teachers will conduct an item analysis of the Regents and Acuity predictive exams to inform planning of instruction and tutorials.
- Students will be provided opportunities to make up and/or revise assignments.
- Teachers will provide increased and more frequent feedback to students concerning achievement.
- Tutorials will be mandated for students who receive less than a 65 on unit assessments after school and on Saturdays.

- Additional regents prep will be scheduled for lowest performing students.

Timeline

We will use our monthly uniform, standards based, common assessments and unit exams to predict Regents performance. At the end of each exam we expect an average increase in the percentage of students achieving a grade of 65 or higher of .5 %. This will serve as an indicator that we are moving toward our overall year end goal of 75% of students receiving a grade of 65% or higher. This will represent an Increase of 4%.

Strategies to increase parental involvement

- We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- We will 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.
- We will 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants Other

If other is selected describe here: Participation in New Visions Common Core Math Design Collaborative

Budget

- Funding for teachers for Regents prep will be covered by SWP Title I funds.
- Funding for Professional Development will be covered by SWP Title I funds.
- Funding for GPS services will covered by the United Way AIDP grant.

Staffing

1. Integrated algebra teachers, assistant principal, principal, math coach, instructional consultants from New Visions.

Schedule

- All incoming 9th graders will be scheduled for an alternating block of math instruction, effectively providing them with 3 semesters of math instruction within 1 school year.

Regents prep and tutorials will be scheduled after school and on Saturdays. Incoming 9th graders who are identified as performing at level 1 or two based upon their 8th grade exam scores as well as our own pre-assessments, will be mandated to attend these tutorials.

Service and program coordination

- AIDP/GPS services will provide social work intervention services to support 9th grade students who have been identified as having chronic absenteeism. Increased regular school attendance will help students to get the instructional time necessary for them to successfully meet 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

By August of 2012, we will increase the percentage of students in the lowest 3rd earning 10+ credits by 5% in the first year cohort and by 20% in the 2nd and 3rd year cohorts.

Comprehensive needs assessment

Our 2011-2012 Progress report, as well as school scholarship reports pulled from STARS and Datacation, indicate that:

70% of 1st year students in the lowest third earned 10+ credits.

50% of 2nd year students in the lowest third earned 10+ credits.

32% of 3rd year students in the lowest third earned 10+ credits.

- ***As a result, we have set improvement goals aligned to this data.***

Instructional strategies/activities

Use of Data

- Administrators, teachers, guidance counselors and collaborative grade teams will continually review student academic progress for the lowest 3rd using the Datacation grade-book, review of assessment data and use this information to develop early intervention plans for students identified as being at risk of not earning credit in a class
- Administrators, teachers, guidance counselors and collaborative grade teams will review scholarship data from STARS each marking period (every 6 weeks) to identify students in need of support.
- Administrators, counselors, attendance teachers and grade teams will review school attendance data weekly to identify students who may be in danger of failing classes due to sporadic attendance.
- Teachers will review on a monthly basis student data from homework, class work, unit assessments, quizzes, and projects monthly to assess student progress and implement appropriate interventions (student conferences, parental contact, tutorials, make-up projects or assignments) to ensure that students meet performance expectations their class.
- Teachers will use Datacation, ARIS and Castle Learning assessment results to inform instructional decisions.
- Administrators will use data to analyze performance in specific subject areas where large numbers of students are having difficulty (i.e. math)

Curriculum and Instruction

- Administrators will identify students in the school-wide lowest third and distribute this information to teacher grade teams so that they may individualize instruction and identify and implement strategies to address their academic needs.
- Teachers will work in collaborative groups to plan scaffolded and targeted instruction to meet the needs of ELL, special education, and students who are in the school-wide lowest one-third.
- Teachers and counselors will meet with student to assist them in setting academic goals and collaboratively formulate the steps necessary for successful completion of courses.
- Teachers will use inquiry based instruction and project based learning to create and maintain student interest leading to academic achievement.
- Teachers will fully implement the school-wide grading policy to ensure that student expectations are consistent throughout the entire school.
- Principal will conduct monthly grade level meetings that will include all students, teachers and counselors for that grade. During these meetings the principal will restate the overall progress towards goals and expectations for that grade. Achievements of students will be recognized to motivate students who may be performing poorly.
- Principal will meet with teachers individually to review their scholarship report and set incremental goals for each teacher.

