



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CONCORD HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R470

PRINCIPAL: RONALD J. GORSKY **EMAIL:** RGORSKY@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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
Ronald J. Gorsky	*Principal or Designee	
Michael Sobel	*UFT Chapter Leader or Designee	
Suzanne Parker	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Destiny Munnerlyn Samantha DeSantis	Student Representatives	
	CBO Representative, if applicable	
Desiree Figueroa	Parent	
Michelle Pickering	Parent	
Ernestine Avera	Parent	
Nancy Steinfeld	Staff	
Toni Prescia	Staff	

** 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

The average credits earned by all students who are admitted to Concord High School during the 2012-2013 school year will increase by **25%** from their former school year from 3.21 to 4.01 per semester.

Comprehensive needs assessment

A leading indicator of student achievement is credit accumulation – particularly in a transfer school where students are expected to accelerate their credit earning. The students at Concord High School are over-age and under credited. The typical student who attends our school has not been successful in earning credits at traditional high schools and we provide intensive support to help students pass their classes and earn credits toward graduation. We are successful if we can motivate and support each student to earn credits toward his/her diploma. Comparing each student's credits earned **before** they came to our school, versus their credits earned **after** they attend our school is significant. We will provide student specific data that will illustrate the 'before and after' credit progress of our students admitted this year. We will review their transcripts in January and again in June to capture each semester's credit data.

Instructional strategies/activities

Credit accumulation will be improved through offering high interest courses and an extended split session program. The school day has 11 periods and lasts until 4:08pm. Study hall opportunities to complete assignments and projects will keep the students focused on their class and homework. Credit recovery programs such as our participation in the iLearn pilot will supplement coursework that our school cannot provide.

Every student will be adopted by a staff member – given adoption certificates - and will develop a supportive relationship with an adult in our school. Partnerships with Rhinoceros Productions and Sundog Theatre are generating a great deal of enthusiasm and has motivated our students to get involved in media production, and other interesting clubs and teams. Teachers will align their instruction with the Common Core Learning Standards. Our Graphic Design and Culinary Arts programs help to re-engage students and keep them interested in school.

Creating a supportive school in which students are successful can be directly attributed to ongoing events such as team days, spirit weeks, awards assemblies, class luncheons, trips and workshops for students and parents. A warm, friendly atmosphere has been created and maintained. This atmosphere created will continue to lead to a very safe and secure learning environment.

A comprehensive tutoring program during and after school will be developed to support students in need of additional academic support to help them pass their classes and earn credits.

Success will be determined by monitoring student progress through progress reports, teacher grading systems like Skedula and each report card given to students and parents at the end of the marking periods. There are 3 report cards each semester that culminate in January and June when credits are earned with grades of 65 or higher.

Strategies to increase parental involvement

PupilPath will provide current data regarding student progress for parents with individual password-protected access. Our website, concordhs.net also allows parents to receive information and email specific teachers regarding their child. Teachers are encouraged to call home and update parents on student progress.

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

- Participation in the iLearn pilot provides our students with credit-earning opportunities and expands our course offerings. Our SBO for an extended day also allows students to take up to 10 classes each semester.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

The number-percentage of students obtaining a passing score on the ELA Regents this year will increase by 7% from 65% (June 2012) to 70% (2012 – 2013).

Comprehensive needs assessment

Designing a task that will be aligned with the Common Core Standards in ELA will be a challenge this year – as well as preparing our students for the ELA Regents. Many of our students struggle with comprehending complex information texts. This skill will be a school-wide focus, not just in ELA classrooms. Last June, only 65% of our students passed the ELA exam with a grade of 65 or higher. This is unacceptable.

