



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WILLIAMSBURG HIGH SCHOOL FOR ARCHITECTURE & DESIGN
DBN (i.e. 01M001): 14K558
Principal: GILL CORNELL
Principal Email: GCORNEL@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: MALIKA BIBBS (CFN404)

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Gill Cornell	*Principal or Designee	
Fredeswinda Valentin	*UFT Chapter Leader or Designee	
Nila Walker	*PA/PTA President or Designated Co-President	
Delilah Crespo	DC 37 Representative, if applicable	
Lorena Arias Christina Delancey	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Wanda Mathis	Member/ Parent	
Samuel Singh	Member/ Parent	
Angela Leary	Member/ Parent	
Ann Marian Williams	Member/ Parent	
Josh Cepeda	Member/ Student	
Timothy Jones	Member/ Teacher	
Alain Codio	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

Improve student performance in Chemistry, as measured by an increase in the Chemistry Regents pass rate in June 2014 to 40% on the June 2014 exams. Because we did not meet our goal of 40% in June 2014, we are reinstating this goal. A new Chemistry teacher has been added to our staff to help us attain this goal.

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 needs assessment conducted by the administrative Cabinet concluded that the school needed to increase the number of students graduating with Advanced Regents Diplomas. The current Sophomore class must end the school year with at least 35 students on track for an Advanced Regents diploma if the school is expected to improve on its current figures: the current Senior and Junior classes have 30 and 32 students, respectively, ready for an Advanced Regents diploma. Students need a second science Regents in order to be eligible for an Advanced Regents diploma, and Chemistry is the second science offered in our course sequence.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Using the research based Danielson Rubric for Effective teaching, administrators and teachers will work collaboratively to identify, using the research based rubrics provided by Charlotte Danielson and mandated by the DOE, to improve teaching practices.

B. Key personnel and other resources used to implement each strategy/activity

1. Four assistant principals have been funded to insure proper teacher support. Common planning and inter-visitations have been arranged and/or mandated.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The current sophomore class will show, as per data from STARS, that at least 35% of the students are college read.

D. Timeline for implementation and completion including start and end dates

1. This is a year long initiative, ending with the June implementation of the State Exams

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

All students who successfully complete a full year of Living Environment and pass the Living Environment Regents exam are required to take Regents-level Chemistry. This includes all students with IEP's. Extra help is offered four days a week by our Chemistry teacher after-school, and students are assessed on a weekly basis to determine whether they meet Regents standards. Weekly grade-team inquiry sessions, hosted by the Assistant Principals, are held to establish student academic and emotional needs and semi-monthly meetings focus upon and track school data targets, with an eye on Advanced Regents candidates and Regents exams. The school organizes bi-monthly departmental meetings to discuss subject-specific instructional and assessment strategies. At these meetings, an item analysis of science labs and assessments is conducted to determine whether students are ready for the Regents exam.

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 PTA suggested and the school implemented a mandated parent participation program with the goal of keeping the parents informed about what their children are learning in their science classes. Parents are encouraged to participate in two evening laboratory sessions with their children in order for their children to be awarded extra credit. Students must explain the scientific concepts to their parents while performing the lab activity. These sessions are facilitated by science teachers. Title I parent set-aside funding was allotted for this.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

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

Have at least 65% of the students in the 2nd year cohort pass the Global History Regents in June 2014, a 10% increase over the June 2013 Global History Regents exam results. Because we did not meet our goal of 65% in June 2013, we are reinstating this goal. A new Social Studies teacher has been added to our staff to help us attain this goal. In addition to being certified in Social Studies, this new teacher also has a Special Education certification. His extensive experience with struggling learners will help us to meet our goals with our special education population.

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.

Because of the student pass rate on the June 2013 Regents, new goals were established to improve student performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. Using the research based Danielson Rubric for Effective teaching, administrators and teachers will work collaboratively to identify, using the research based rubrics provided by Charlotte Danielson and mandated by the DOE, to improve teaching practices.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Four assistant principals have been funded to insure proper teacher support. Common planning and inter-visitations have been arranged and/or mandated.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

The June implementation of the Global History Regents, as per data from STARS, that at least 10% more students passed than in June, 2013.
- 4. Timeline for implementation and completion including start and end dates**
 1. This is a year long initiative, ending with the June implementation of the State Exams
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

A reliable system was implemented to identify students who need intensive remediation in class: Bi-weekly department meetings are held to discuss strategies in the English and Social Studies departments. Teachers discuss test prep in these meetings, as well as instructional practices to assist the students in their subject areas. Bi-monthly cohort and inquiry meetings monitor the effectiveness of our interventions. These meetings enforce and enable the use of data to tailor individual student interventions. All teachers, guidance counselors, AP's and the Principal make decisions to evaluate the effectiveness of strategies. Student credit accumulation, improved Regents pass rates, and report cards serve as indicators that this goal was met. The timeline for implementation is the 2013-2014 school year.

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 PTA suggested and the school implemented a mandated parent participation program with the goal of keeping the parents informed about what their children are learning in their global history classes. Parents are encouraged to participate in two evening laboratory sessions with their children in order for their children to be awarded extra credit. Students must explain the global history concepts to their parents while performing the lab activity. These sessions are facilitated by social studies teachers. Title I parent set-aside funding was allotted for this.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #3

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

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

Improve student college-readiness levels in English so that the number of juniors who meet the college-readiness threshold (which is a score of 75 or higher on the Regents exam as per the DOE) in English Language Arts during the 2013-2014 school year increases to 30% of the cohort.

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.