- Implement mentoring program through Counseling in Schools CBO to target at-risk students.
- Mandatory parent meetings will be held at the end of each marking period for the parents of students who pass fewer than 5 classes each marking period.
- Teachers will provide students with the opportunity to make up or revise work to demonstrate their skills and knowledge in a subject, based upon the standards, during each marking period.
- Students who have failed courses will be able to participate in our online Castle Learning Credit recovery program to demonstrate their mastery of the skills and knowledge related to the standards of the academic subject area.
- Students who are in the lowest one-third will be mandated to receive after school or lunch period small group tutorials in all core subject areas.
- Students will work with teachers to recover credits in subjects that students have failed previously.
- Students who earn less than ten credits during the school year will be mandated to attend summer school.

Professional Development

- Teachers will receive professional development on interpreting data to inform lesson planning and instruction.
- Grade Teams will be trained in the use of New Visions data trackers and other high school data tools to assist with accurate identification of the academic trends and patterns of subgroups.
- Teachers will receive PD in differentiated instruction and developing engaging lessons from the math coach and school administrators.
- Teachers will receive instruction and assistance from school administrators in implementing the school-wide grading policy.

Timeline

We will use the school scholarship report from each marking period (approximately six weeks) to measure progress toward our goal of increasing credit accumulation by August of 2012. Using the 2010-2011 Progress Report data for credit accumulation among the lowest third as our base, we expect average incremental gains of 3.3% in the number of students in the lowest third being on track to earn at least 5+ credits each marking period.

Strategies to increase parental involvement

- We will provide targeted resources and supports to parents through the campus Capital One parent resource center sponsored by Capital One Bank.
- We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- We will 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.
- We will 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

Budget

- Funding for teachers for Regents prep will be covered by SWP Title I funds.
- Funding for Professional Development will be SWP Title I funds.
- Castle Learning Contract will be paid with SWP Title I funds.

Staffing

- Teachers, Counselors, Assistant Principals, Principal, Attendance Teacher, Grade Team Leaders, Data Specialist.

Schedule

- Academic intervention services will be scheduled during the lunch period, after school on Saturdays and during selected school breaks.

Service and program coordination

- AIDP/GPS services will provide social work intervention services to support students who have been identified as having chronic absenteeism. Increased regular school attendance will help students to get the instructional time necessary for them to successfully meet 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

By August 2012, we will increase the percentage of students meeting graduation requirements from 63% (as measured by the 2011-2012 graduation rate), to 67% for cohort 2013.

Comprehensive needs assessment

The state of New York has set a graduation goal of 80% for our school. The current average graduation rate in NYC is 65%. As we move toward reaching the state goal, we would like to meet or exceed the current graduation rate citywide. This is a significant challenge given the increased testing requirements for this year's graduating cohort. They will be the first required to pass 5 Regents exams with a grade of 65% or higher to be eligible to receive a diploma.

Instructional strategies/activities

Data

- We will review student transcripts at the end of each semester (fall, spring and summer) to monitor the progress of the 2013 cohort in earning credits and passing Regents exams. We will use Regents data from January, June and August Regents administrations. Graduation requirements are based on successful completion of required credits (a total of 44 are needed) and passing required Regents exams (a total of 5 are needed). The rate at which students earn credits and meet Regents requirements are strong indicators of the likelihood that they will graduate on time.
- Students who are considered on track for graduation should at a minimum have earned 33 out of 44 required credits and have passed 3 out of 5 required regents exams by the beginning of their 4th year of high school.
- We currently have 104 students in our 2013 cohort. 56% of those students have earned a minimum of 33 required credits and passed a minimum of three required Regents exams. This will serve as a baseline data point.
- By February 1st 2013, we expect 60% of the 2013 cohort to have earned a minimum of 38 required credits and have passed at least 3 required Regents exams. By June of 2013 we expect a minimum of 65% of the 2013 cohort to have earned a minimum of 44 required credits and have passed at least 5 required Regents exams. By August of 2013 we expect 67% of the 2013 cohort to have earned a minimum of 44 credits and have passed at least 5 required Regents exams.
- We will use marking period grades to monitor student progress in classes needed for graduation. This will allow us to identify students in need of Academic Intervention Services (AIS) and provide them with assistance prior to the end of the semester.
- We will use weekly ATS reports to closely monitor the attendance of the 2013 cohort.