Instructional strategies/activities

Our ELA Department will utilize a variety of strategies to improve our student outcomes on the ELA Regents exam. Here are just a few of the strategies that our teachers and school will implement toward meeting this goal:

- Displaying students' work that meets standards will provide examples for students to model and reward students who excel by recognizing their accomplishments
- Assigning students to student groups and creating sessions for peer tutoring encourages collaboration
- Creating tasks aligned with the ~~CCCS-CCLS~~ which will reinforce these critical thinking skills necessary for college success
- Critical thinking is the most important ELA skill and needs to be reinforced and taught on a regular basis, instead of always focusing on procedure.
- Using technology in the classroom not only exhibits uses of technology for students to model from, but also displays material and activities in a more organized and interesting way for students to absorb.
- SmartBoard ~~utilities~~ allow students and teacher to interact throughout the learning process as well as organizing information.
- Acuity and Mock exams will be given to students throughout the school year
- Regents-format exams allow students to become comfortable and confident with the exam before the test is administered.
- Using common planning time will allow teachers to continually reevaluate progress toward objectives within the ELA department.
- Using word walls in classroom can improve students' content area vocabulary.
- Dedicating per-session resources for staff to provide tutoring and enrichment activities before and after the school day will better prepare all students for the exam – as well as passing their ELA courses.
- Department conferences on Friday afternoons will provide common time to review and plan intervention strategies – as well as case-conferencing specific student concerns and brainstorming ways to improve student outcomes.

Strategies to increase parental involvement

- Pupil Path / Skedula information will be accessible to all parents and will help them monitor their child's progress in ELA classes. Phone calls, progress reports and report cards will alert parents to their child's academic success and behavior. PTA meetings will address and inform parents about some of the strategies we will employ to support our students. We've created a Facebook page for our school and an App to be downloaded on parents' mobile devices.

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

- CFN support will be instrumental to ensure our successful implementation of the literacy components of CCCS-CCLS this year. Professional development will be key – perhaps utilizing vendors such as AUSSIE to support our efforts.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, the average attendance percentage of students who entered Concord HS during the Fall 2012 term will increase by 5% compared to their previous year's attendance from 62.7% to 65.8%.

Comprehensive needs assessment

As a transfer school, we continue to be challenged by students' apathy and their lack of a psychological connection to the school, making it easy for students to stop attending school. Student apathy includes not attending classes regularly, not finishing assignments, not handing in homework assignments, and not attempting essays on a standardized test. Students often have low self-esteem or often feel that they cannot substantially affect their environment. A review of attendance data for students prior to attending Concord HS indicates that attendance is major concern that has challenged our students and impacted their success. All of our students (except for a handful of exceptions) have entered Concord after "failing" in another school. School activities are planned throughout the school year with little involvement by students. Our ongoing efforts to engage and motivate students to attend school regularly to earn their diploma are varied and attempt to address our most significant need.

Instructional strategies/activities

- Expectations will be communicated clearly during intake interview with parents and students.
- Adopt-a-student program will provide each student with a staff mentor, who will monitor student progress.
- Attendance conferences will be conducted for students who are not attending school regularly and whose absences are undermining their success.
- Planning and implementation of an Advisory program to support all students
- Advisory classes will provide instruction that focus on attendance issues.
- Students with improved and excellent attendance are recognized at our school wide assemblies and awarded with a certificate of achievement in attendance.
- Class size will be reduced to maximize teacher-student interaction and attention to individual learning needs.
- Students with good attendance will be eligible to participate in clubs, activities, work internships or independent study.
- Students who demonstrate excellent attendance receive positive reinforcement incentives, such as, trip to Brooklyn Nets games, pizza party, New York Mets tickets.

Strategies to increase parental involvement

- Attendance team will provide outreach to parents concerning school attendance, lateness and cutting issues ~~and will:-~~
- Attendance teacher will make home visits and contact all parents and students to reinforce our policy of 90% attendance
- Follow up with students who have dropped out of school and provides them with assistance in returning to school or finding additional placement
- Recruits parents to participate in attendance improvement plans.
- Family Para will:
 - Coordinate and organize all 407's and outreach efforts to LTA students and their families
 - Make phone calls to parents of students who are absent daily
 - Sends letters to notify parents of student absences

- Makes home visits to students who are truant
- Utilize our Global Connect messaging system with automated calls to parents of absent students

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

Camelot (CBO) - Provides on-going counseling and support for students with attendance issues. Works with students on setting goals for improving attendance and earning their high school diploma. Two counselors through a grant with DOHMH provide violence prevention and conflict resolution services. Counseling and support services are provided for students and their families identified under the McKinney-Vento act.

