Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: CASCADES HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **01M650**

PRINCIPAL: PAUL ROTONDO EMAIL: PROTOND@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

06-07-2013

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
Paul Rotondo	*Principal or Designee	
Jon Dennis Regier	*UFT Chapter Leader or Designee	
Karen Cox Griffin	*PA/PTA President or Designated Co-President	
Chen Fu Chang	DC 37 Representative, if applicable	
Regine Francois Fabiola Carcamo	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Rachna Chiandiramani	CBO Representative, if applicable	
Claire Sheehan	Member/ teacher /Chairperson SLT	
Teresa Brown	Member/ Parent	
Wendy Modeste	Member/ Parent	
Robert Smith	Member/ Parent	
Adrienne Cheverez	Member/ Parent	
Ezequiel Garcia	Member/ CSA Representative	
	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

Cascades High School students will be exposed to a variety of new on-line learning opportunities that will provide students with the ability to correct prior failures and take courses previously unavailable to them in a small transfer high school setting. During the 2011-12, school year, 25 of the students enrolled in Cascades high school, (approximately 12.5% of the school) will have taken and completed no less than 2 high school, on-line, credit classes by June, 2013.

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Comprehensive needs assessment

- ***A comprehensive needs assessment is performed throughout each school year with a mid –year review and an end of term analysis conducted. A review of all student data for our transfer high school has indicated that students who transfer into Cascades do so, on average, with no more than 10 high school credits earned and no more than one NYS Regents exam passed. Student progress with includes the annual progress each student makes toward graduation includes both course credits as well as Regents passing exam scores. This progress performance is key to both individual student achievement as well as overall school performance. A review of the data from the 2009-10, 2010-11,and the 2011-2012 indicate a significant drop in our student progress data. In 2009-10 Cascades earned a New York City Department of Education performance score of an "A" in this area which translated from a numerical score of 42.1 of 60 possible points. This numerical calculation is based on the number of courses and exams students pass each year with additional credit provided for students obtaining grades of 85 or better on Regents level tests. For the school year, 2010-11 our Student Progress score dropped to 36.0 of a possible 60 points and for 2011-12, our score slightly increased to a 36.5. Although a number of factors contribute to this drop in score however, the School Leadership Team and administration recognize the limitations on course availability that have been placed on a small transfer high school. The needs assessment performed by the school and presented to the SLT has resulted in plan to increase the number and flexibility of course offerings made for each student using on-line learning tools, such as Pearson Learning's NOVANET system or New York City's iLearnNYC program. Student progress toward graduation has such a huge impact on State Accountability reports that the SLT and administration have made this goal the number one priority.***

Instructional strategies/activities

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

Through teacher teams and school leadership team meetings Cascades has collectively reviewed the New York State School Report Card, which has indicated a school "In Good Standing" and the New York City Progress report data. Evaluation of Evidence-Based Research found in the 2009 publication of the study: Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies U.S. Department of Education Office of Planning, Evaluation, and Policy Development clearly finds that student learning and progress can be greatly improved and enhanced through the use of on-line learning.

A review of our school's evidence is covered within the Needs Assessment section of this goal and indicates that this area should be part of an

overall school goal. Collectively the school has decided to include and improve upon on-line learning opportunities available for our students. Cascades will seek out, budget for and enroll within the on-line learning systems of Pearson Inc. and the new NYC iLearnNYC initiative. These systems will help provide significant support for both teachers and administrators in developing and establishing a new on-line learning community for our students to participate within. This decision which was made collectively by the faculty, staff, parents and students, was based on To accomplish this task we will employ the following strategies and or activities:

- **Upgrade of computer technology within the school and increase the number of available computers for student use, September through October, 2012.**
- **Train and provide professional development for staff and administrators to successfully use and implement an on-line learning system, September through October, 2012.**
- **Provide guidance counselors with the listing of course offerings and registration material training, September, 2012.**
- **Guidance and Administrative review of school program Master Schedule to include the course offerings available through on-line learning, August and September, 2012.**
- **Administrative review of on-line learning procedures and policies, August and September, 2012.**
- **Introduction of on-line systems for students and parents, (On-going individually but September and February, 2012 whole group)**
- **Progress monitoring of student work and performance, (Teacher progress of students made daily and bi-monthly, Administrative review weekly and each marking period).**
- **Marking period review and grading (Review and grading done each Marking Period – every six weeks.)**
- **Mid-year on-line review of student work and on-line progress, January and February, 2013.**
- **On-line course offerings available to students within the school day, September – October, 2012.**
- **On-line course offerings available during our after-school program, October, 2012.**
- **Final grade and student overall progress data review, June, 2013.**

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.

  As part of all school wide initiatives, parents and guardians are automatically included within each of our initiatives. Parents and Guardians have been part of the decision conversation and planning. Additionally, parent workshop will be provided to inform parents about what is involved within the on-line classes and how they might assist their child in progressing toward graduation. An additional suggestion was that these courses might be made available to include parent on-line learning. A future plan will be to conduct a needs assessment of our parents to determine interest and need.

  As part of our Parent Involvement Policy (PIP) this program is part of the initiative to enhance the infusion of technology within our school's program to enhance both parent and guardian's understanding of their child's academic progress and to improve the overall communication between the school and the family. We recognize that a complete partnership with the parent and guardian can be an essential part of individual student success and therefore, this goal will include parents and guardians throughout the year.

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.

X Tax Levy X Title I _____ Title IIA _____ Title III X 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).

Tilte I funding is currently used to provide for professional development of staff to accommodate the on-line learning programs. Additionally, Title I parent involvement funding is provided to help support the afterschool and evening workshops used to help implement the use of computer based learning programs. These workshops are to support and train parents for the on-line course program.