While a significant majority of our juniors pass the English Regents, the school needs more students earning a score of 75 or above on the exam in order to improve the school's college readiness rating, as per the metrics designed by the Department of Education to measure college readiness. This means that a majority of our students are not currently gaining the skills necessary in order to qualify as college-ready, which is a statistic our school would like improved.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
6. Using the research based Danielson Rubric for Effective teaching, administrators and teachers will work collaboratively to identify, using the research based rubrics provided by Charlotte Danielson and mandated by the DOE, to improve teaching practices.
- 2. Key personnel and other resources used to implement each strategy/activity**
1. Four assistant principals have been funded to insure proper teacher support. Common planning and inter-visitations have been arranged and/or mandated.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The June implementation of the ELA REgents, as per data from STARS, that at least 30% more students are college ready than in June, 2013.
- 4. Timeline for implementation and completion including start and end dates**
1. This is a year long initiative, ending with the June implementation of the State Exams
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

All teachers will meet in Inquiry Teams once a week, where their annual goal is to increase the number of students meeting the college-readiness requirements established by CUNY. These teacher groups analyze student work and identify teaching strategies that will push these students to master skills necessary to succeed in college. These strategies will be focused on meeting the goal of college readiness.

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 PTA suggested and the school implemented a mandated parent participation program with the goal of keeping the parents informed about what their children are learning in their English classes. Parents are encouraged to participate in two evening laboratory sessions with their children in order for their children to be awarded extra credit. Students must explain the literary concepts to their parents while performing the lab activity. These sessions are facilitated by ELA teachers. Title I parent set-aside funding was allotted for this.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

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.

Improve student college-readiness levels in Integrated Algebra by increasing the number of freshmen who meet the college-readiness threshold in Integrated Algebra during the 2013-2014 school year by no less than 25% when compared to the 2012-2013 school year.

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.

While a significant majority of our freshmen passed the Integrated Algebra Regents, less than half of last year's freshmen who passed the exam scored an 80 or higher. This means that our students are not gaining the mathematics skills necessary in order to qualify as college-ready.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 6. Using the research based Danielson Rubric for Effective teaching, administrators and teachers will work collaboratively to identify, using the research based rubrics provided by Charlotte Danielson and mandated by the DOE, to improve teaching practices
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Four assistant principals have been funded to insure proper teacher support. Common planning and inter-visitations have been arranged and/or mandated.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. The June implementation of the Algebra State Test, as per data from STARS, that at least 25% more students are college ready than in June, 2013.
- 4. Timeline for implementation and completion including start and end dates**
 1. This is a year long initiative, ending with the June implementation of the State Exams
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

All teachers meet in Inquiry Teams once a week, where the annual goal is to increase the number of students who meet the college readiness requirements set by CUNY. These teacher groups analyze student work and identify teaching strategies that push students to master the mathematics and language skills necessary to succeed in college. Furthermore, to demand excellence of our students, all incoming freshmen who have already passed the Integrated Algebra Regents during eighth grade but did not score an 80 or higher are encouraged to retake the January 2014 Integrated Algebra Regents examination in order to achieve a higher score.

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 PTA suggested and the school implemented a mandated parent participation program with the goal of keeping the parents informed about what their children are learning in their mathematics classes. Parents are encouraged to participate in two evening laboratory sessions with their children in order for their children to be awarded extra credit. Students must explain the mathematical concepts and theories to their parents while performing the lab activity. These sessions are facilitated by math teachers. Title I parent set-aside funding was allotted for this.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

o **Strategies/activities that encompass the needs of identified subgroups**

6.

o **Key personnel and other resources used to implement each strategy/activity**

1.

o **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

o **Timeline for implementation and completion including start and end dates**

1.

o **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	After school tutoring so that ESL students improve their reading skills. Use of Lexia software program in the computer lab to practice these skills. Provide incentive trips based on attendance and improvement in grades.	Small groups, one-on-one tutoring. Teachers provide additional support during office hours.	During and after school day.
Mathematics	Academic intervention services for the students who are repeating the Integrated Algebra course, due to having failed the Regents exam one or more times in the past. The classes for repeater students feature a curriculum based on detailed item analysis of the students' June 2013 Integrated Algebra Regents examination. To ensure students' understanding of mathematics, the math department analyzed their weaknesses and constructed lessons for these classes to target those weaknesses.	Students in AIS are programmed into the same mathematics class and strategies developed by math department are implemented in class. Tutoring is offered three days a week where students receive one-to-one attention.	Whole-class instruction during the school day. Tutoring occurs during lunch period and after school.
Science	Extra instructional time to help students achieve the learning standards in the subject area; differentiated instruction; various support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family-related issues, discipline problems and health-related issues. Support services include school guidance & counseling services,	Tutoring (one-to-one and small groups), counseling (small-groups, and one-to-one)	During the school day and after-school

	<p>grade-level inquiry teams evaluation of students' academic progress and subsequent individualized academic intervention action plans based on observations and data.</p>		
<p>Social Studies</p>	<p>Bi-Weekly departmental meetings, which focus on departmental data, establish departmental goals and develop instructional techniques to meet these goals. Bi-Weekly cohort meetings focusing on the social emotional needs of the students, where teachers devise strategies which will assist students in improving their skills.</p> <p>Students requiring additional assistance are identified in the bi-weekly departmental and cohort meetings. After school tutoring is offered to these students so that they may be given the opportunity to achieve his or her highest potential. These tutoring sessions focus on specific sections of the Regents including Regents, Document-Based Question, DBQ essay writing, and thematic essay writing.</p>	<p>Small groups, one-on-one tutoring</p>	<p>During and after school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Strategies include social work meetings arranged between any of the following: student in question, other students, family member(s), teacher(s), social worker, principal, and assistant principal(s). Meetings are arranged to discuss issues leading to at-risk situations.</p>	<p>Service is delivered either individually or in a small group.</p>	<p>During the school day or before/after school is in session.</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 2. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Our goal for the 2013-2014 school year is to maintain a permanent relationship with the teaching/education department of St. Francis College, with the interest of attracting student teachers to our school. These student teachers may then become prospective members of our teaching staff, or at least, can be recommended to serve as reliable substitute teachers. • When inviting teachers for interviews, we limit prospects to teachers who have a graduate degree in the subject they intend to teach rather than a generic degree in teaching to ensure they (in addition to certification requirements) are highly qualified in the sense that they are knowledgeable of their content area. • For teachers that prove to be a good fit for WHSAD, retention is promoted through fostering a sense of instructional leadership among these teachers. In this way, teachers feel that their work and input is valued.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Teachers and staff at WHSAD are required to participate in bi-weekly academic department meetings, headed by an Assistant Principal, wherein teachers develop lesson plans and curriculum that align to the Common Core State Standards. • Assistant Principals and Principal attend professional development sessions conducted by the NYCDOE and Children First Network (CFN) regarding the CCSS throughout the year