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.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - 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.

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).

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	<p>Double period instruction, Read 180, Co-teaching, tutoring:</p> <p>Teachers provide tutoring sessions during school and after school every day of the week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p>	<p>Small group, one-to-one, tutoring:</p> <p>Two ELA teachers in a team-teaching design, provide instruction to students preparing for the ELA regents. A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p>	<p>During the school day and after school</p>
Mathematics	<p>Team teaching, double period instruction, tutoring:</p>	<p>Small group, one-to-one, tutoring:</p> <p>A double period of Regents</p>	<p>During the school day and after school</p>

	<p>Math teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p>	<p>preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p>	
Science	<p>Tutoring, double period instruction: Project-based assignments provide opportunities to differentiate instruction to address the needs of at-risk learners. Use of online instruction which closely links assessment to instruction in a personalized structured way is used to supplement traditional science courses.</p>	<p>Small group, one-to-one, tutoring: A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation.</p> <p>Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups</p>	<p>During the school day and after school</p>
Social Studies			

	<p>Tutoring, double period instruction: Teachers provide tutoring sessions during school and after school twice a week. A comprehensive schedule of homework help and instructional support sessions are offered for students who are most at-risk. Tutoring is provided to students individually and in small groups.</p> <p>.</p>	<p>Small group, one-to-one, tutoring A double period of Regents preparation is scheduled to provide intensive support for students taking the exam. Each class that culminates in a Regents exam is offered as a double period of preparation</p>	<p>During the school day and after school</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Advisory classes, CBO – Camelot counselors available throughout day</p>	<p>Small group, one-to-one</p>	<p>During the school day</p>

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.

We will utilize the DOE partnership programs that attempt to recruit qualified teachers through Teach for America, Teaching Fellows, AmeriCorps, etc. We are also able to dedicate a portion of NCLB Title I funds for tuition reimbursement for staff that is required to take courses toward certification. Teachers will be provided with opportunities to take the HOUSSSE exam to become highly qualified in the subject area in which they are teaching.

**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;
- 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Sumita Kaufhold	District 31	Borough Staten Island	School Number 470
School Name Concord High School			

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

Principal Ronald J. Gorsky	Assistant Principal David Ashe
Coach type here	Coach type here
ESL Teacher Leslie Chow	Guidance Counselor Kimberly Russell
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Glen Ladner	Other type here
Network Leader type here	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	0		

D. School Demographics

Total number of students in school	175	Total Number of ELLs	5	ELLs as share of total student population (%)	2.86%
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Part II: ELL Identification Process

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

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

All new admits to Concord High School meet with either the Principal or the Assistant Principal before student begins their first day of classes. During this meeting we hold the informal interview with the students and their parents. If necessary a translator will be provided to assist with native language support. Students new to the New York City Department of Education are given a Home Language Identification Survey(HLIS) to elicit information regarding the language spoken in the student’s home. At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the 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. Upon admission to Concord High School, parents will be given a parental choice letter and provided with the choice of picking a program that best serves their child’s needs. The pedagogue conducting the informal interview is responsible for distributing and collecting the survey forms and Program selection forms. These forms are maintained in the students cumulative records file folder.

If deemed necessary, we will provide the Lab-r in both English and Spanish. During the school year Thr Rlat report is run on a regular basis to ensure all students who are eligible for the NYSESLAT exam are scheduled to take it. School testing coordinator monitors the four components of the NYSESLAT and ensures they are administered to all eligible students.