Principal, Assistant Principal and Network Specialists, Superintendents and Department of Education officials will review the school periodically to assess the development and coordination of these programs. A fine example of this coordination is the realization by the New York State Board of Regents that on-line learning would benefit the students of New York State. The Regents therefore established a new policy allowing for on-line learning experiences that are coupled with Common Core Learning Standards and Licensed Teacher Coordination.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To improve communication and parental involvement in Cascades High School by June, 2013, Cascades High School will increase parental communication surrounding parent meetings, on-line instructional information and use of the individual student information systems as evidenced by a 5% increase in parent participation on learning environment surveys and parent surveys throughout the school year from September 8, 2012 to June 28, 2013.

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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.

A comprehensive needs assessment was conducted in which the SLT, Administration, Students and Parents reviewed the data found within the New York City Department of Education's Progress Report Data regarding the school Learning Environment Survey. In particular, attention was paid to the subsection on Communication. Our school's Learning Environment survey indicated a quantitative score of 7.4 under communication for the 2012-13 school year. Although this is a small increase in score from the previous school year score, it is not one we as a school are comfortable stating is acceptable. As a collaborative team our assessment indicated that the more communication and the deeper communication with both parents and students; the more likely a student is to achieve success in school. Furthermore, a deeper focus on communication items will result in a more detailed and focused discussion regarding a child's learning progress. At Cascades this communications initiative is tied to the fundamental philosophy of student self-efficacy, which is a scientifically proven philosophy that contributes to successful progress in school.

Instructional strategies/activities

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

October, 2013- eChalk and Datatcation, $8,000 Title I and TL funding. These strategies will include bi-lingual translations that address and improve the communication with all our non-English speaking families.
June, 2013 – two workshops at the school evening hours for parents and guardians - $500 21st Century Funding
Monthly -Parent Coordinator, Computer Technician and Per Session for Staff: $2000 for after school monitoring and parent meetings

Phone Conferencing Services:
$2000 TL Funding for phone conferences services for parents to call in and use on parent association meeting nights. One meeting per month for 9 months.

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.

Research on communication between schools and parents or guardians include a detailed understanding of how parent involvement improves the individual student progress toward graduation. In fact, NCLB and US Department of Education research indicates that schools should:

- **Use creative forms of communication between educators and families that are personal, goal-oriented, and make optimal use of new communication technologies. One idea might be telephones in every classroom with voice-mail capacity.**
- **Improve the level and depth of communication with parents to improve students outcomes among At Risk youth as published by the Center for Research in the Education of Students Placed At Risk (CRESPAR), supported as a national research and development center by funds from the Office of Educational Research and Improvement, U.S. Department of Education (R-117-D40005).**

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.

X Tax Levy X Title I _____ Title IIA _____ Title III X 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).

Program coordination will be a shared responsibility with the principal, assistant principal, parent coordinator, and School Leadership Team being among those responsible for the success or failure of this program. Co-mingled funding including Title I money will be made available to support this effort and therefore bring the benefits of City, State and Federal funding into cooperation.

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

Graduation Accountability Cohorts are crucial to the accountability data for each high school. Since transfer schools now have a transfer school graduation rate or six year graduation cohort rate, our goal is to improve this transfer graduation rate for this current school year. (64% in 2011 to no less than 65% for 2012) Our objective for the 2012-2013 school year is to improve the percentage of our transfer graduation rate by two percent. Thus improving the 6 year cohort graduation rate to 67% by August of 2013.

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.

New York State Department of Education standards are based significantly on the required regulation of the Federal Government's No Child Left Behind legislation. Within the NYSED accountability system is a measure of school success or progress that is defined by quantitative analysis based on the entire school population and every related sub-group of students. Using this differentiated accountability system New York provides each school with a report entitled, the School Report Card. In 2005 as a result of bad management Cascades was identified as a School In Need of Improvement and traversed its way into the category of Corrective Action. Additionally Cascades was placed on the potential SURR list for NY State. As the result of an administrative change the school has since performed extensive needs assessments based on State accountability data. It has developed an in-house data storage and reporting system and uses each of the New York City systems to compare and analyze student data. An analysis of this past year's student accountability data from New York State Education Department indicates that Cascades is a school in good standing, however, the numbers do show a drop in graduation rate percentages from those recorded in the previous school year. To address this the School Leadership Team, teachers, parents, administrators and students have begun to look more closely at those students identified in each of the sub categories that consist of the graduation cohorts for year 4, year 5 and year 6. By closely monitoring and analyzing the data regarding graduation cohorts, offering support structures designed to address deficiencies and flexible opportunities to move closer to graduation, a significant improvement in student graduation rate can be achieved. Research involving the improved management of early warning signs for at risk students include finding such as those indicated by the Office of Multiple Pathways to Graduation which published the following:

Success with Multiple Pathways "Following an analysis of their student outcomes that demonstrated that 93 percent of dropouts were over-age and under-credited, the New York City Department of Education created multiple pathways designed specifically for such students. The graduation rate for this population increased from 19 percent in the traditional schools to 56 percent at small, transfer schools and 39 percent in evening programs." Sources: American Youth Policy Forum, *Forum Brief: Development and Implementation of Multiple Pathways to Graduation in New York City—Friday, October 26, 2007*, http://www.aypf.org/forumbriefs/2007/fb102607.htm (accessed June 4, 2008); J. Lynch, "Using Data to Guide the Development of Multiple Pathways," paper presented at the Symposium on Federal Policy and Persistently Failing Schools, May 14, 2008.