Curriculum and Instruction

- Counselors will meet with each student to complete a graduation plan worksheet to ensure that each student is able to understand and articulate what they need and what steps are necessary in order to reach the goal of graduation.
- Counselors will conference with each student in the cohort after each marking period to monitor student progress toward the goal of graduation.
- Students will receive periodic clarification of the grading policy from the teachers and at monthly grade level meetings so that students are always aware of exactly what is needed to earn a passing grade in their courses.
- Small groups of seniors will be assigned to teachers who will be responsible for monitoring their academic progress and the college application process.
- Students will meet with the college advisor to assist with the college application
- At-risk seniors have been assigned to peer-mentors who will assist in monitoring their academic progress and attendance and act as peer tutors.

- Seniors who have failed courses required for graduation have been mandated to participate in the credit recovery program.
- Seniors will be mandated to attend after school Regents tutorials in any subject that they still require a passing Regents exam grade. The tutorials will be customized to meet the specific needs of the students.
- Mandatory parent meetings will be held after each marking period for at risk seniors to provide parents with information about the student's academic progress.
- Guidance counselors will utilize data from Datacatation, ARIS and STARS to monitor the academic progress of seniors and recommend appropriate programming and interventions
- Students not meeting credit and/or Regents requirements for graduation will be mandated to attend summer school.

Professional Development

- Counselors will receive training from principal on how to create effective graduation action plans for at risk students.
- Teachers will receive PD in differentiated instructional techniques to maximize the effectiveness of the additional tutorials.
- Staff will be trained in the use of Datacatation to allow them to effectively monitor the academic progress of their students.

Timeline

- To determine satisfactory progress towards earning credits necessary for graduation we will monitor marking period grades and end of marking period scholarship reports.
- To determine progress towards Regents completion rate we will review January, June and August Regents results.

Strategies to increase parental involvement

- We will provide targeted resources and supports to parents through the campus Capital One parent resource center sponsored by Capital One Bank.
- We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- We will 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.
- We will 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

Budget

- Funding for teachers for Regents prep will be covered by SWP Title I funds.
- Funding for Credit Recovery program will be covered by SWP Title I funds.
- Funding for college awareness programs will be covered by New Visions College Access grant.

Staffing

- Principal, assistant principal, guidance counselors, attendance teacher, community associate, New Visions College Access Coordinators

Schedule

- To accommodate ne needs of students, we have included credit recovery as part of the programs of students in need of credits
- All senior programs are individually tailored to include academic intervention and any remaining requirements they may need to satisfy for graduation.

Service and program coordination

- AIDP/GPS services will provide social work intervention services to support students who have been identified as having chronic absenteeism. Increased regular school attendance will help students to get the instructional time necessary for them to successfully meet this goal.
- New Visions College Access Program will assist with developing curriculum for college prep classes and developing a school wide college culture. College Access staff will assist grade teams with identifying college readiness goals and developing an action plan to reach those goals.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By August 2012, we will increase the percentage of 10th grade students (cohort 2015) passing the Global History and Geography Regents from 60% to 65% for an overall increase of 5%.

Comprehensive needs assessment

- As of last year, all students are required to achieve a grade of 65% or better on five Regents exams including Global History and Geography.
- In June of 2012, we had an overall pass rate of 58% on this exam. We had a pass rate of 60% for 10th grade students.
- We must increase the pass rate for first time 10th grade test takers to insure that students are able to meet the Regents requirements for graduation by their senior year.