In our small Transfer school, we do not have the capacity to provide a range of program options, therefor historical programatical trends are irrelevant. Parents are aware that our school is only ableto offer a freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				1			4		1	5
Total	0	0	0	1	0	0	4	0	1	5

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

C. Home Language Breakdown and ELL Programs

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

Concord High School provides all eligible ELL students support through a freestanding ESL program, where students receive all instruction in English, emphasizing English Language acquisition. We use a self-contained ESL instructional model. Our period lengths are 39 minutes

A. Programming and Scheduling Information

Students in Beginning (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. Students in Advanced (A) ESL classes receive 1 period per day of ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction.

Students' proficiency levels are determined by their scores on the Lab-R or NYSESLAT exam. These students are split into three categories, beginner, intermediate and advanced. The following chart breaks down the proficiency levels by grade.

In accordance with the New York City Department of Education, the goals of the ESL program are to:

- Provide academic subject area instruction in English using ESL methodology and instructional strategies
- Incorporate ESL strategic instruction
- Assist students to achieve the state-designated level of English proficiency for their grades
- Help each ELL meet or exceed New York State and City Standards

Based on each student's NYSESLAT or Lab-R scores, we place students in one of the three ESL levels: Beginning, Intermediate, or Advanced.

The Beginning ESL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar. Listening, reading, writing, and speaking are the four components of an ESL lesson.

All ESL and ELA instruction includes literature and content-based instruction which is aligned explicitly to New York State learning standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.

Content Area Instruction

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the New York State and City standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction

Support for Newcomers (ELLs in US schools less than three years). - At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. 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. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

Support for Students with Interrupted Formal Education(SIFE) - All ESL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE students are

A. Programming and Scheduling Information

Concord High school offers a smaller learning environment than the traditional high school setting. Our school culture and learning environment gives use the opportunity and flexibility to differentiate intruction for all of our ELL students, whether that . The learning and social emotional needs of our students are met on an individual level, whether that student is a new Ell, 4 to 6 years ELL, or LTE.

Support for long term ELLs and Extension of Services

- After school tutoring services;
- Scaffolding of instruction;
- ESL Library;
- Professional development for staff in the use of ESL instructional strategies and differentiated instruction;
- Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
- Use of “Workshop Model” and “Balanced Literacy” strategies in ESL and content area classes;
- Interns from St John’s University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
- Additional Resource Room classes are available to support content area instruction and language development;

Special Education - At this time Concord High School has 1 special education ELL students. All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. The guidance counselor will review the records of all ELL-SWD's to make sure they receive all services mandated on their iep, as well as spending the maximum amount of time spent with non-disabled peers. Each student is programmed individually according to his/her instructional needs. All instruction for ELL-SWD includes literature and content-based instruction which is aligned explicitly to New York State learning standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students’ culture that will connect to the students’ prior experiences.
- Appropriate grade level materials will be made available as needed.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