Instructional strategies/activities

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

- **Develop and implement a Guidance Team to review and conduct individual student needs assessment (GC tax levy funding $65,000).**
- **Create an individual graduation plan for every student.**
- **Backwards design each student's Master Course program to meet student needs rather than school design.**
- **Design and implement supplemental assistance plans such as PM School, Make Up Credit Course Programs, AIS Courses and small group tutoring opportunities, ($20,000 21st Century After School Grant Funding).**
- **Target sub groups of students for additional supports such as Special Needs, ESL, Hispanic students etc.**
- **Create a PPS team to meet weekly and review individual student progress.**

- **STAFF:**
  5 hour school aide to manage, organize and monitor effective intake process ($19,500 Tax Levy)
- **STAFF:**
  Increase support efforts by increasing number of support adults providing services to students such as CBO's LTW youth development counselors.
- **PER SESSION:**
  Teacher per session to provide PM, Regents Reviews and make up courses. ($28,843 21st Century Grant Funding). Guidance Counselor to review and monitor academic progress toward graduation. ($3000 21st Century Grant)
- **MEETINGS:**
  Establish weekly PPS and progress meetings to conduct needs assessments, program development and support or intervention strategies.

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.

Strategies to involve parents and guardians within this process are critical to success for each student. Where parents and or a significant

adult is present, the school assumes the ability to provide that support through a collaborative effort of student advisory. This advisory program supplies an adult mentor to each student whose job it is; is to support and encourage and assist the student in meeting his or her own personal goals established to aid in school progress. Parents and guardians are part of the overall graduation planning conference and are provided workshops on how to read and understand your child's graduation plan and transcript. On-line programs will allow parents and guardians to maintain constant contact with student data and academic achievement. Graduation data such as attendance, course completion reports and grades are available almost immediately for parents to review and discuss. Meetings are provided to support parents during the school day, immediately following the school day and in the evenings to accommodate all families and their needs.

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.

_X_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _X____ 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).

Coordination of these efforts will be the responsibility of a collaborative team of people including administrators, guidance staff, teachers, parents and students. Title I funding for professional development and parent involvement will come from federal, state and city sources. Using the guiding principles of Youth Development, students at Cascades will experience a learning environment that provides research based support initiatives proven to improve individual student success among high school students.

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

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

By June, 2013, each of the courses offered at Cascades High School will identify Common Core Learning Standards and feature CCLS-aligned performance tasks as part of the curriculum.

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.

With research and evidence based support found in such publications as "The "Common Core" Standards Initiative: An Effective Reform Tool?" By William J. Mathis, Ph.D. at the University of Colorado at Boulder, July 2010, The Great Lakes Center for Education Research & Practice, the design, creation and implementation of a common set of Core Learning Standards for States within the United States, suggests that the adoption of these blueprints for learning effectively addresses student deficiencies and supports academic success. Based in part on these findings, New York State has adopted the use of the Common Core Learning Standards to help schools, administrators, teachers, parents and students focus more closely on the level of skill development within our instructional learning. Cascades High School in conjunction with our SLT, parents, teachers and students, conducted a needs assessment of the instructional courses offered within our school. Our findings suggest that although related to skills necessary to pass State standardized exams, the level at which our instruction could be improved. A review of the Learning Environment Survey conducted by the New York City Department of Education for Cascades High School indicates that Cascades has improved its level of Academic Expectations by .4% from that of the 2010-11 survey achieving a score of 8.6 compared with that of the citywide average which stands at 8.1. Despite this slight increase we recognize the importance of implementing a more rigorous and focused framework for our instructional expectations and therefore have decided that this must be a school-wide initiative.

Instructional strategies/activities

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

Cascades faculty will infuse the NYS Common Core Standards into their course curriculum by developing and implementing a Unit of study based on the Common Core Standards of Reading and Writing with Informational Text, By January, 2013. At which time the unit of study will be implemented within classes exposing all 200 students enrolled to lessons, tasks and assessments based on the Common Core Standards selected.

- **$14,109.00 Title I SWP 10% Professional Development funding used to supplement the assistant principal in charge of professional development for this goal.**
- **School Based Option Approval to block schedule time after school on Wednesdays to meet with faculty and provide professional development time for Common Core Standards integration as well as Common Core Task Development.**
- **Two preparation periods provided to teachers within the normal school day schedule provides the administration time to meet with and individually assist the teacher in development of this initiative.**
- **Professional Development focused on Common Core integration to be provided to all staff by the Network Instructional Specialist. This will take place no less than twice this school year.**
- **Inquiry team meetings will examine assessments and activities focused on skills necessary to analytically read informational texts and to develop detailed written arguments that are supported with prior evidence based opinions.**
- **Inquiry teams will also examine student work collected to help develop a learning support plan that addresses student achievement gaps.**
- **Teacher Teams will be in place by October, 2012.**
- **December, 2012- weekly teacher teams will develop and review units focused on this common core skill area.**
- **February, 2013 – units will be provided to students.**
- **March, 2013 – Student work will be reviewed and achievement gaps identified.**

April, 2013 – Support plans to address achievement gaps will be developed for students.

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.

Parents as well as students must understand the importance of what the Common Core Learning Standards provide professional educators. It is essential for student learning to understand what is going to be taught and what skills are necessary for success. These standards provide a strong foundation for student success in both post secondary education as well as within the world of work.

To assist with this effort, workshops that introduce and explain the Core Learning Standards will be conducted with both students and parents. Twice during the school year, teachers will be available to meet with parents individually to discuss and review their child's performance as measured by the Common Core Standards of Learning. Invitations to attend these meetings will be made to parents using mail, email, phone messenger and internet announcements.

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 X 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).

Since this initiative is rooted in a collaboration among the Federal Government and State Governments, use of resources made available through on-line programs and State funded workshops will be made available to our teachers, staff, parents and students. Local support will be provided through the able use of our Network Academic Support Specialists.