Instructional strategies/activities

- We will track the data from the uniform regents based periodic (every 4-5 weeks) unit exams in Global History.
- Data from interim and predictive assessment exams administered twice a year will be used to target specific areas where students are experiencing difficulty.
- Marking period, interim progress report and classroom formative assessment data will also be used to identify students who may require intervention services.
- We will monitor student work products to determine need for extended day academic intervention services.
- Attendance data for the Global History classes will be monitored to identify students who are at risk of not meeting the established performance goals in this subject area.

Curriculum and Instruction

- The principal, assistant principal, and a dedicated social studies coordinator will work in collaboration with the global history teachers to set clear, achievable professional development and student achievement goals. These goals will address areas such as grading, developing engaging and differentiated lessons and implementing effective assessments to support increased student learning and achievement.
- We will implement a rigorous curriculum that reflects the common core standards in social studies and accurately reflects the Regents exam in Global History.
- Teachers will collaborate with social studies coordinator to create rigorous unit exams.
- Teachers will participate in the New Visions CCLS initiative and introduce a minimum of one common core aligned unit and task.
- Teachers will review the student work produced from these tasks and use the information to make appropriate adjustments to curriculum and instruction.
- Teachers will administer rigorous periodic uniform unit exams.
- Results of unit examination will be used by teachers to inform lesson planning and establish instructional focus.
- Principal and assistant principals will conduct informal observations to assist teacher with constructing and executing instructional goals.
- Teachers will conduct an item analysis of the Regents and mock Regents exams to inform planning of instruction and tutorials.
- Students will be provided opportunities to make up and/or revise assignments.
- Teachers will provide increased and more frequent feedback to students concerning achievement.
- Tutorials will be mandated for students who receive less than a 65 on unit assessments after school and on Saturdays.
- Additional regents prep will be scheduled for lowest performing students.

Timeline

We will use monthly uniform, standards based, common assessments and unit exams to predict Regents performance. At the end of each exam we expect an

average increase in the percentage of students achieving a grade of 65 or higher of 2.5 %. This will be an indicator to inform us if we are moving toward our overall year end goal of 60% of students receiving a grade of 65% or higher.

Strategies to increase parental involvement

- We will provide targeted resources and supports to parents through the campus parent resource center sponsored by.
- We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- We will 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.
- We will 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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

Budget

- Funding for teachers for Regents prep will be covered by SWP Title I funds.
- Funding for Professional Development will be covered by SWP Title I funds.
- Funding for GPS services will covered by the United Way AIDP grant.

Staffing

Global History teachers, assistant principal, principal, Social Studies coordinators, instructional consultants from New Visions.

Schedule

- All 10th graders will be scheduled for a daily literacy block of ELA and Global history instruction. The ELA and global teacher will be scheduled for common planning time to coordinate curriculum..
- Regents prep and tutorials will be scheduled after school and on Saturdays. 10th graders who are identified as performing at level 1 or two based upon their 8th grade exam scores, 9th grade scores as well as our own pre-assessments will be mandated to attend these tutorials.

Service and program coordination

AIDP/GPS services will provide social work intervention services to support 10th grade students who have been identified as having chronic absenteeism. Increased regular school attendance will help students to get the instructional time necessary for them to successfully meet this goal.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Paideia Socratic Seminar Literacy Design Collaborative modules, credit recovery via castle learning, Full credit accumulation via APEX online and regents prep classes.	Online services are delivered individually via the internet and regents prep classes are in small class settings. Tutoring is offered one on one or in small group settings.	During the school day, after school and on Saturdays.
Mathematics	Participation in the Math design Collaborative program through a partnership with New Visions. credit recovery via castle learning, Full credit accumulation via APEX online and regents prep classes.	Online services are delivered individually via the internet and regents prep classes are in small class settings. Tutoring is offered one on one or in small group settings.	During the school day, after school and on Saturdays.
Science	credit recovery via castle learning, Full credit accumulation via APEX online and regents prep classes.	Online services are delivered individually via the internet and regents prep classes are in small class settings. Tutoring is offered one on one or in small	During the school day, after school and on Saturdays.