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The consolidated Title I funds for teacher professional development (previously known as the 10% Title I set-aside) are used to help cover the cost of the Assistant Principals conducting the professional development sessions. The consolidated Title I funds to ensure that teachers are highly qualified (previously denoted as the 5% Title I set-aside) are incorporated into OTPS budget lines and are spent according to the services and materials required for teachers to become highly-qualified, as per NCLB indicators on the BEDS Survey. The funds for Students in Temporary Housing (STH) are not consolidated; our school creates an OTPS budget line to serve as a set aside for STH funds, at \$100 per STH student. The STH set-aside is spent according to student needs, at the request of an STH student's guidance counselor and/or social worker.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not applicable; we are a high school and do not have preschool grades.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Address by describing process to select assessments for teachers in MOSL tool.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

Not applicable. We are a Title I SWP school.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Not applicable. We are a Title I SWP school.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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

I. General Expectations

The Williamsburg High School for Architecture and Design agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. *The Williamsburg High School for Architecture and Design* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Regular meetings of the School Leadership Team
 - Joint development of the Comprehensive Educational Plan
 - Regular meeting with the PTA and PTA Executive Board

2. *The Williamsburg High School for Architecture and Design* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - Camelot Counseling Program
 - St. Nicholas (REACH Program)

3. *The Williamsburg High School for Architecture and Design* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be evaluated through a survey of parents conducted by the SLT. Parents on the team will compile a list of concerns and then a survey will be conducted at PTA meetings and direct mailing to homes.

4. *The Williamsburg High School for Architecture and Design* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The State's academic content standards;
 - The State's student academic achievement standards;
 - The State and local academic assessments (Regent examinations);
 - The requirements of Title I, Part A;
 - How to monitor their child's progress;
 - How to work with educators;
 - The New York City Progress Report and Learning Environment Survey;
 - Requirements for graduation;
 - How to review child's report cards and transcript in order to ensure child's progress;

 - b. *The Williamsburg High School for Architecture and Design* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Workshops to teach parents to use The Williamsburg High School for Architecture and Design’s new website to maintain communication with school administration and teachers
 - Provide written information to inform parents of tutoring and examination preparation sessions
 - Assign a liaison on staff from whom parents may acquire access information to the EnGrade and ARIS online applications so that parents may view their child’s academic progress
- c. *The Williamsburg High School for Architecture and Design* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Communicating early to parents opportunities for conferencing with teachers and administrative staff, especially regarding the dates and times of Parent-Teacher Conferences. These opportunities would be communicated via the school website and through monthly publications mailed home to parents
- d. *WHSAD* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- Scheduling parent meetings (such as PTA) on the same days as other afterschool activities (for example, parent portfolio nights), so to encourage interaction between parents and staff coordinating these afterschool activities.
 - Scheduling parent meetings (such as PTA) for a variety of times during the week to maximize parent involvement.
- e. *The Williamsburg High School for Architecture and Design* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Translate the monthly publication written by parent coordinator, as well as other letters, notices and forms sent home to parents. Most of correspondence is translated into Spanish by parent coordinator.
 - Use of full-time attendance teacher to inform parents about their children’s attendance to classes, tutoring sessions, and about their child’s required attendance for upcoming standardized examinations.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;

- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this contract. This policy was adopted by the *Williamsburg High School for Architecture and Design* on June, 2013 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September, 2013.

Principal’s Signature: _____

Date: _____

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

The **Williamsburg High School for Architecture & Design** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2013-2014 school year. **Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.**

School Responsibilities

The **Williamsburg High School for Architecture & Design** will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - Through the use of data, curriculum will be revised to improve upon gaps in the instruction and continued growth in student achievement on a school wide and subject specific basis
 - Teaching staff will receive regular professional development to ensure the use of best practices in the classroom
 - Continued development of the English Language Learners program
 - Academic Intervention Team will continually monitor and assess the needs for the at risk and low-achieving student population
 - Through the use of student conferences, each teacher will develop an action plan for every student in the class and monitor goal achievement on a monthly basis

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
 - Conferences are held during the first and second grading terms and by appointments during the school year.
 - IEP meetings are conducted as mandated.
 - Parents may schedule a meeting with teachers as needed during their planning times. Meetings must be arranged a few days in advance.
 - Parent conferences will be held on October 24, 2013 and March 27, 2014 from 6:00 PM to 8:30 PM, and on October 25, 2013 and March 28, 2014 from 12:00 PM to 2:30 PM.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
 - Report cards will be distributed to all the students during the 3rd period on the following days: October 28, December 9, 2013; February 4, March 31, and June 27 of 2014. A copy of the report card will be mailed to all the parents 3 days after.
 - Provide timely Progress Report by mid-marking period to provide parents the opportunity to assess their child's effort.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - All staff will be available for consultation during Parent Conference on October 24 and 25, 2013, and March 27 and March 28, 2013.
 - For parents who want to scheduled individual conferences to address issues and questions, arrangements can be made to accommodate the parent and staff schedules.
 - All teachers can be contacted through email at our Williamsburg High School for Architecture and Design website www.whsad.org.
5. **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities,** as follows:
 - All parents are invited to volunteer to join teachers who schedule academic activities and field trips outside of our school and join in class discussion on the subject of the trip.
6. **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.**
7. **Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing and timely way.**
8. **Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in the Title I, Part A programs. The school will convene the meeting at a convenient time to the parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all the parents of the children participating in Title I, Part A programs (participating students), and will encourage them to attend.**
9. **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of the parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
10. **Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
11. **On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
12. **Provide to each parents an individual student report about performance of their child on the State assessment in at least math, language arts and reading.**
13. **Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB)**