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:
  - e) 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	**1:1 tutorial basis is established for students identified as in need of basic reading skills. Additional English assistance will be provided during the after school program classes two days per week for 50 minute periods.**	**Small reduced size classes for students identified as in need of literacy assistance. E3 and E4 classes to be infused with literacy assistance methodologies for lower performing students.**	**English AIS class provided during the school day, will be small group instruction using a Highly Qualified English teacher, it will meet 5 days per week and will consist of students identified by the teachers as in need of remediation skills as well as those with prior failures on Regents exams and passing courses that culminate in State exams.**
Mathematics	**1:1 tutorial basis is established for students identified as in need of basic mathematics skills. Math AIS class will be provided during the school day, will be small group instruction using a Highly Qualified Math teacher, it will meet 5 days per week and will consist of students**	**Small reduced size classes for students identified as in need of assistance will be provided within our Algebra II and Geometry II courses.**	**Math AIS class will be provided during the school day, will be small group instruction using a Highly Qualified Math teacher, it will meet 5 days per week and will consist of students identified by the teachers as in need of remediation skills as well as those with prior failures on Regents exams and passing courses that**

	identified by the teachers as in need of remediation skills as well as those with prior failures on Regents exams and passing courses that culminate in State exams. Additional Math assistance will be provided during the after school program classes two days per week for 50 minute periods. An F Status, part time Math Coach will provide push in services for identified students and PD for staff.		**culminate in State exams. Additional Math assistance will be provided during the after school program classes two days per week for 50 minute periods. An F Status, part time Math Coach will provide push in services for identified students and PD for staff.**
Science	**1:1 tutorial basis is established for students identified as in need of basic science skills. Science AIS class will be provided during the school day, will be small group instruction using a Highly Qualified teacher, it will meet 5 days per week and will consist of students identified by the teachers as in need of remediation skills as well as those with prior failures on Regents exams and passing courses that culminate in State exams. Additional**	**Small reduced size classes for students identified as in need of assistance will be provided within our Living Environment II and Chemistry II courses.**	**Science AIS class will be provided during the school day, will be small group instruction using a Highly Qualified teacher, it will meet 5 days per week and will consist of students identified by the teachers as in need of remediation skills as well as those with prior failures on Regents exams and passing courses that culminate in State exams. Additional assistance will be provided during the after school program classes two days per week for 50 minute periods.**

	assistance will be provided during the after school program classes two days per week for 50 minute periods.		
Social Studies	**1:1 tutorial basis is established for students identified as in need of basic social studies skills. Social Studies AIS class will be provided during the school day, will be small group instruction using a Highly Qualified teacher, it will meet 5 days per week and will consist of students identified by the teachers as in need of remediation skills as well as those with prior failures on Regents exams and passing courses that culminate in State exams. Additional assistance will be provided during the after school program classes two days per week for 50 minute periods.**	**Small reduced size classes for students identified as in need of assistance will be provided within our History 4 and History 6 courses.**	**Social Studies AIS class will be provided during the school day, will be small group instruction using a Highly Qualified teacher, it will meet 5 days per week and will consist of students identified by the teachers as in need of remediation skills as well as those with prior failures on Regents exams and passing courses that culminate in State exams. Additional assistance will be provided during the after school program classes two days per week for 50 minute periods.**
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	**Guidance and Advisory Counseling will be provided using AIS**	**Methods for counseling support services will vary according to child and need,**	**This will be conducted daily 5 days per week, as part of the counselor's duty and will**

	during the course of the school day. Small class sessions may be used throughout the school year. Although Cascades does not have a school psychologist on site, we can utilize the services of a network appointed psychologist for students identified as having an Individualized Educational Program. These students will be provided with the support supplied by the school psychologist as needed and within an appointment calendar. Meeting times and frequency vary throughout the year according to need as determined by the psychologist. Cascades High School may employ the services of a LYFE Center Social Worker who is available for crisis counseling and the Certified Social Workers provided through our school Collaboration with CAMBA a community based organization	but may include small group workshops, one on one tutoring and or counseling.	include additional counseling assistance provided by CBO Certified Social Workers.

	housed on site with Cascades. Services include parenting classes, crisis counseling and guidance assistance for all students who are identified as parents or AT RISK of Dropping out. Push in workshops will be provided within Advisory classes.		

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.

As a point of clarification, based on the BEDS survey available and a complete understanding of the 12 teachers currently assigned to Cascades High School, every member of the faculty meets the New York State and US Department of Education NCLB definition of "Highly Qualified." Maintaining these individuals as teachers for Cascades is founded on the principle that teachers are professionals and as such should be an integral part of the decision making process for both school policy as well as student progress. On-line learning and the enhancement of computer based learning opportunities must include only highly qualified professional educators to monitor the content, student progress and the development of each student and his or her learning experience. To enhance this on-line learning, the school offers support and encouragement to faculty who choose to work with the on-line learning community. Student progress data and surveys were reviewed by teachers and teachers experienced the course work completed on line prior to deciding to become part of this initiative. Professional Development focused on on-line learning and computer based instruction is offered for all the faculty interested. PD workshops are provided in-house or after school hours. Coverages and per session money is paid to teachers who qualify. This is done through Title I funding set aside for HQ Professional Development.

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.

CASCADES HIGH SCHOOL
PARENT INVOLVEMENT POLICY (PIP)

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.**

CASCADES HIGH SCHOOL
SCHOOL-PARENT COMPACT

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

IV. 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;**

V. 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;**

VI. 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 Rello-Anselmi /Sumita Kaufhold	District 01	Borough Manhattan	School Number 650
School Name Cascades High School			

B. Language Allocation Policy Team Composition ⓘ

Principal Paul Rotondo	Assistant Principal Ezequiel Garcia
Coach	Coach
ESL Teacher Adriana Santiago	Guidance Counselor Jennifer Hallman
Teacher/Subject Area Oscar Stephenson	Parent Karen Cox-Griffin
Teacher/Subject Area Robin Curtis	Parent Coordinator Constance Bilello
Related Service Provider Victoria Stopak	Other type here
Network Leader Sumita Kaufhold	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	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	223	Total Number of ELLs	6	ELLs as share of total student population (%)	2.69%