		group settings.	
Social Studies	Paideia Socratic Seminar Literacy Design Collaborative modules	Online services are delivered individually via the internet and regents prep classes are in small class settings. Tutoring is offered one on one or in small group settings.	During the school day, after school and on Saturdays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk students participate in the Graduate Prepare Succeed program and the Achievement Mentoring Program.	Students participate in group counseling sessions, receive at least one home visit, daily check ins with assigned social workers or mentors. Achievement mentoring interactions are logged into an electronic system once a week.	During the school day, after school and on Saturdays.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- All of our teachers are currently teaching in their appropriate license area and are considered to be high qualified.
- To meet future needs we will continue to utilize the services of the New Teacher Project and maintain a working relationship with the New York City Teaching Fellows and Teach for America programs.
- We will develop partnerships with local colleges and universities for placement of student teachers.
- We will attend New York City Department of Education and New Visions Network recruitment fairs.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Alexis Penzell	District 19	Borough Brooklyn	School Number 507
School Name Performing Arts and Technology H.S.			

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

Principal Reginald Richardson	Assistant Principal Dannielle Darbee
Coach type here	Coach type here
ESL Teacher Kim Goldfarb	Guidance Counselor Cleo Dancy
Teacher/Subject Area Senaida Maldonado/ELA	Parent Venus Moore
Teacher/Subject Area Linny Ventura/Spanish	Parent Coordinator Norma Cirino
Related Service Provider Paul Garcia/Special Education	Other Covuris Then/Program Chair
Network Leader Alexis Penzell	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	25
Number of teachers who hold both a bilingual extension and ESL certification	1	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	440	Total Number of ELLs		ELLs as share of total student population (%)	0.00%
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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. We identify students through the 9th grade list notice report. We also identify students by pulling the RLAT and RYOS reports from ATS. New students that are sent to us from the enrollment office are interviewed and administered the Home Language Survey (by the guidance counselor) if necessary. Many students that come with a disposition letter from the enrollment office have ELL indicated on their disposition letter if they are new to the country.
2. Parents of incoming 9th graders have selected our school as one of their child choices while in the 8th grade. The high school handbook clearly states that we only have an ESL program. For incoming students new to the country, this has usually be explained at the enrollment office when they place the child in our school. We also discuss after the HLIS is complete the ESL program that we offer and let the parents know that if they prefer another program that we do not offer they can return to the enrollment office for further choice. Parents prefer the ESL because they feel their child should be immersed in the language
3. The entitlement letters and surveys are distributed and returned during meetings held at the school throughout the year. These meetings begin with Freshman Orientation and finished with award ceremonies in the second semester.
4. We use the most recent NYSESLAT (LAB-R scores for new students) scores to program the student for the required hours of ESL.
5. Of the two new ELL students we received, ESL was preferred.
6. The programs we offer are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	9	0	0	6	0	1	7	0	0	22
Total	9	0	0	6	0	1	7	0	0	22

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										4	9	4	0	17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										2	1	1	0	4
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	6	10	5	1	22								

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?

1a) Instruction is delivered in a pull-out classroom.

b) Students have one period or a double period of ESL (49minute periods) Ungraded and Heterogeneous daily.

2) The guidance counselor looks at NYSESLAT/LAB-R scores and programs students according requiremntns of CR Part 154. Advanced Students receive ESL class one period a day (49 min periods) Monday through Friday and also have ELA class one period a day (49 min periods). Intermediate students receive two periods of ESL (49 min periods) a day. Beginners receive two periods of ESL (49 min periods) a day and two additional periods of push-in ESL services weekly (49 min. per period).

3) The ESL teacher works with the English teachers to coordinate the lesson planning and ensure the curriculum used. The teacher uses

A. Programming and Scheduling Information

the books and resources for each grade level with the students.

4)

5) All ELL students are assessed by their learning needs, scoring deficiencies, and years in the programs. Their data is analyzed and the instruction provided is tailored to improve their performances. The teacher starts with diagnostics to ensure the data is accurate. As the semesters continues, the teacher gives scheduled assessments. The data is disaggregated and used for instructional plans.