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Help monitor attendance and support School Administration effort's to curtail absenteeism and truancy by providing time and accurate attendance information to the school.
- Work with teachers and Guidance Counselors to track child's progress regularly to ensure satisfactory credit accumulation and State Regent's requirements for timely graduation.
- Make extra effort to be involved and engaged in all the activities organized by the school such as PTA, Parent Conferences, SLT, especially those that provide feedback to teachers and the School administration and help set goals for the school for coming years.
- Encourage child to participate in after school activities that promote academic improvement (peer-tutoring, AP classes), as well as social and physical well being (basketball, yoga, drumline).
- Make an extra effort to stay informed about child's academic progress and provide timely feedback to teachers. Provide the correct contact information to the School Administration to make sure that parents will be available to teachers to discuss ongoing concerns by providing current home phone and cell phone number and address.
- Monitor bedtime by curtailing internet and television hours to improve attendance rate during first period.
- Stay informed and updated about school assignments, news, and announcements by taking advantage of all the resources available such as the Monthly News Letter, School Messenger, WHSAD website and all the mailing provided by the School Administration.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards.

Specifically, we will:

- Make extra effort to improve attendance rate and timely arrival in the morning.
- Improve participation in class and be conscious of my responsibilities to meet the requirements to pass the class.
- Take an active role of being responsible for tracking my own progress and ensuring that I will satisfy all the requirements for graduation. (Take all the required Regents, an fulfill all credit accumulation)
- Be responsible of meeting deadline for homework assignments, projects, portfolios, etc. by using the WHSAD website and all the teachers' resources.
- Give my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

2. .

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 558
School Name Williamsburg HS for Architecture & Desig		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Gill Cornell	Assistant Principal Sonia McKenna
Coach type here	Coach type here
ESL Teacher Katherine Nelson	Guidance Counselor Erneste, Small, Valentin
Teacher/Subject Area Marli Soto	Parent Nila Walker
Teacher/Subject Area Jacqueline Newton	Parent Coordinator Lai Sin Chu
Related Service Provider Mauri Small	Other type here
Network Leader(Only if working with the LAP team) Malika Bibbs	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	581	Total number of ELLs	37	ELLs as share of total student population (%)	6.37%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										1	1	1	1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	16
SIFE	5	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	25

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4	1		8	1	1	25	3	14	37
Total	4	1	0	8	1	1	25	3	14	37

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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										9	8	9	7	33
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish										1		1		2
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	11	9	10	7	37

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	1	0	2	4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										5	4	3	4	16
Advanced (A)										5	4	7	1	17
Total	0	0	0	0	0	0	0	0	0	11	9	10	7	37

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13		2	
Integrated Algebra	14		12	
Geometry	5		4	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	4		0	
Earth Science				
Living Environment	21		6	
Physics				
Global History and Geography	19		4	
US History and Government	7		1	
Other <u>Reading RC</u>	1		1	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
WHSAD uses the periodical testing provided by Pearson. The data predicts how students will function on the NYSESLAT and identifies areas they have yet to meet proficiency levels. This information can help teachers target instruction in specific areas such as reading and writing, vocabulary and grammar.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students in all grades are more proficient in the modalities of 'listening and speaking' than in 'reading and writing.' This trend is evident in NYSESLAT modality report from ATS (report RNMR) where for the past three years, there have been significantly more students who score 'Proficient' on the 'listening and speaking' modalities than in 'reading and writing'. This is especially true of the students who have taken the NYSESLAT exam: over 22 students scored 'Proficient' in the 'listening and speaking' modality for the 2012 NYSESLAT exam, whereas 0 students scored 'Proficient' in 'reading and writing' modality.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Instruction is geared to students' less proficient modalities. The state did not release the Spring 2013 NYSESLAT scores in combined modalities. Based on student NYSESLAT scores from years past, however, students are least proficient in the 'reading and writing' modality. ESL teacher scaffolds lessons to challenge students to achieve proficiency. Subject teachers work with ESL teachers to craft these lessons. Students who are less proficient in the 'speaking/listening' modality are required to make speeches and oral presentations in class.
4. For each program, answer the following:
 - a. 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?
 - a. Generally, across all grades, students are more proficient in 'speaking and listening' than 'reading and writing'. Based on the NYSESLAT report (RNMR in ATS), students across all grades have scored an P, I, or A for both modalities, with the exception of three students who scored a B for 'reading and writing'. Across proficiencies, the 11th graders demonstrate the most proficiency as per NYSESLAT scores; almost all 11th graders in our ESL program earned a P in 'speaking and listening' and an A in 'reading and writing'. Students in 12th grade demonstrate the least proficiency as per NYSESLAT scores; about half the 12th graders scored 'I' for the 'speaking and listening' modality and two 12th graders scored a 'B' on the 'reading and writing' modality, facts that are not repeated in any other grade. The Assistant Principal, Sonia McKenna, analyzes these trends.
ELLs, providing they are literate in their native language, tend to do better on tests taken in their native language across all grades and proficiency levels.
 - b. School leadership (including the Assistant Principal), guidance counselors, and teachers use the results of ELL periodic assessment to determine which students have the potential to graduate, which students need extra support to graduate or perform better academically. Marked trends in ELL students have also had an affect on school scheduling and programming; student programs and the school master schedule is devised to best meet the needs of ELL students. These trends are addressed at school leadership meetings with the Program Chair present.
 - c. WHSAD is learning that both the periodic assessment and the NYSESLAT indicate that students require more instructional focus on reading and writing. Students use their native language to explain to other students who have less comprehension, the content in ESL and subject area classes.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not applicable. Our school does not teach grades K to 5.
6. How do you make sure that a child's second language development is considered in instructional decisions?

