



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** GRAMERCY ARTS HIGH SCHOOL

DBN (02M374)

**PRINCIPAL:** DENISE DICARLO

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

**SUPERINTENDENT:** **MARISOL BRADBURY**

## 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:**

\*\* 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.

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**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
Denise DiCarlo	*Principal or Designee	
Gretchen Zeigler	*UFT Chapter Leader or Designee	
Monique Siders	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Alliyah Neilan Wesley Bishop	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Dan Schriebman	Member/Parent	
Charlotte Balibar	Member/Parent	
Cheryl Brathwaite	Member/Parent	
Danielle Naughton	Member/Teacher	
William Donner	Member/Teacher	
Teresa Sullivan	Member/Teacher	
	Member/	

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## **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**

- The ELA Department will work as a team to complete one literacy task unit.

#### **Comprehensive needs assessment**

The needs assessment is a continuation of improving higher level standards in ELA through writing common core units of study based on non-fiction with argumentative evidence. All units of study will encompass the four grades 9-12. A second unit for each ELA grade will be completed.

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

- *Teachers will backwards plan a comprehensive assessment for each unit.*
- *A pre-assessment will drive instruction based on analysis of the result from data. Teachers will examine the bundles of unit outlines.*
- *A rubric will be created that measures students' performance from levels 1-4. Criteria will be written for each level.*
- *Teacher teams will meet during Common Planning Time to review samples of student work and indentify the gaps between the final product and the pre-assessment*
- *Develop next steps to assist students interpreting non-fiction using common core standards.*
- *Four or five short visits will be conducted by Administration in both fall and spring equaling 10 short visits for the 2012-2013 school year.*
- *Students designated as SWD and ELL's will have modifications incorporated into units of study.*

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

- The GAHS PA has an Academic Task Force committee focused on monitoring classroom issues and supporting parents of children facing academic issues in ELA. The task force will make the designated problem-solving task an item on its agenda through the year to assure that parents know about ELA tasks and that their students are working on them.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- 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:

**Service and program coordination**

- Per-session allocated for teachers to finish this work during after school hours. (ARRP RTT Citywide instructional fund).

## 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**

- *The Math Department will analyze student work in algebra in order to revise and align the curricula to the common core standards. In Algebra, students will complete a literacy task that involves a real world situation in each unit.*

### **Comprehensive needs assessment**

- *The needs assessment is to analyze student work in algebra in order to revise the common core standards to a higher level. This will be used to complete a literacy task that involves a real world situation in each unit which aligns to the common core standards.*

### **Instructional strategies/activities**

- *The math department will develop a task in algebra that incorporates literary modeling skills in inequalities and proofs. The task will be aligned with the math common core learning standards.*
- *The math department will develop a rubric for each task that assesses what students currently know and are able to reach the level of the Common Core Standards.*
- *The math department will subsequently revise a future unit based on the analysis of the students' tasks.*
- *Four or five short visits will be conducted by Administration in both Fall and Spring equaling 10 short visits for the 2012-2013 school year.*
- *Students designated as SWD and ELL's will have modifications incorporated into units of study.*

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

- The GAHS PA Academic Task Force will include the revised math units and the associated literary tasks on its agenda.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- 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:

### **Service and program coordination**

- Per-session allocated for teachers to finish this work during after school hours. (ARRP RTT Citywide instructional fund).

### **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**

- *Increase parent involvement through the work of Parent Association Executive Board.*

#### **Comprehensive needs assessment**

- *The needs assessment is to increase the participation of parent involvement in schoolwide activities and academic support initiatives.*

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

- *Parent Association Executive Board monthly agenda will set up 2 major parent activities and several small fundraisers from school performances*
- *Plan a Parent/Teacher/Student Talent Show*
- *Plan a themed International Festival with performances given by the musical program.  
Create two subcommittees to plan performance agenda and a catering agenda.*
- *Create a Parent Refreshment Sales Committee to sell food and beverages during the intermission portion of the school's performances.*

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

- The GAHS PA has a membership committee for which the agenda is to increase parent involvement with the PA and with GAHS community life. The PA will actively recruit parents to work on fund raising and school support activities.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- 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:

#### **Service and program coordination**

- Parent involvement funds allocated for Parent Coordinator from Galaxy and fundraising activities and events.