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.. Every student and parent are interviewed as part of our admission process. Since Cascades is a transfer high school, students arrive throughout the year from various sending high schools. The process includes an initial evaluation of all student records by the assistant principal and pupil accounting secretary. This paper evaluation includes prior school transcripts, report cards, State Exams such as NYSESLAT scores, home language surveys, newly administered home language surveys, ATS reports, attendance reports, planning interview forms and health and immunization records. An admission team consisting of the assistant principal, guidance counselor, special education teacher, parent coordinator, english as a second language teacher and general education teacher meet with each student and parent who are seeking admission. The assistant principal is responsible for the evaluation and administration of all appropriate intake documents and tests such as the home language survey, HLIS and LAB-R INCLUDING LAB for Spanish Speaking ELLs, if necessary. An oral interview is conducted and the written tests are administered to each student. The team provides translators in the home language of each child during every interview when necessary and or requested by either the parent or student. If a student clearly understands English but it is determined that the parent does not then a translator is provided, so that the parent can clearly understand what is being discussed. Once it is determined that the student may be an Enlish Language Learner, the admission process is extended to include a detailed discussion about what form of language instruction is available throughout New York City Public Schools. The tool kit resources are used during this admission meeting as is the ELL Parent Choice video which is shown to every ELL parent and student. The team then reviews all the material from the interview and testing. This includes initial assessments in both English and Mathematics as well as the previous NYSESLAT scores. A determination is made as to the supports that would be necessary to assist the student. Programming is started immediately following the student and parents' response as to which particular type of instruction they wish to have for their child. Freestanding ESL, Transitional Bi-lingual Education or Dual Language Classes will be programmed for the student depending upon the parent and student choice as well as the language evaluation made by the team including the NYSESLAT exam scores. These programs of course depend on the number of students and parents who choose to have those classes provided.

This team meets monthly to review the progress and process of instructing our ELL students. Monthly the team evaluates the progress of every ELL student as well as the score reports from standardized exams such as the NYSESLAT. Supports are put into place where necessary and tutoring is made available for every student. Follow-up progress calls to homes are completed and translators are used to assure the parent communication is open.

2. Every effort is made to fully explain to parents and students all the elements involved within the three available program choices. Parents and students are allowed to discuss the options, view the video explaining the options as well as tour a guided example of each type of program. Cascades staff is proud to allow potential students and parents the opportunity to visit these programs either within our school building or within a school building locally. If we are only offering free standing ESL classes we would then use Lower East Side Prep HS to showcase a shining example of Transitional Bi-Lingual programs and the High School of Dual Language for Dual Language programs. Parents and students are then re-conferenced with the LAP team and the various program findings are discussed and decided upon by the parent and student. Since this is a transfer school timelines are individualized and occur as follows: Initial Admission contact within 24 hours, Parent and Student Admission interview within 2 business days, Re-conference and Program

Choice within 24 hours, Student Admission and program completion within 1 business day. Throughout the year the team meets to review student progress and admission process. This is done monthly with semi-annual program assessments.

3. Since every part of the process is completed within a 4 business day timeline, all entitlement letters are provided to the parent and student at the admission conference. Letters are completed immediately or within the next business day. The Parent Coordinator is responsible to make sure that all letters are submitted and completed. By default any student who does not have a letter submitted will be automatically programmed into a Transitional Bi-Lingual program.

4. As previously stated this process is simplistic and thorough. All parents and students seeking admission into Cascades participate in an individual admission conference. A translator on staff is provided for every parent and student whose native language is other than English. All program options are provided to the student including opportunities to view the LAP program video. Decisions on program selection are left to the parent and the school accomodates the type of program depending on the number of student / parent who wish to participate.

5. Upon review of the past three years, Cascades' parents and students have overwhelmingly chosen to participate in Freestanding English as a Second Language programs. These programmed classes are self-contained and are coupled with an advisory piece in which the ESL teacher acts as a faculty advisor throughout the students' high school career.

The numbers are as follows:

School Year Ending	Number of Students	Parent Program Choice
2008	8	Self Contained ESL
2009	7	Self Contained ESL
2010	8	Self Contained ESL
2011	6	Self Contained ESL

6. All program models are aligned with the parents' requests at this time.

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														**0**
Dual Language (50%:50%)														**0**

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Freestanding ESL														
Self-Contained										2	2	2	2	**8**
Push-In										0	0	0	0	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**2**	**2**	**2**	**8**

B. ELL Years of Service and Programs

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

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	1	0	0	3	0	1	6
Total	**2**	**0**	**0**	**1**	**0**	**0**	**3**	**0**	**1**	6
Number of ELLs in a TBE program who are in alternate placement: 0										

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**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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										0	3	1	0	**4**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French											1			**1**

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	0	5	1	0	6

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a.b. Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Cascades has implemented a self-contained ESL class for its students and uses pull out support services to assist its ELL students. Students are encouraged to write in English through the use of dialogue journals between the teacher and the students. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. Additionally, students are encouraged to bring their personal experiences in through the use of the Language Experience Approach and culture studies projects. Prior knowledge is continuously accessed in class. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessments. ESL classes are programmed into the regular class day and are an essential part of the 9 period school day. Currently the school has one intermediate ESL class and one advanced ESL class. The ESL teacher also provides additional tutoring support on Tuesdays and Thursdays for 50 minutes beyond the regular class schedule. This is done by an approved school based option.

Cascades High School ELL parents and students chose to receive services this past year through a free-standing ESL program with

A. Programming and Scheduling Information

instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the state/s' learning standards through instructional practices and proper use of acceptable learning materials such as texts. Classes include language arts instruction, and focus on a solid English as a Second Language program. English language arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and as often as possible teacher lessons are supported with materials focused on assisting our English language learners. Such materials include the use of visual aids and large print items that assist in language proficiency and where possible materials provided in native languages. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies.