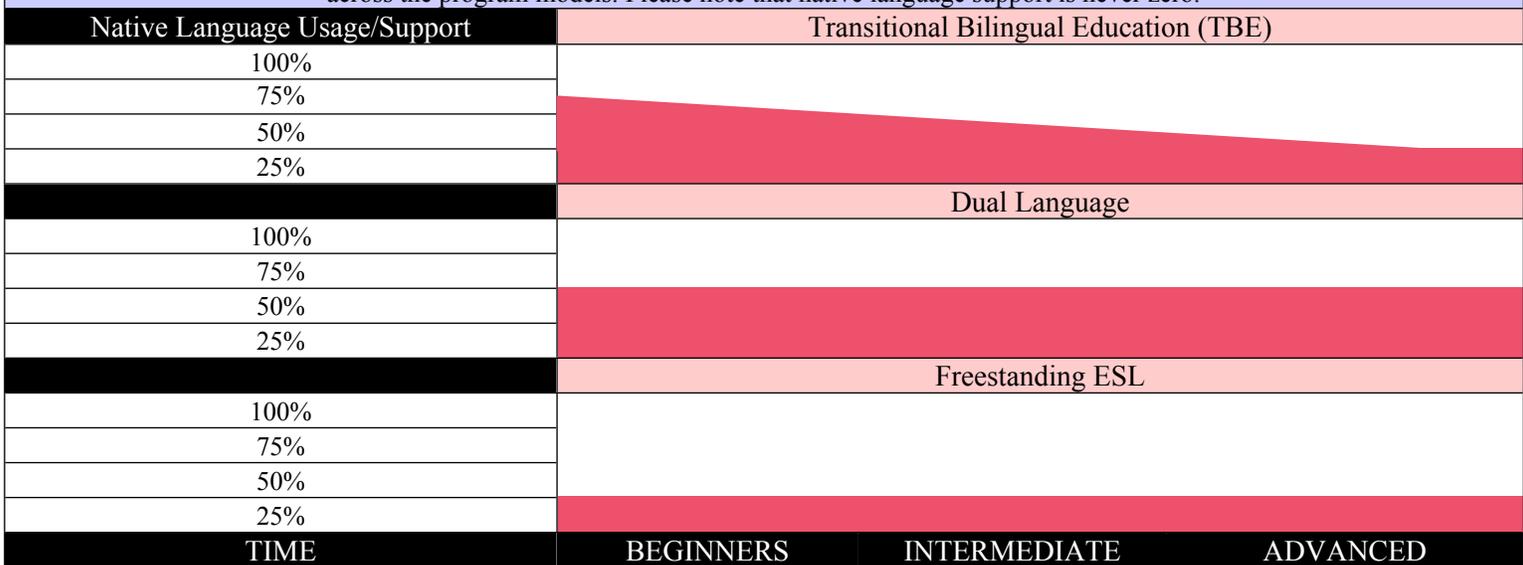
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the New York State and City standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population.

English Language Learners who achieve proficiency still require support services. These students will be monitored by both the ESL teacher and the Guidance Counselor to determine individual needs.

At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. 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. All new students participate in our Advisory program. This program matches each new student with an advisor who will serve as a mentor. The advisor and other advisory class members help the new student acclimate to the school environment and culture.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

All teachers receive PD in the use of ESL instructional strategies, differentiated instruction, multiple intelligences, scaffolding of instruction, etc. PD is provided via after-school workshops as well as through on-going support provided by the Network ELL Curriculum Instructional Specialist. Staff development days at the beginning of the school year, Election Day, Reorganization Day, and Brooklyn/Queens Day provide opportunities for all staff to receive the minimum 7.5 hours of ELL training. Our network CFN also provides opportunities to supplement these days with ongoing workshops and webinars in support of ELL.

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?

All new admits to Concord High School meet with either the Principal or the Assistant Principal. Students new to the New York City Department of Education are given a Home Language Identification Survey (HLIS) to elicit information regarding the language spoken in the student's home. Since we no longer have a Parent Coordinator, the Principal or AP assesses the language needs of the parent and provides the necessary translation and interpretation services. At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student.

Community based organizations and colleges, such as the YMCA, The College of Staten Island and St John's University provide ESL services for parents of our students. We provide this information and community resources to parents who are in need of information in languages other than English.

Parent needs are evaluated at our initial conference for all new students - as well as through parent surveys .

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

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

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	1	0
Integrated Algebra	1	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	1	0
Living Environment	1	0	1	0
Physics	0	0	0	0
Global History and Geography	2	0	1	0
US History and Government	3	0	2	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

A review of data of patterns across proficiency and grade levels shows that one student is functioning at the advanced level of English proficiency, three of our students are functioning at the intermediate level of English proficiency, and one student is functioning at the beginner level. Looking at the four modalities of listening, speaking, reading and writing, they are consistent with the overall proficiency levels. Our instructional planning focuses on cognitive academic and language proficiency for the intermediate and advanced level ELLs, while continuing to provide the basic functional language instruction for the Beginning level ELLs. All data is meaningful to completely and accurately develop an intervention plan for our ELL students including data from the Periodic Assessments and from NYSESLAT exams. The patterns that may exist through careful analysis of this data from the reading, writing, speaking and listening portions of these exams are essential diagnostic tools to help define and refine an instructional plan for these students.