### **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**

- *Teachers will work in subject areas to write the common core curriculum standard units.*

#### **Comprehensive needs assessment**

- *The needs assessment is to write a second unit for each core subject area including the arts and physical education and health education.*

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

- *Professional Development will be provided at faculty meetings and full day professional development throughout the year from Network team members.*
- *Each subject area's lead teacher will facilitate during common planning time to assist department members in writing core curriculum units through backwards planning.*
- *Use 4 "A's" text protocol to evaluate the alignment of the unit to the common core standards (from Judith Gray, Seattle, Washington)*

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

- The GAHS PA will disseminate examples of common core standards units in all subject areas to parents. This will inform instructional understanding of the lesson goals given to their children. An understanding of the underlying goals sought in the classroom will help parents to support their childrens' subject classes.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- 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:

#### **Service and program coordination**

- Per-session allocated for teachers to finish this work during after school hours. (ARRP RTT Citywide instructional fund).
- Supplies allocation to purchase Rubicon Atlas passwords for teachers.

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **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.

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- 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:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**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			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

### 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.

At Gramercy Arts High School, we strive to hire only Highly Qualified Teachers as defined by NCLB. We promote our school online as a Visual/Performing Arts school that accepts only auditioned students. We offer professional development for teachers for our specialized programs in the Arts by registering them for citywide arts instruction in the Blue Print for the Arts and the Common Core. We send them to all network professional development in Inquiry Team, Common Core, Subject meetings, Guidance, ELL and Special Ed. We include the staff and administration in technology workshops in IPlan, ILearn, eChalk, ARIS, and Skedula.

We also send the staff to AVID training, COSA training, College Readiness workshops, International Baccalaureate, and WILSON Reading Readiness. We also have funding for post Bachelor's of Arts degrees in their subject area.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 <b>Chris Groll/ William Bonner</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>374</b>
School Name <b>Gramercy Arts High School</b>			

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

Principal <b>Denise DiCarlo</b>	Assistant Principal <b>Fady Ishak</b>
Coach	Coach
ESL Teacher <b>Joanna Clagnaz</b>	Guidance Counselor <b>Laura Gensinger</b>
Teacher/Subject Area <b>Dana Kraft, English</b>	Parent <b>Susan Ganfer</b>
Teacher/Subject Area <b>Danielle Meyer, Science</b>	Parent Coordinator <b>Richard Griffen</b>
Related Service Provider <b>Erica Peltz</b>	Other
Network Leader <b>William Bonner</b>	Other

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

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

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

### D. School Demographics

Total number of students in school	<b>509</b>	Total Number of ELLs	<b>17</b>	ELLs as share of total student population (%)	<b>3.34%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Each new admit into the school is given a Home Language Interview Survey which is administered in either English or Native Language (current home languages are Spanish or French). They are also given an oral interview in native language when required. The School Pupil Accounting Secretary contacts the following Pedagogues Mr. Demartino or Ms. Burgos (Spanish) or Ms. Kain (French) or Mr. Zynk (Polish) or Ms. Laratta (Italian) or Guidance Counselors (Laura Gensinger or Erica Schaeffer) and they explain the home language identification survey in the home language and do interview. The school aide (Lillian Delgado) can be used as translator for pedagogues. After family has reviewed document and completed the HLIS, the pedagogue reviews it and decides if child is potential ELL to administer Lab-R. School Pupil Accounting Secretary inputs this information into ATS. Each week the list of students eligible for the LAB-R is reviewed from ATS and students are tested within 10 days. The LAB-R test is hand scored by Pedagogues to decide appropriate ELL level if necessary and then submits the test for review. Once scores are input into ATS student is moved to appropriate ELL class if he/she was not already programmed for the appropriate amount of seat time. Parents of new students are given Parent Choice Survey. If parent has not chosen ELL the default is Bilingual and they are informed that once the school has 20 students we will open up a section of Bilingual Education. For NYSESLAT we review the RLAT each year and make sure students are appropriately placed in correct level ESL. Review of the four modalities has indicated that students are at intermediate or advanced levels in Reading and Writing. This information is given to ESL teacher.

One Pedagogue has been trained in the NYSESLAT administration. The testing for reading, writing and listening takes place over two days in the afternoon in a quiet location. Speaking is done individually as per NYSESLAT testing procedures. IEP accommodations are made and separate locations are provided. Additionally, a makeup day is set up to accommodate absent students.

2. Pedagogues explain the three different programs that are available based on parental choice, TBE, Dual Language and ESL. They are told that if we get 15 parents who choose one of the programs that we do not have we will open this class.