Our ELL students also enjoy the ability to complete many class requirements using a research based "presentation" method. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in each classroom and an extensive computer lab allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom as well as in the ESL classroom, students incorporate the fundamentals of ELA balanced literacy.

To do so, students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students.

2. Students are programmed to ungraded classes by the guidance counselor upon review of the LAP team. Students programs are reviewed by the assistant principal. Students in Beginner (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction; one of these periods is a combined class with the Advanced (A) ESL students who receive 1 period per day of Advanced (A) ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. There currently is one intermediate class and one advanced class in the ESL program taught by 1 part time ESL certified teacher. Students are also programmed for a high school English class. The ESL teacher and the ELA teacher collaborate on student progress, lesson planning and instructional differentiation. Lessons are designed with each student in mind and are structured with diverse scaffholding designed to assist each individual learner. The ESL classes are programmed as part of the regular high school day. Currently the daily program consists of 9 periods, with one period for school-wide lunch. Additionally, as the result of a school based option, students are provided with additional tutoring support two days per week for 50 minutes at the end of the regular class day. These days are Tuesdays and Thursdays. ESL students are provided with this tutoring by the ESL teacher. Programs are completed and placed into the NYC STARS progam system. All ESL programs are monitored by the guidance counselor and ESL team.

3. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. The language of instruction is currently English. Instructional planning includes language functions, structures, usage and vocabulary are part of each lesson. Currently the materials used within the classes consist of texts entitled Visions, independent Hi-Lo readers and teacher adapted materials.

Our diverse student body, which at the time of this writing consists of 187 students, is drawn from recent immigrants from the immediate community as well as students who have chosen to attend Cascades High School after having experienced difficulty adjusting to the traditional learning environment found in many large New York City Comprehensive High Schools. The shared commonality for all of our students is that they are overage and want to complete the regular high school diploma program.

4. a - e. Cascades High School is committed to improve instruction and support efforts directed at our English Language Learning Students. Through our cooperative language program and differentiated instruction we are addressing the needs of our individual students within the school building. Additional support efforts involve: Lessons that are supported with individual supportive scaffholding and lessons that differentiate for content, delivery and assessment. Examples of this differentiation include: the use instructional technology, videos, auditory equipment.

A. Programming and Scheduling Information

Standardized Assessments that take into consideration student proficiency in native languages. Providing assessments in native languages as permitted. Teachers collaborate with the ESL instructor and will where permitted produce an in class assessment test that is sensitive to the ELL student's language obstacles. During State standardized assessments, ELL students will be permitted to take exams using a dual language dictionary according to their native language. Additional time will also be allowed for our ELL students during these exams. The assessment test for ELL students (NYSESLAT), will be administered according to state timelines during the month of either March or April. This exam will be used to assess the ELL students' performance and will allow our school to better program for the students' needs during the upcoming school year. Additionally, the school will use these exam results as it reflects and plans for improvement regarding our ESL program. Preparing for this exam is done both as part of the regularly scheduled ESL classes and presented during the PM session AIS courses.

Supportive English Language Arts instruction and SIFE Students. English teachers and the ESL teacher collaboratively plan and team teach focusing literacy support toward all students but in particular toward the ELL and SIFE targeted student groups. This instructional classroom

uses the principles of the Sheltered Workshop model. Although we do not currently have SIFE students, we do have a plan to assist any future students. This plan includes support on Literacy skills as well as collaborative one-on-one tutorials with native language teachers.

Collaborative Content Area Instruction. Our ESL teacher not only provides professional development in best practice ESL methodologies but also works collaboratively with each of the content area teachers on lesson development and assessment materials. This collaboration assists our ELL group as a whole but more importantly initiates discussion and support for students individually.
Guidance and ESL Coordinator After-school services focused on students struggling with English as well as Students identified with interrupted formal education. SIFE students will be included in the sheltered workshop class and will be supported with ESL and Guidance intervention support services.

Effective Parent Involvement and Admissions Processing. The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present, and all school letters will be accessible to the parents in at least English and Spanish. Our ESL teacher is an essential part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on-one interview with the ESL teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, Cascades currently provides only a freestanding ESL program. This has been the trend for the past three years and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL teacher to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning classrooms.

Academic Intervention and Support Services - During each semester the ESL teacher conducts academic support by pushing into classrooms or pulling-out ELL students from their normal class program. At these one-on-one tutorial sessions the ESL instructor provides valuable support for the student . Additionally, ESL classes are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor.

School Spirit and Collaborations – during the traditional school year, the ESL teacher in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child's education in a program that emphasizes our school's commitment to multi-culturalism.

A. Programming and Scheduling Information

Newcomers Plan – Students who arrive at Cascades and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ESL teacher and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

Long Term ELLs and Extension of Services - Although Cascades only had one student listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL teacher as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.

Students Achieving Proficiency – English Language Learners who achieve proficiency still require additional support services. These students will be monitored by both the ESL teacher and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

Professional Development Plan – We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Sheltered Workshop Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist.

Data Worksheet Review:

A review of the 2010 worksheet data on patterns across proficiency levels and grades, indicates that all of our ELL students have achieved a proficiency rate level of "Advanced" in some of their modality score areas. Of the 6 students identified only one is in need of Intermediate ESL services. Although the modality levels indicate that scores remained constant for our students we are fully aware that most would benefit from working on writing skills and abilities. Therefore, it is necessary for our instructional planning and focus to promote activities that are active and engaging for all students, and are based in promoting Reading comprehension and writing skills. Additionally, the modality breakdown indicates that of the 8 tested, the weakest skill level area remains, writing. This further supports our efforts to enhance writing classes and support services directed at providing ELLs with intervention workshops.

Additional focus will be on the skills need to understand and become proficient on NYS standardized exams. Data indicates that the exams which are heavily based on English Language skills such as the Comprehensive English Regents and both Social Studies Regents exams are the areas in which our ELL students have the most difficulty. Scores on these three exams indicate levels of either 1 or 2. Meanwhile scores on exams that are more numbers or graphic based such as Math Regents or Science Regents, record ELL scores of levels 3 or 4.