WHSAD has a substantial number of students who are Special Education and has teachers who are experienced with differentiating instruction not only in academic classes, but also in Career & Technical Education (CTE) classes, so to meet these students' learning needs. A similar approach at differentiation is considered to ensure a child's second language development in English is considered in instructional decisions made weekly at departmental and cohort meetings. The regularity of these meetings offers the student a very granular and dynamic level of support.

7. 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?

Not applicable. Our school does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success for ELLs is measured by credit accumulation, passing Regents scores, improvement on the NYSESLAT, and high school graduation.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The following are steps to identify possible ELLs:

i. When a new student is admitted to the school, within 10 days the HLIS form is completed by the parents if an HLIS is not already on file; a qualified pedagogue assists the parent with the HLIS form. An informal oral interview in English and in the native language is also conducted. In the event that a staff member cannot serve as translator to assist the pedagogue in these assessments, the DOE Translation Unit is contacted to serve as translator. The qualified pedagogues on staff are: Ms. Ms. Nelson (ESL teacher/coordinator), Ms. Valentin (Guidance Counselor w/ pedagogue license), Ms. McKenna (Assistant Principal of Instruction in charge of ESL Program). If the child is new to the NYC Public School System and has a home language other than English listed on HLIS, (or was not administered the LAB-R at his/her prior school, as determined by the RLER screen in ATS), he or she is administered a LAB-R within 10 days of admission to the school. The Spanish LAB is administered to Spanish-speaking students who tested in on the LAB-R exam.

ii. A child is deemed to be an ELL student if he/she does not pass the LAB-R. Our ESL coordinator mails the Parent Survey and Program Selection Form to the homes of students who have been newly determined to be ELLs. This form is sent in the student's native language. These students are expected to bring back the completed form.

iii. Based on results of LAB-R, student is placed in appropriate proficiency level.

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.

Our ESL coordinator mails the Parent Survey and Program Selection Form to the student's homes, together with any entitlement or non-entitlement form, depending on whether the student tested out of the LAB-R. Ms. Katherine Nelson (certified ESL teacher/ESL coordinator), with assistance from Ms. Chu, the parent coordinator, provides further information via phone calls and emails with the following link, which contains a video in the major languages supported by the DOE, that explains the three program choices: (<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>). This outreach is conducted to ensure that parents understand all three program choices and to clarify what our school offers in the event that a parent chooses a program not offered at the school. All ELL students are placed in the ESL program in the absence of a parental option form. Following the

outreach described above, if the parent still does not wish their child to be enrolled in the ESL program, then the parent is referred to assistant principal, Ms. Sonia McKenna, who then works with the parent to locate schools that offer the program of his/her choice.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The ESL coordinator mails the NYSESLAT entitlement letters home in early September of the new school year, along with the Parent Survey and Program Selection Form if the student doesn't have one on file. She notifies parents, in their native language, regarding their child's enrollment and proficiency level, via continued entitlement letters (for students who have not yet tested out of ELL program on NYSESLAT), or transition letters (for students who have tested out of ELL program on NYSESLAT). LAB-R entitlement & non-entitlement letters are mailed home immediately following the student's LAB-R assessment and are mailed year-round, depending on whether a student respectively tested in or out on LAB-R exam. These letters are mailed with the Parent Survey and Program Selection Form (as described in detail in the response to Question 2 above). Students on the RLAT report in ATS get at least one of these letters sent home. The ESL coordinator follows up with the student, and/or makes phone calls home to ensure completed forms are returned in a timely manner. Completed Parent Survey and Program Selection Forms are returned to the AP of the ESL program and then subsequently forwarded to the ESL coordinator. Completed forms are received in the mail or are returned to school by the student. Copies of the Entitlement, Non-entitlement, and Program Selection forms are maintained on file by the ESL coordinator in a specialized binder dedicated to ESL compliance.

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.

Once LAB-R and NYSESLAT scores have been compiled, the identified ELL students are assigned ESL classes, according to proficiency level. The ESL coordinator notifies parents, in their native language, regarding their child's enrollment and proficiency level, via entitlement letters (if the student is first placed in an ELL program as per LAB-R), continued entitlement letters (for students who have not yet tested out of ELL program on NYSESLAT), or transition letters (for students who have tested out of ELL program on NYSESLAT) that are mailed to students' homes. Placement letters are also mailed to students' homes for parents who have chosen the school's ESL program on the Parent Survey and Program Selection form. Other parent choices are honored: Parents who choose a program other than the ESL program are directed to the Assistant Principal, Sonia McKenna, who works with them to locate schools that offer the program selected. Translation services are available in-house via Ms. Chu, the school's tri-lingual parent coordinator, who speaks fluent Spanish and is able to meet the translational needs of a great majority of our ELL student population. The parental choice is entered in the ELPC screen in ATS within 20 days of student enrollment.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is given according to instructions from memoranda available to the school each fall. ATS report RLER is used to print out a list of students eligible to take the NYSESLAT. This report is also used to determine the number of NYSESLAT exams to order. Students are given the four part assessment in class as per a testing schedule devised by our Testing Coordinator, Ms. Basilio. The testing environment scheduled to be free of disruptions. Every effort is made to accommodate students who are absent on testing days. Make-up days are scheduled for those who missed any or all portions of the test. The written portion of the NYSESLAT is marked by two teachers (ESL and non ESL certified). Answer sheets are delivered to the DOE and all secure testing materials are returned to the DOE agency responsible for NYSESLAT testing.