Looking at the results of the standardized assessments, our ELL population has scored in the level I and Level II range. This data will help us to focus instruction on the specific needs of these students. In addition to on-going professional development in ESL strategies, we have brought in Aussie instructors to work with our staff and students in order to provide the strategies for these students to improve the skills needed to pass the Regents exams.

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.

Concord High School is dedicated to using a comprehensive approach to provide services for our ELL population from the very beginning stages of language acquisition to English language proficiency. Many students who have been turned away from large high schools because of their age and level of English skills, find a home at Concord who help them acquire language skills and credit accumulation in a safe, friendly, and academic rigorous curricula. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL and ELA methodologies and professional development for our staff, we are working on assisting all students in completing their high school diploma requirements.

Part VI: LAP Assurances

School Name: <u>Concord High School</u>		School DBN: <u>31R470</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ronald Gorsky	Principal		12/19/11

School Name: Concord High School**School DBN: 31R470****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Ashe	Assistant Principal		12/19/11
	Parent Coordinator		
Leslie Chow	ESL Teacher		12/19/11
Cheryl Sanders	Parent		12/19/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kimberly Russell	Guidance Counselor		12/19/11
Sumita Kaufhold	Network Leader		12/19/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **31R470** School Name: **Concord High School**

Cluster: **1** Network: **108**

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.

Concord High school identifies the primary language spoken by the parent of each student upon enrollment. This information is kept on file, maintained in ATS and recorded on the child's emergency contact card.

We currently we have a number of parents whose primary language is Spanish. For the 2011-2012 school year, we anticipate Spanish as the only language, other than English, that we will need translation and interpretation services for.

We have translated many of our school letters into Spanish. The Translation and Interpretation unit will assist us in translating any additional information as needed.

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.

For the 2011-2012 school year, we anticipate Spanish as the only language, other than English, that we will need to provide translation and interpretation services. We currently have 5 families that require written and oral translation and interpretation services. This information is shared with all of our staff members - teachers and support staff so that we are aware of the accommodations we must make to involve and communicate with these families.

School information is constantly shared between school and home through the use of mailings and phone calls. Frequent formal and informal conversations and meetings are a by-product of a unique collaborative culture where the exchange of information is encouraged.

There have been and will continue to be formal and structured opportunities to share information and provide feedback to the ongoing planning

and development of the CEP. For example, there have been frequent parent meetings to elicit feedback from parents. There have been mailings to all parents that do not attend these meetings to provide information about our schoolwide goals and objectives.

Our School Messenger service will be used to share information about school programs and plans and will alert parents to special planning meetings and important dates.

Part B: Strategies and Activities

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

- a. We will maintain an appropriate and current record of the primary language of each parent in ATS and on the student's emergency card.
- b. Identify all school letters and other written forms of information that need to be translated.
- c. All letters and important information will be translated into the parent's primary language through the Translation and Interpretation Unit of the Department of Education. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting written translation.

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.

Through the initial admission interview process, we identify parents who are in need of translation services. Oral interpretation services are provided immediately at the intake process and written services are available as well. This information is recorded and maintained in the student's records and the HLIS is included in the student's file folder. In addition,

- a. Our school messenger phone system will send messages in English, as well as Spanish for those parents who need the interpretation.
- b. On-site Bilingual staff members will translate when parents come in for conferences. If an appropriate staff member is unavailable, we will use over-the-phone interpretation services communicate with a non-English speaking parent with the assistance of an interpreter on the phone. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting oral interpretation services.

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>.

Concord High School will send written notification to each parent whose primary language is a covered language and who requires assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and on how to obtain such services. In addition, we will post a sign, in the covered languages, indicating where in the school they can go for translation and interpretation services.