This data is therefore useful when determining and discussing instructional content and direction. At Cascades we have decided to incorporate into all our content classes strategies that will enhance and support both reading and writing proficiency.
Summation:

Cascades high school is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL

A. Programming and Scheduling Information

methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school, (Parents, Students, Faculty and the School Leadership Team) is involved in the development, implementation of and assessment of Cascades' ESL program. We are committed to providing quality instruction to all our students. Paste response to questions 1-7 here

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Targeted intervention is applied to every ELL student within Cascades High School. Understanding that the role of a transfer school is to target assistance for every one of the students on register this applies to each ELL student specifically. Ells are provided with one on one tutorials in each content area by having a teacher and native language interpretor available at every tutoring sesson. Additionally thanks to the collaborative efforts of our community based organization, tutors and translators are available for academic intervention services provided every day through either push in or pull out services. Other interventions are:

Academic Intervention and Support Services - During each semester the ESL teacher conducts academic support by pushing into classrooms or pulling-out ELL students from their normal class program. At these one-on-one tutorial sessions the ESL instructor provides valuable support for the student . Additionally, ESL classes are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor.

School Spirit and Collaborations – during the traditional school year, the ESL teacher in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child's education in a program that emphasizes our school's commitment to multi-culturalism.

Newcomers Plan – Students who arrive at Cascades and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ESL teacher and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

Long Term ELLs and Extension of Services - Although Cascades only had one student listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL teacher as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.

Students Achieving Proficiency – English Language Learners who achieve proficiency still require additional support services. These students will be monitored by both the ESL teacher and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

Instructional Technology - Computers, software and other technology that is available is supplied to every ELL student who enrolls in Cascades. Lessons are infused with instructional technology and thus allow for a variety of differentiated levels of material to be used for instructing our students. One example of this is the use of a software and web-based program called Achieve 3000. This program allows the ELL student to read and work on the same content material as everyone in the class but at a modified level that is challenging for the English Language Learner but not far beyond their current capability. Additionally, computerized equipment is available throughout each

lesson for the ELL student to use.

We at Cascades are very proud to include our ELL population within every aspect of the school. In fact, although we usually have a small ELL population it should be noted that our last two valedictorians for our graduating class have each graduated high school having completed our ESL program.

Every effort is made to include translators and translated copies of all materials for both our ELL students and their parents. Additionally, as a high school, ELL students are scheduled for and do take foreign language courses so that they will meet NYS Graduation requirements. The only foreign language currently offered at our school is Spanish.

Professional Development Plan – We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Sheltered Workshop Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the Network's ELL Curriculum Instructional Specialist.

Summation:

Cascades high school is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school, (Parents, Students, Faculty and the School Leadership Team) is involved in the development, implementation of and assessment of Cascades' ESL program. We are committed to providing quality instruction to all our students.

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)?

Not Applicable

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.

Professional Development in ESL and Special Needs are the priority for this upcoming school year. The following professional development items are planned for the school year: 2011 - 2012 activities

English, ESL, Mathematics, Social Studies and Science teachers will attend professional development workshops provided by the Office of English Language Learners.
Inter-visitation within Cascades High School and at other high schools to observe the implementation of ELL instructional strategies across content areas.
Workshops will be conducted in the following on-site items. These workshops are provided by the ESL teacher or the Network ESL Liason. All workshops and professional development will be maintained in the school general office records and will document the required professional development time necessary to meet the 7.5 hours of Jose P. mandated training:
*IMPACT math training
*Ramp Up to Literacy training
*Making Content Comprehensible for ELLs: The SIOP Model
*Scaffolding and Use of Best Practices in Facing Special Needs Children
*Applying current brain research to Language Acquision
*Strategies for increasing student achievement: action research and the special child
*Using Multiple intelligences to plan instructional lessons

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?

Parent involvement in most high schools is usually minimal. In a transfer school in which students have disengaged from previous schools or experienced failure and frustration at one or two previous high schools the number is even lower. With only 6 students identified as ELL, we do experience a comparatively large percentage of parent involvment with regard to our ELL families. This past school year our records indicate that at each parent association meeting or during our parent evening workshops over 4 parents of our 8 ELL families attended or participated. Parental needs are the main topic of convesation among the Parent Association and a team of parents plan and implement the workshops and activities requested by our parents at large. Surveys of parents are part of the needs assessment conducted each year.

Our partnerships with community organizations such as CAMBA or the medical group of Pediatrics 2000 from the Bronx allow us to offer our ELL students and families unique support workshops. These workshops provide information in native languages and include information and assistance such as: Financial Advisement, College Planning, Legal Assistance and other family support programs.

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

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	0	0	0	0
Intermediate(I)										0	1	0	0	1
Advanced (A)										0	3	2	0	5
Total	0	0	0	0	0	0	0	0	0	0	4	2	0	6

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											3	2	
	P													
READING/ WRITING	B													
	I											1		
	A											3	2	
	P													

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	
Integrated Algebra	2	2	2	1
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	4	1	2	0
US History and Government		3		0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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.

As a transfer high school assessments are an integral part of programming and placement of students. A student's prior test scores on LAB tests, NYSESLAT and English Regents are reviewed at the admission interview. Additionally, we provide every student with the Acuity /Performance Series. The exams give us an indication as to the level of need the student requires and allows us to properly program a student for classes as well as ESL support services.

Data interpretation is the key to a successful ESL program but more importantly it is the key to individual student success. Cascades High School ELL students are constantly monitored for progress by the ESL teacher. With only 6 students categorized as English Language Learners a bi-monthly review of their course work, test scores, reading levels and writing ability is easily performed.