3. Entitlement letters are sent out during the first 30 days of school year. A copy of the letter is maintained in the student's records. Parent Survey's and Parent Selection Forms. are given to new admits and they are kept in the student permanent record and a copy is placed in file accessible to ELL coordinator. Parent Coordinator Richard Griffin follows up with families to make sure parents receive entitlement letter and are satisfied with the information provided. Additionally at 2nd meeting with families or Parent Association Meeting (October), new families to NYCDOE are given parent survey and they are reminded to return it if they were already sent it. If a parent does not choose ELL the default program is bilingual and we inform family that once we have 20 students requesting bilingual we will open up class.

4. At orientation and school meetings the importance of ELL services are reviewed with family in language they are most comfortable with. Translation services are always available at school meeting, Parent Association Meeting and Parent/teacher conferences. School Pedagogues act as confidential translators when needed. Guidance counselors explain to families at orientation and October Parent Association Meeting about the importance of proper ESL placement and how students progress through high school to earn credits. Placement letters are kept in students permanent record, this often occurs prior to arrival at high school level. Entitlement letters are distributed in September. A copy is kept in the students file. These are explained and reviewed at PA meetings through out fall.

5. The school has only been in existence for the past 3 years. During this time we have met parent choice by offering an ESL

program. We are a fairly new high school so over the past years parents are keeping their children in the ESL program. Parents have said in conversation with Guidance Counselor they like the arts programs and so they like to have their child remain in the ESL program. Parents have also told Guidance Counselor that they feel that the child must get as much English as possible. All students are Intermediate or Advanced Level so this seems to be a good fit. In past 3 years we have had two new students and their parent surveys are on file in school, both request ESL services.

6. We service a 9-12 grade population and the majority of parents have completed the parental choice survey prior to arrival at the high school level, but the parental choice was ESL and we are meeting this need.

## 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										6	5	3	3	17
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	5	3	3	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	9

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2		1	6		1	9	1	3	17
Total	2	0	1	6	0	1	9	1	3	17

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

### C. Home Language Breakdown and ELL Programs

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

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

**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 <u>Creole</u>									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	5	3	3	16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>17</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Paste response to questions 1-7.

1. We provide self-contained ESL classes which are ungraded and heterogeneous.
2. The organization of the staff ensures the mandated number of instructional minutes provided by creating 5 sections of English Classes and 2 section of ESL classes. Each class in each section meets 45 minutes each day. This allows all ESL students to be able to be scheduled for the mandated minutes of ESL/ELA. Students in Advanced level received 45 minutes of ELA instruction daily.
  - a. As per CR Part 154 we provide two ESL free-standing classes that meet 225 minutes a week. We have intermediate and advanced students so we meet the required time for all our students. Intermediate students receive 2 periods of ESL each day for 45 minutes for each class totaling 450 minutes each week. The advanced ESL students receive 1 period of ESL and 1 period of ELA for each day for 45 minutes for each class totaling 450 minutes each week. Since we are a free standing ESL program we do not need to provide Native Language Arts.
3. Students are programmed to get all high school credits that they are entitled to and are given the appropriate ESL/ELA minutes. All classes are taught in 45 minute periods. Some arts classes meet for a 90 minute block. ELL students receive native language support in the content area classes through support by teachers in offering instruction in native language, dictionary and native language instructional support offered too (use of computer). These classes are offered to all ESL students. We are finding success and have seen our ESL students graduate with Regents Diplomas within four years of high school.
4. Assurance that ELLs are appropriately evaluated in their native language requires a review of ATS information and ARIS on the part of teachers so that they have knowledge of each ELLs native language and home language. All students currently at Gramercy Arts prefer to take tests in English but Native Language tests are offered as support if the students would like.
5.
  - a. We have 1 SIFE students who received the appropriate minutes of ESL and provided up to 90 minutes of tutoring weekly and content teachers focus on differentiation of instruction and scaffolding to help with the writing and reading in the different content areas.
  - b. All ELL students who have been in a US school for 3 years or less receive the appropriate number of ESL classes. Additionally, they are programmed for all the high school credits they would need to graduate. The students are given a dictionary to help the students understand the material in both their native language and English. Additionally, the teachers on staff who speak the students Native Language are used as translators to help these new comers understand the content in all classes.
  - c. The students who have been in 4-6 years of ESL will receive up to 90 minutes of tutoring weekly to support their reading and writing skills. This time can also be used as NYSESLAT preparation.
  - d. Long term ELLs will receive up to 90 minutes of tutoring to help with their area of need as per the most recent NYSESLAT test results. This tutoring will target their weaknesses and work to build up these skills which will allow them to move to Advanced and then Proficient Levels.