6)

7)

Courses Taught in Languages Other than English ⓘ

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

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

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

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

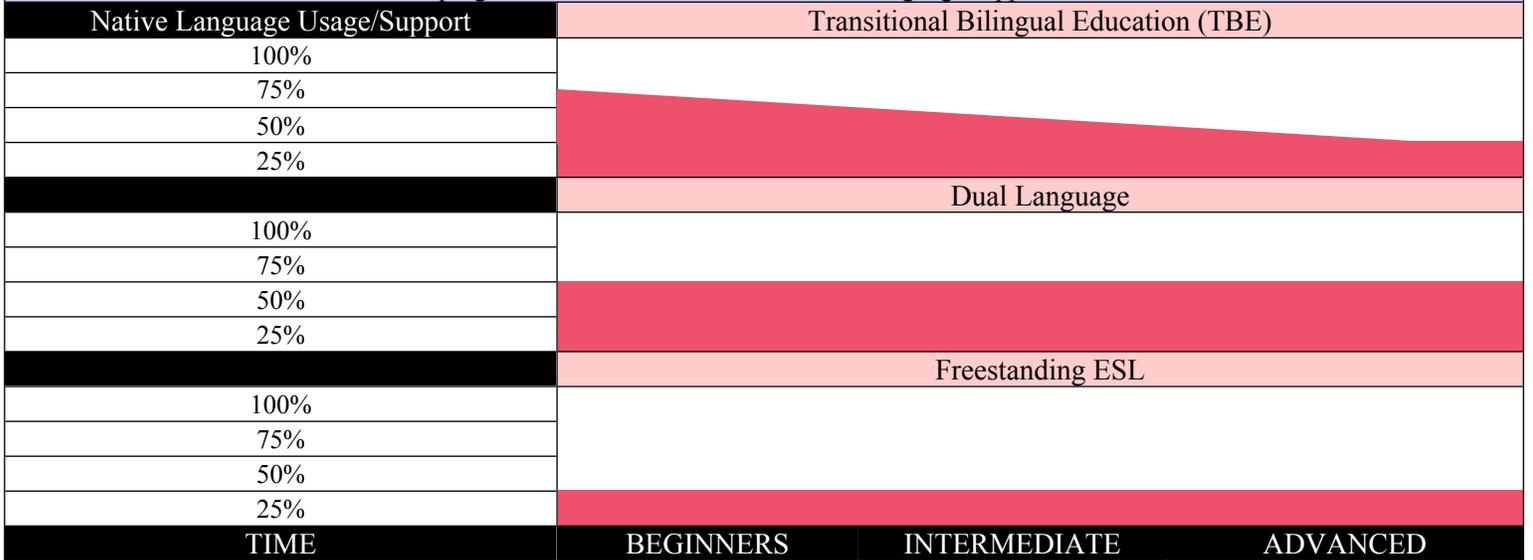
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. Students are provided with extra periods of instructional help in alliance with their academic achievement.
9. As of now, we do not have any ELL students scoring proficient.
10. Consistent ESL instruction provided by a highly qualified instructor. Daily collaboration with ELA teachers will help the focus to meet the needs of individual students. Emphasis on writing and reading comprehension strategies will be implemented in daily lessons.
11. As of now, no programs or services will be discontinued for ELL students.
12. All students are encouraged and welcomed to participate in all school day activities or after school programs offered on the Thomas Jefferson campus. Students have the opportunity to participate in academic support tutoring, approved academic and social clubs, theater clubs, FDNY clubs, and athletic teams.
13. Consistent use of computers, Smartboards, dictionaries, reading materials, text books, workbooks, worksheets, and independent practice assignments (formally called homework).
14. Native language support is delivered through pull-out/push-in ESL instructional sessions.
15. Yes. All support services and resources correspond to ELL's ages and grade levels.
16. All newly enrolled ELL students begin the school year by attending our Freshman Orientation meetings and sessions. During these event, all the information a new student needs to know is delivered and explained. We also deliver information from the community that provides free or affordable services for English classes or that provide transitional support for new arrivals of the country.
17. ELL's are invited to enroll in language electives. However, due to time constraints daily schedules and the required amount of instructional hours for ESL, ELL students attend ESL as their language instruction.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
<ol style="list-style-type: none"> Our ESL teacher participates in the professional development sessions scheduled for the entire staff. In addition, the ESL teacher attends professional development sessions specific for addressing ESL instruction provided by our CFN, support organization, or outside vendors. We provide training sessions and individual conferencing with administrators to help teachers with the transitional phase for students moving from one grade level to the next. The training sessions are offered and delivered during professional development days, Faculty meetings, and invitations for teachers to attend outside sessions.