As for how patterns across NYSESLAT modalities affect instructional decisions, each semester as part of the school's on-going instructional review, patterns of grading and testing data are used to determine programming and instructional practices. For instance, as a result of patterns of weakness identified in previous NYSESLAT scores, Cascades entire faculty incorporated the use of word walls and vocabulary supports suggested by the ELL team. This was based in part on data review concerning scores in both writing and reading. Within each area, teachers recognized the need to help support students in the areas of vocabulary building and identification of support evidence from reading. To assist with student writing, the team incorporated a school-wide practice in which writing support is provided to ESL students using a written essay template developed by the faculty to support writing improvement. These supports will be slowly deminished as student improvement is observed.

Our data analysis included additional information regarding student length of stay within Cascades, number of prior failures for each Regents exam taken and student attendance in both classes as well as in the support services provided. Our findings indicate that our small and individualized program works for most students who attend school at a rate of better than 70%. This is because it allows one-on-one teacher support services. Additionally it indicates that the exams that rely heavily on the written word are the tests that our ELL students find to be most difficult. Students who were able to avail themselves for the support services and tutoring and attend class on a regular basis passed the exams they took at a rate of 95%. A further study of the exam comparison between exams offered in native languages indicates that those test scores improve dramatically. Most of our ELL students are provided Regents exams in their native language with the obvious exception of the Comprehensive English Regents exam. Additional studies of the NYSESLAT exam modality scores indicate that our students are in need of support with regard to writing skills. The LAP team has recommended to each of our 13 teachers that writing skill development exercises be introducted into each of our course offerings. The ESL teacher monitors the progress of each students' writing by using a school-wide writing rubric developed through our ESL professional development program.

We at Cascades are proud to inform you that according to further school data, our ESL program is a successful ESL program and therefore no changes will be made at this time. The Language Acquision team meets monthly to review the student progress and program. Changes and or modifications are made according to the team's recommendations.

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: CASCADES HIGH SCHOOL			School DBN: 01M650
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Rotondo	Principal		11/17/11
Ezequiel Garcia	Assistant Principal		11/17/11
Constance Bilello	Parent Coordinator		11/17/11
Adriana Santiago	ESL Teacher		11/17/11
Karen Cox-Griffin	Parent		11/17/11
Oscar Stephenson	Teacher/Subject Area		11/17/11
Robin Curtis	Teacher/Subject Area		11/17/11
	Coach		11/17/11
	Coach		11/17/11
Jennifer Hallman	Guidance Counselor		11/17/11
Sumita Kaufhold	Network Leader		11/17/11
	Other		11/17/11
	Other		11/17/11
	Other		11/17/11
	Other		11/17/11

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 01M650 **School Name:** Cascades High School

Cluster: 94 **Network:** 108: Kaufhold

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

Part A: Needs Assessment Findings

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

A small transfer high school has the ability to review its students and parents' needs on an individual basis. Our pupil personnel services team as well as our Language Allocation Policy team meets periodically to review the incoming students, present students and their families language needs. Based on the home language survey results as well as an oral interview completed with every parent and student, Cascades has determined that English remains the predominant language for our families with Spanish being the next dominant home language.

To provide all school information to parents and guardians whose language is other than English, Cascades makes every effort to supply each parent and guardian with all documents translated into the parent/guardian's home language. We do this immediately. All intake forms and letters are provided immediately upon the parent's arrival at the school and all interviews are conducted with a DOE translator present. Aside from providing written letters that are translated into the parent/guardian's home language during periodic school mailings, our school is proud to offer an internet site with all school information provided in the language of choice for every student, parent and or family member. Translation services are provided to our families through the use of on-site DOE translators, paid consultant translators using Title I funding. Additionally, Cascades makes good use of the New York City Translation and Interpretation Unit's services and our automated school messenger system that provides calls to homes in the home language identified by the school and ATS.

Our school determines within 30 (thirty) days of a student's enrollment or, for students
already enrolled, by the first day of school the primary language spoken by the parent of each student enrolled in our school,
and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school officials or not, we shall maintain an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student emergency card.

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.

Cascades High School has determined (at the time of this report) through both ATS reports, reviews of home language surveys and intake tests and oral interviews that students, parents and or guardians of our student body speak the following languages: English and Spanish. This information is critical for all members of the school community to know. Parent outreach, students progress information as well as school attendance calls must be made so that every parent understands in their native language. To accomplish this, all student information including home language is provided to the teachers and staff using both ARIS (NYC's data inforamtion system) and Datacation's PupilPath system. This information is available immediately upon the student's registration into our school.

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.

Written translation services are provided to our students, parents and guardians on a monthly basis. Each document is translated using either standard translations provided by the New York City Department of Education's website or the New York City Department of Education's Translation and Interpretation Services Unit. Some documents may be translated by our foreign language teacher for immediate distribution however, this method is used less frequently. All translation of written documents therefore are done by NYC DOE staff or offices.

In the rare instance that we can not provide a translation in the home language of the parent or guardian, we will provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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.

All oral translation is performed by either a DOE staff member assigned to Cascades High School or through a contracted vendor paid for using our translation and interpretation funds as well as Title I funding for parent involvment. Translators are available throughout the school day and are provided either upon request, appointment or when deemed necessary by school officials. Parents may also choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) may not serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed.

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.

Cascades High School is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are distributed to each parent upon admission interview and or within 30 days of their child's entry into Cascades High School. This is the responsibility of the parent coordinator whose is present at the student and parents admission interview.

Our school has posted in a conspicuous location, on our main office door and in the guidance and parent coordinator intake office, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Our school's safety plan will contain procedures for ensuring that parents in need of
language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

If 10% of our students speak a primary language that is neither English nor a covered language, we will obtain from the
Translation and Interpretation Unit a translation of the required information in a sign or letter that is appropriately translated.

Cascades provides to parents in their home language, the rights of parents to translation and interpretation services and how to access such services.