6. 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.) 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. 
- The school monitors trends in parent choice by reviewing parents' responses to the Parent Survey and Program Selection form. Parental choices on completed forms have indicated a preference for ESL instruction. This trend is used to inform the type of programming that the school offers in that we continue to offer the ESL program. The program models offered at our school are currently aligned with the parent choices made on completed Parent Survey and Program Selection forms for students who have remained in our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. We provide Self-Contained ESL classes.
 - b. Block model - Class /cohort travels together as a group according to grade - heterogeneous group- mixed proficiency levels.

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)?

We have two ESL certified teachers on staff to accommodate the mandated number of instructional minutes according to proficiency levels. Students receive all their instructional minutes with one or the other teacher. Some students get double periods with the same teacher, while others receive ELA instruction and ESL instruction between two consecutive instructional periods. Students requiring ELA minutes, as per CR Part 154, are taught ELA by an appropriately certified teacher.

a. Students are in ESL classes and receive ELA instruction for at least one period per day. Some ELLs take two periods of ESL. Students are programmed based on how they are scored on NYSESLAT in the prior year: if student is a Beginner they get 3 periods of ESL (double period of ESL, an additional period at the end of the day) & one period of ELA ; Intermediate level students get 2 periods of ESL (double-period of ESL) & one period of ELA; Advanced level students get 1 period of ESL & one of ELA. Each period is 50 minutes long. Our school does not offer Native Language Arts.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in Self-Contained classes with English as the instructional language. Differentiated instruction is used to make content comprehensible and to make assignments geared toward different learning styles. Techniques used to differentiate instruction include (but are not limited to) flexible student grouping according to proficiency in modalities, timed reading, students paired for out-loud reading, peer writing corrections, student readiness. Materials that are used in ESL classes include graphic organizers, laptops, Smartboards, periodicals, magazines, video, media to immerse students in target language: English. Our school does not have a push-in ESL teacher. If ELL students require assistance in core subject content areas then the subject teacher informs the ESL teacher of where the student needs assistance; the ELL student then meets with the ESL teacher on a one-on-one basis to address content by simplifying the language of the material for the student. Native language support: Spanish-speaking teachers are available to address native language support since most ELL students are Spanish-speaking. Teaching staff who are fluent in other languages assist. School would enlist the assistance of outside contracted vendor for students who require support in languages not supported in-house.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We evaluate a student's native language at minimum in the following ways: 1) Newly entitled Spanish-speaking students are administered the Spanish LAB to evaluate their literacy level, and 2) All ELLs have the option of taking the translated version of a Regents examinations, providing that the exam in question is available in translation.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year through regular assessments conducted in class and by setting appropriate goals for each student, according to the modalities in which they are least proficient.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students are immediately streamlined into ESL classes with frequent one-on-one instruction to get these students caught up with the material.

b. ELLs in the US for less than three years are expected to take ELA testing and are given before/after class tutoring by a certified ESL/ELA teacher. Students work with sample ELA Regents exams to practice listening, reading, paragraph and essay writing skills. Students are given further explanation on how to write a thesis, literary elements, the critical lens quotes, and proper essay format.

c. ELLs receiving 4 - 6 years of service continue to get instructional support in reading, listening, speaking and writing. Individual focus on areas of weakness, as determined by their NYSESLAT modality scores, is addressed. The teaching of writing skills in the English language is a priority.

d. The plan for Long-Term ELLs is to focus instruction on reading comprehension and writing proficiency, which have historically been their areas of weakness as determined by their NYSESLAT modality scores. These students continue to get extended time on Regents exams.

E. Our dedicated ESL teacher continues to offer instructional and supportive services to students in the first and second years after students test proficient on the NYSESLAT. These services include but are not limited to Academic Intervention Services (AIS), especially if the monitoring of their progress indicates a need for this type of intervention. The ESL teacher is in constant communication with these students' core subject teachers to make sure they are on track.

7. 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?

The ESL program is parallel to the English program and adapted to the level of the student. These students are exposed to the same materials as those of general education students and are encouraged to use this media. Examples of this are the 'Penguin ESL Series' and 'Language and Literature' series intended for 6th grade (irrespective of student's actual grade level), as well as other text readings that are appropriate for the students' level of ability. ESL teachers focus on repetition of instruction for students with disabilities (SWD). They also focus more on pronunciation and enunciation of text and allow ELL-SWDs more time to complete writing assignments. When practicing for Regents examinations for ELL-SWDs, the teacher mimics testing accommodations for each student (i.e. provision of reader, additional repetitions of readings when permissible, additional time to complete exam). ESL teachers' active participation in the IEP process ensures that all services mandated on a student's IEP are conducted in a timely manner. ESL teachers are given access to ELL-SWDs IEP data and attend IEP meetings for these students when required so that they may understand their ELL students' needs. ESL teachers develop long-term and short-term instructional goals that are incorporated into ELL-SWD students' IEPs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are placed in ICT ELA classes (instructional co-teaching class), where there is an additional teacher to meet their educational needs. We also offer a tutoring program for additional assistance. ICT classes are of a 60 :40 ratio, 60% is general ed and 40% is Special Ed. This ensures that SWD students spend the amount of maximum time with non-disabled peers in a least-restrictive environment. Programming ensures that ELL-SWD are placed in as many ICT classes as possible, thereby ensuring maximum exposure to general ed students while at the same time being in compliance with Special Ed mandates.