E. Parental Involvement

<ol style="list-style-type: none"> Describe parent involvement in your school, including parents of ELLs. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? How do you evaluate the needs of the parents? How do your parental involvement activities address the needs of the parents?
<ol style="list-style-type: none"> About 50% of parents are very involved and keep in contact with the school. We look for CBO's that offer services that would address the needs of our families. The needs are addressed as we meet and conference with the parents. We also try to administer surveys to hear the information from the parents. The activities are modified and designed to help include the parents in everything the school does for it's students and families.

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)										1	1	0	0	2
Intermediate(I)										2	3	3	0	8
Advanced (A)										3	6	2	1	12
Total	0	0	0	0	0	0	0	0	0	6	10	5	1	22

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										2	0	0	1
	P										0	0	0	1

NYS ELA

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

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	1	0	1	0	1	0	0	0	3
NYSAA Bilingual Spe Ed	0	0	1	0	0	0	0	0	1

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		2	
Integrated Algebra	3	14	3	8
Geometry	2		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	3	12	2	8
Physics				
Global History and Geography	1	8	1	4
US History and Government	2	4	2	1
Foreign Language	4		4	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Our school uses the data from Skedula and teacher designed assessments to assess the literacy skills of our ELL students.
2. Many of our students struggle most with the writing pieces of the NYSESLAT. The second skill that appears to be the biggest problem is reading comprehension.
3. The teacher will differentiate the instruction provided in the classroom to address all deficiencies.
4. The data shows that students taking the exam in their native language or with an exam in their native language along side the English version are scoring higher. All data from periodic assessments is used to make instructional decisions in the classroom.
5. N/A
6. We evaluate the success of our ESL program based on the scores from Regents exams, graduation rates, and the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K507 **School Name:** Performing Arts and Technology H.S.

Cluster: Debra Maldonado **Network:** CFN 563 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.

ATS Reports, RSEC Official Class Ethnic Census Report, RSDS School Data Summary Report and RSSS Ethnic Census Report are used to assess the number of students in the various ethnic, home language and birth place categories.

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.

There are 418 students whose home language is self reported as English. 17 students who reported their home language as Spanish, 4 students who reported their home language as Hatian/Creole and 1 who reported their hoem language as French. Based on this information, all correspondence to families is distributed in English and Spanish. Versions in Haitian/Creole and French are also provided to families.

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.

All school mailings to families are sent out printed in both English and Spanish Versions. Haitian/Creole and French are provided for only those 5 families after home contact ascertaining the need. The school web site is also available in all of the languages. Through the school website we are able to post/send messages to select families in their home language.

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.

On site translation is provided in Spanish for all parent meetings, workshops, conferences and intervention services. Families whose home language is not English or Spanish are contacted before these events to ascertain the individual family needs for translation. In such cases, the interpretation is provided by an outside contractor or by parent volunteers when they are available. The school web site is also available in all of the languages.

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

The web addresses for the English and translated versions of the Bill of Parental Rights and Responsibilities and the posting indicating the availability of interpretation services will be 1) provided by mail, 2) sent home by the student and 3) posted on the school web site in the Parent Resources link on the homepage for the 5 families whose language is other than Spanish or English. For students whose home language is Spanish, translated versions of the Bill of Parental Rights and Responsibilities will be mailed to their homes. Signs indicating the availability of translation and interpretation services are posted in all of the languages indicated in Part A near 1) the Main Office, 2) the Parent Coordinator's Office/Parent's Room, 3) Guidance and Attendance Suites and 4) the offices of the On Site Translators. During cases of emergency and evacuation, all families whose home language is either English or Spanish (99% of our students) will have access to and be able to communicate effectively with the school's administrative offices in all languages listed in Part A.