## A. Programming and Scheduling Information

6. The ELL students who have been identified as having a disability receive differentiated instruction as per their IEP. The goals of the IEP are reviewed and aligned with the curriculum for ESL. The students are provided accommodations such as extended time on tests, separate location or use of reader so that they can complete the content at or approaching grade level.
7. We currently offer Integrated Co-teaching as the least restrictive environment for special education students. This program allows students to access the full General Education Curriculum while getting the support from a Special Education Teacher in content area classes. This same accommodation is provided in ESL classes although they are not done in an ICT format.

### 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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

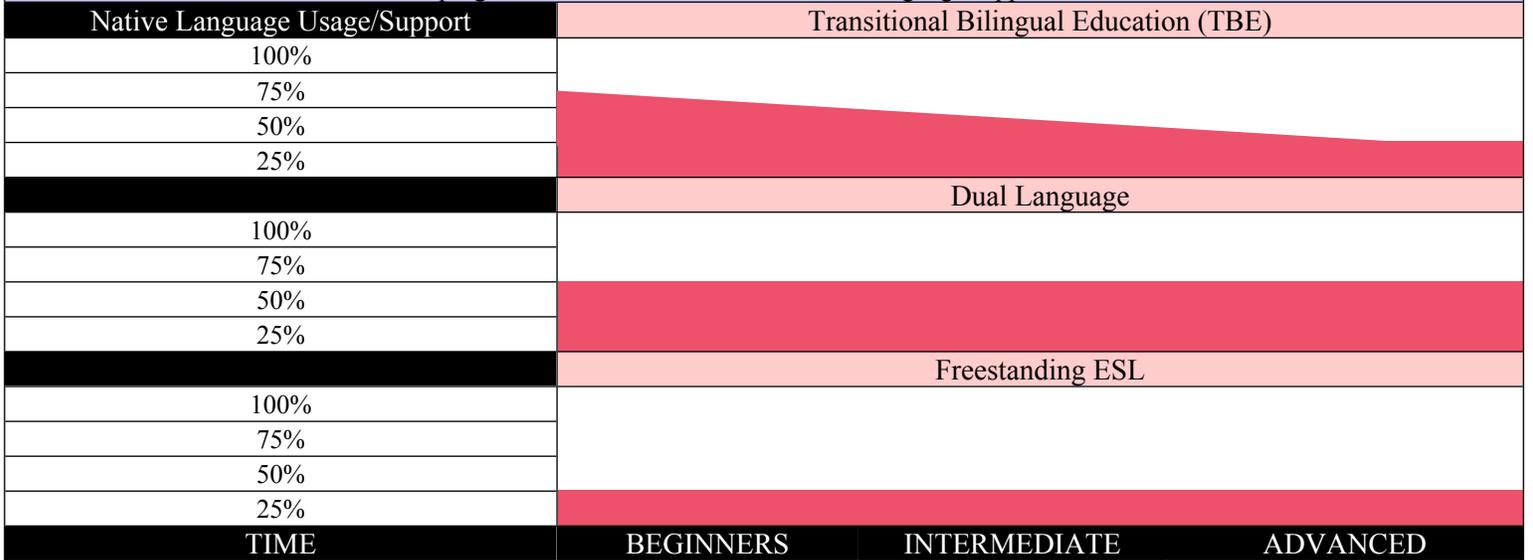
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



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

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

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

Paste response to questions 8-17 here

B.

8. We support our ELL students in weekly group tutoring for up to 90 minutes. When possible this is accommodated in the students' native language. We have on staff, teachers who can accommodate Spanish and Creole which are the languages of current ESL and newly admitted students. Content area teachers use the data in ARIS to help work with the ESL students in the content area by scaffolding instruction and differentiating instruction.

9. We still provide testing accommodations at state testing time for two years after a student has tested out on the NYSESLAT according to NYS memo. We also support students through small group tutoring for up to 90 minutes weekly to continue to support reading and writing skills.

10. We have used IDE to do PD which supports differentiation of instruction for all students. Specifically, advanced students who are in English 5 will be targeted for specific 90 minute tutoring block to help them pass the New York State Regent in English. Differentiation of instruction and writing and reading professional development. Use of Curriculum and test books which assist teachers in working with ELL students by providing ideas for differentiation and support.

11. Not applicable. We are not terminating any program.

12. All ELLs are offered exposure to the same after school activities and are afforded the opportunity to participate in all these. (21st Century After School Grant and PSAL Sports Teams).