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

Courses Taught in Languages Other than English

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

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

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

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

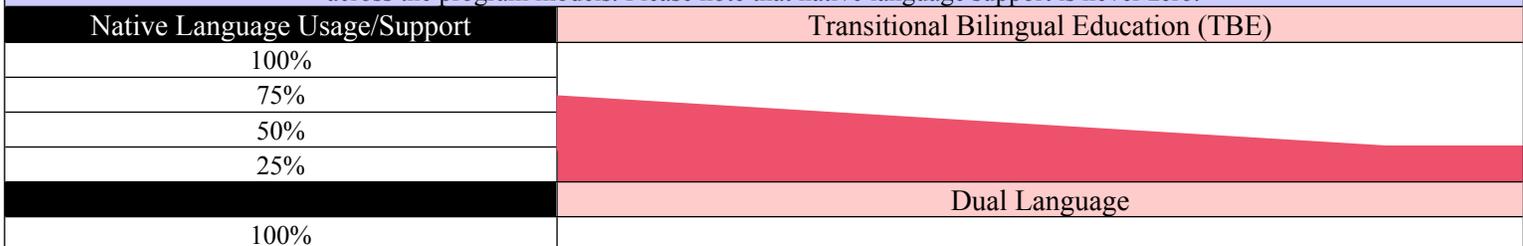
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

9. 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.
- Intervention programs for ELLs in ELA, math, and other content areas include after school tutoring, peer tutoring, co-operative learning, differentiated instruction. These intervention programs are offered in English. Please see Section A question #3, regarding native language intervention programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program supports Oral Language Development. This allows our students to participate in academic discussions, the understanding of instructions and helps them build literary skills. Vocabulary Language also plays a key role in our ESL instruction; it builds oral proficiency in English and can be supported through the use of non-verbal clues, visual aides, gestures and multi-sensory hands-on methods, to name a few techniques. Our program explicitly teaches Academic English. We use our students' skills in multiple domains including vocabulary, syntax, grammar and phonics. This builds understanding and showcases the differences between informal and academic language, and creates opportunities for the appropriate use of academic language. Finally, we value cultural diversity. Our school reaffirms the social, cultural and historical experience of our students by providing opportunities to interact with the diverse cultures of our ELL students and encouraging the involvement of parents and other family members in activities hosted at the school.
11. What new programs or improvements will be considered for the upcoming school year?
- To incorporate Preservation Arts/Architecture program classes for all incoming freshmen, including ESL students.
12. What programs/services for ELLs will be discontinued and why?
- Due to their success, none of the current programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are offered access to all school programs including Preservation Arts, Art and Architecture classes provided their program permits it. ELLs also participate in dance, photography, yearbook clubs after school when they are available, as well as ACE, an internship program, and academic intervention services (AIS). ELL students are encouraged to participate in life-skills learning by participating in fundraising and student government activities conducted by ESL teacher. Regents tutoring sessions are also available to ELLs who require assistance in core subjects.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The 'Penguin ESL Reader' series, the 'Language and Literacy' series, Smartboards, the internet, the computer lab, laptops, LCD projectors, overhead projectors, CDs, DVDs, textbooks, newspapers, novels, anthologies, poetry, maps, graphs are examples of materials used in ESL instruction. These materials are used non-discriminantly across all ELL subgroups, proficiency and grade levels, and are utilized to support areas where student need is greatest (i.e. additional vocabulary projects will be assigned by ESL teacher if she determines that students do not meet standards). Under the differentiated approach to instruction, the ELL student determines the materials used to enhance his/her experience in the classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support include dictionaries, glossaries, translators, and a diverse staff who speak numerous languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Age level: ESL teacher previews the texts and A/V materials (i.e. film, websites, articles, etc.) to determine if the content and level are appropriate for age level. Grade level: Teacher takes student feedback into account to determine level of difficulty or ease, and also to gauge student interest in content.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

During Freshmen Orientation, conducted in June for incoming students, ESL students are given a presentation by current ELL students and ELA instructors. They are provided a packet for summer that includes recommended reading. Pending summer school funds, our school plans on providing a summer bridge program. ELL students who enroll throughout the school year

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

Not applicable. Our school does not offer a dual-language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development for all teachers and support staff of ELLs (including ESL, bilingual, special education, subject area teachers, & paraprofessionals) include weekly meetings conducted by Assistant Principals that focus on the teaching of Common Core Learning Standards, as practiced through differentiated instruction, curriculum mapping, backward planning, and the use of media in the classroom. Because of WHSAD's focus on differentiated learning, best practices like common planning time between teachers is encouraged and reinforced as part of the school's PD program to support the individual student, whether he/she be a SWD, an ELL, or both.

2. Title III funds permitting, WHSAD intends to procure the services of a literacy coach to provide feedback and support for ELL personnel. This professional development plan for ELL personnel is designed to engage ELL students in reading and writing in English as per the Common Core Learning Standards. Our ELL PD regimen specifically targets these skills because they reflect the modalities in which our ELL students demonstrate least proficiency. In the past, Title III funds have afforded a monthly session with a literacy coach for our ELL personnel. We would like to repeat this practice this year.

3. During Freshmen Orientation, conducted in June for incoming students, ESL students are given a presentation by present ELL students and ELA instructors. They are provided a packet for summer that includes recommended reading. Once they start at the school, ELLs continue to be supported in their transition from middle to high school. Weekly meetings between teachers, guidance counselors, and school administrators discuss the academic and emotional needs of individual ELL students. The school communicates frequently with parents regarding the progress of their child and regarding events hosted at the school; this fosters community within the school body. The Parent Coordinator, who speaks fluent Spanish, supports staff by translating communication to the majority of our ELL parent population, thereby ensuring parents are kept informed of their child's performance in a timely manner. Our CFN provides support and training to guidance counselors to assist with ELLs transitioning to high school and to those who move on to post-secondary education.