13. Each classroom is equipped with a Smart Board which is used to support both Visual and Auditory Learners. This includes all ELL in content area and ESL classes. Additionally, students can get access to lap-tops and net books which provide them with an opportunity to work in their native language and increases their exposure to English Literature through the internet. Content is made comprehensible by providing dictionaries for students, utilizing students' knowledge in the classroom to assist each other, and performing activities encompassing listening, speaking, reading and writing. Materials include technology as well as standard texts in English. Subgroups consist of Advanced and Intermediate groups and language Spanish and Creole. These materials are used equally for these subgroups to advance literacy skills in both the native language and English.

14. As an ESL program we offer students Bilingual glossaries for use in all their classes. We also provide use of the computer for interpretation and translation into native language and English. ELL students can be given copies of reading material in their native language and English. Science teachers can provide the reference tables in the students' native language for Earth Science, Living Env and Chemistry. Also we offer them the opportunity to take state tests in native language (science or history or Math). Pedagogies who speak the students native languages support these students through tutoring or during academic meetings with Guidance Counselors or Teachers. The List of all pedagogies who can provide this support is available with Laura Gensinger, Guidance Counselor.

15. We give all ELL students equal access to the curriculum they must complete in order to graduate within 4 years. Kids are placed by age and are afforded the opportunity to get all credits necessary for graduation. This has allowed many ELL students to go on to become proficient in English and also graduate high school.

16. We provide an Orientation to all new students in early September. At this orientation academics are explained and expectations for high school are explained. Families are given a tour of the school so that they have a better understanding of the spatial layout of the school. Translators are provided. Incoming students and families are given information about ELL services and are asked to attend Parent Association meetings and potlucks to welcome them into the school community.

17. We offer Italian language at both the beginning level (1st Year) and the International Baccalaureate level (2nd year). The more rigorous 2nd year course may motivate our ELL students who often come in having already taken Italian or another Romance Language.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

1. The newly hired ELL teacher will receive PD through the Network meeting for CFN 405, through compliance PD provided by Administration and Trained Staff (Specially Guidance Counselor's understanding in this area). The Assistant Principal will attend at least 1 PD through the CFN network which involves BESIS, NYSESLAT or instruction practices. The Parent coordinator will attend PD through CFN and Advocate Groups so that he is up to date on best practices and compliances issues that relate to the ESL program. A school wide PD is offered each year which shares updates on pedagogical practices with ELL students and also informs Secretaries, Parent coordinators and other stakeholders of how to best assist these students and families in being part of the school communiyt.
2. In addition to the PD that the adminstration offers the faculty on a year basis which informs of instruction practices for ELL students, they promote a college going culture which full incorporates the ELL Students. Guidance Counselors work directly with Senior ELL students to identify colleges, complete applications and if necessary complete SAT or TOEFL exams. Through out the fall of Senior year, ELL students are specifically given tutoring to help with essay writing for college applications. Faculty is provided with list of Ell and Former ELL students through ARIS. They can use this data to help in instruction. Also a list of all the teachers who can translate into the different languages of the ELLs was provided to help the new students get all information needed in native language.
3. All Faculty members will be afforded the opportunity to attend PD which will support their teaching of ELL students. My Access provided PD on June 7 ,2011 which supports differentiation of instruction. ELL students were a focus of this differentiation of instruction. Any work shop that is available on Nov 2nd and supports instruction of ELL will be available to Faculty and will count towards their 7.5 hours of ELL training as per the Jose P. Case.

### 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. All parents are included and invited to every event and activity the school holds. This includes but is not limited to Parent Association Meetings, School Leadership Team, Parent/Teacher Conferences and school concerts. Translators are made available either by staff members or the translator service unit.
2. The school has a 21st century grant which provides free after school activities. This includes ESL tutoring on Mondays and Wednesdays. Additionally the school works with Learning Leaders which supports the college application process of ELL students and undocumented students.
3. Parents are surveyed at PA meetings and also all parents are provided the school Survey in their native language. The feedback from this survey is evaluated and any improvements in the school instruction or organization are considered.
4. Based on surveys we would like to provide training on PCs so that all parents can feel comfortable accessing the information available in ARIS and also on the school website.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										4	2	1	2	9
Advanced (A)										2	3	2	1	8
Total	0	0	0	0	0	0	0	0	0	6	5	3	3	17

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

### 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	3	0	1	0
Integrated Algebra	5	0	0	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	3	0	1	0
Living Environment	4	0	2	0
Physics	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
Global History and Geography	3	0	1	0
US History and Government	3	0	0	0
Foreign Language	0	0	0	0
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Aquity test is administered in the first 2 months of school to all 9th graders. This provides detailed analysis of student's weaknesses so that instruction can be differentiated to meet their needs and improve their skills. ELL Periodic Assessment is also completed with in this time frame. This helps to inform teacher instruction.

2. We have given the NYSESLAT test the past 3 years and the results have indicated that writing is the modality that our students stuggle with most.. The 10th graders are stronger overall in the modality of Listening/Speaking but this does not remain true for reading/writing.

3. Our students need much more support in the reading/writing modality. This will be supported through small group tutoring to specifically address these issues and also through use of IZONE 360 program after school to supplment students literacy skills. Also teacher scaffolding writing so that students become more skilled readings and writers and obtain proficient levels.

4. a. Our students are opting to take the test in English. I see that they are not obtaining a good pass-rate. We should encourage our students to at least consider having the Native Language Test available for them as a guide in completing the English, or even encourage

them to take state tests in their Native Language. This might help more students find success. Additionally, content teachers have been trained more thoroughly in scaffolding instruction and using differentiated learning which should support our ELL students with more success.

b. This year we plan to use the ELL periodic assessments to help inform instruction. The test coordinator has been informed of this and is coordinating this action. We plan to use Aquity or another computer based option that can help with sorting the data from the assessment. Once again ESL students must be given choice to take in Native Language or at least have a copy available for them to translate. This will improve their performance on the ELL periodic assessments and better inform instruction by ESL/ELA and content area teachers.

c. In the past the formative assessments have been used to help direct student instruction in the class often focusing on either reading skills or writing skills. The native language is used to help students understand material in their native language and then transfer that learning and understanding over to the English language. With the use of pedagoges that can speak the native languages of our students, they can help support ELL students' learning in both Native Language and English. They are also able to provide written translation if student needs this type of support. The native language support by pedagoges is vital in helping our ELL students succeed.

5. Not Applicable

6. The success of our ELL program is measured in two ways: # of students who become proficient and also # of students who graduate high school in 4 years time. Last year we did not have any Seniors who were current ELLs only Former ELLs. There was no ELL who got proficient on both modalities thus tested out of ESL. We hope to improve on this area by our improved instructional strategies.

### 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:** Gramercy Arts HS

**School DBN:** 02m374

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise DiCarlo	Principal		11/29/11
Fady Ishak	Assistant Principal		11/29/11
Richard Griffen	Parent Coordinator		11/29/11
Joanna Clagnaz	ESL Teacher		11/29/11
Susan Ganfer	Parent		11/29/11
Dana Kraft	Teacher/Subject Area		11/29/11
Danielle Meyer	Teacher/Subject Area		11/29/11
	Coach		

**School Name: Gramercy Arts HS**

**School DBN: 02m374**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
Laura Gensinger	Guidance Counselor		11/29/11
William Bonner	Network Leader		
	Other		
	Other		
	Other		1/1/01
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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

DBN: 02m374 School Name: Gramercy Arts HS

Cluster: 4 Network: 405

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

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

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

We administer the home language survey and do intervene of all new admits. If not English Speaker then Pupil Accounting Secretary enters into ATS and students is administered the LAB-R within 10 days of enrollment. We use info from ATS and ARIS to identify the home languages of students so we provide appropriate written and oral translation. We have 7 teachers and 1 school aid who are able to do all campus translations for meetings and phone calls. The parent coordinator has been educated on the resources available through the interpretation unit.

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

The findings of our school's language interpretation needs indicate we have Spanish and Creole language needs. These findings are based on data analysis provided by bio info from ATS. ARIS is used by teachers to identify home language and whether they require written translation or oral interpretation. These findings will continue to be shared through the ARIS community and also through PD meeting in January 2012. The Faculty is able to provide translation and interpretation for both these languages.

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

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

All material given out to parents on a school wide basis or directly given to our ELL students is translated into the home language. This translation can be provided by 1 of 7 teachers or a school aid. We have teachers on staff that translate Russian, Polish, Creole, French, Arabic and spanish.

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.

As previously stated we have 7 teachers and 1 school aid who have been able to do all oral interpretations for meetings and phone calls.

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>.

We have 7 teachers and 1 school aid who are able to do all campus translations for meetings and phone calls. The parent coordinator has been educated on the resources available through the interpretation unit.