4. ELL training for all staff include workshops on differentiating instruction for ELL students. Assistant Principal maintains records of these meetings.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are involved in the PTA. ELL parents can get involved at parent involvement activities hosted by the school such as the Architecture Parent Portfolio Nights, Awards Night, school trips, and school performances, all of which are communicated via monthly newsletters that are sent home in English and Spanish (which is the home language of a great majority of our ELLs). Translation services can be requested from the Parent Coordinator, who speaks fluent Spanish and Chinese, provided by the DOE Translation Unit, or procured from a vendor if enough advanced notice is given.
 2. The school is not currently partnered with agencies to provide workshops or services specifically to ELL parents. However, ELL students and parents can take advantage of the partnership the school has with Camelot, a community-based organization housed in the school that specializes in adolescent counseling. Translation services can be requested from the Parent Coordinator, who speaks fluent Spanish and Chinese, provided by the DOE Translation Unit, or procured from a vendor if enough advanced notice is given.
 3. The school's parent coordinator, Ms. Chu, communicates constantly with parents via PTA meetings, phone calls, e-mails, parent/teacher conferences, and monthly parent newsletters. She speaks Spanish, Chinese, and English fluently, which helps the school communicate effectively with a great majority of our ELL population (which is Spanish-speaking), and thereby helps the school evaluate the needs of our parents. Teachers and school staff maintain additional contact with parents to foster a positive and supportive learning environment for their child and to field any concerns the parent may have. Translation services are purchased for languages that are not supported in-house. Also, a Parent Survey given to all freshmen help the school identify specific parent needs.
 4. The parent coordinator sends out monthly newsletters in both English and Spanish that highlight upcoming events, especially PTA meetings that occur twice monthly (once afterschool and once on a Saturday). Parents are encouraged to attend and to voice their concerns at PTA and SLT meetings. The school principal and parent coordinator are present at these meetings to address concerns. The parent coordinator also translates for Spanish- and Chinese- speaking parents. Recurring concerns are discussed at leadership cabinet meetings where a response/solution is devised. The parent coordinator reaches out to the parent through phone calls in response to any concerns that are not immediately addressed. ELL parents are also advised that they are welcome to contact teachers/staff by phone or email.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Williamsburg HS for Arch & Des

School DBN: 14K558

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gill Cornell	Principal		
Sonia McKenna	Assistant Principal		
Lai Sin Chu	Parent Coordinator		
Katherine Nelson	ESL Teacher		
Nila Walker	Parent		
Jacqueline Newton	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Glenda Erneste	Guidance Counselor		
Malika Bibbs	Network Leader		
Mauri Small	Other <u>Social Worker</u>		
Fredeswinda Valentin	Other <u>Guidance Counselor</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K558 School Name: Williamsburg HS for Arch. & Design

Cluster: 4 Network: 404

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.

Our school distributes the Home Language Identification Survey (HLIS) and the Parent Written/Spoken Language Identification form to families all students who are missing these indicators in ATS, as indicated by the Data Integrity Score Card (DISC), which is checked on a regular basis. Both English and Spanish versions of these forms are distributed to meet the needs of a majority of our student population; these forms are also available in other languages, upon parental request. Emergency cards are also distributed to parents in other languages upon request. The information from these forms are used to update the student's and parent's preferred written and spoken language indicators in ATS, for each student.

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.

According to ATS (RAPL report), we have a total of 1,010 family members on file, of which 8 communicate in Bengali, 7 in Chinese, 5 in Haitian-Creole, 2 in Nahuatl, 692 in English, 9 in Polish, 1 in Slovak, and 238 in Spanish. Of the Spanish-speaking parents, about half require oral and written translations. These findings are immediately available to the Guidance counselors via ATS. Our teachers communicate with parents on a regular basis; when they require assistance with outreach, they speak to our Parent Coordinator, who speaks Chinese and Spanish fluently and is able to meet the translation needs of the majority of our parents. Overall, we continue to be successful in communicating with parents in all languages. The result of the Environmental Survey (under the Communication section) indicates that parents feel that our school effectively communicates with them.

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.

Department of Education forms and documents that have already been translated and are readily available (i.e. lunch forms, residency forms, Parents Bill of Rights and Responsibilities, etc.) are distributed in both Spanish and English by default. These forms are distributed in languages other than Spanish based on student and parent language indicators in ATS, and by parental request. All in-house documents and letters written in English are translated immediately by the parent coordinator, staff members, and occasionally by parent volunteers. For written translation needs that cannot be accommodated by staff, the Translation Unit (a DOE agency) is contacted for general communications, and a contracted vendor is contacted for student-specific correspondence. Since most written translation is handled in-house or is already available on DOE websites, the school can accommodate written translations in a timely manner. Signage posted in the main office and in the cubicle of the Parent Coordinator enables parents and guardians to easily identify his/her preferred written and spoken language.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Almost all oral interpretation needs can be accommodated by staff members. We have a number of staff members who are fluent in different languages (Haitian Creole, French, Spanish, Chinese) and assist when parents request oral communication in their preferred language. Our parent coordinator is fluent in Spanish and Chinese, and assists staff in verbal outreach to a majority of non-English-speaking households. Parental need is determined by the data aggregated in ATS and by parental request. At the moment, we request oral interpretation services for languages other than those named above, from the DOE Translation Unit. If parents require support in addition to services provided by school staff members, we inform them that the school can contact the Translation Unit on their behalf, for additional support in interpretation services. Our school also provides simultaneous interpretation (with enough advanced notice) through an outside contracted vendor called Legal Interpretation Services; for this service, an interpreter from Legal Interpretation Services visits the school for parents/guardians who require more dedicated language interpretation during Parent Teacher Conferences, one-to-one teacher meetings, IEP meetings, and other school functions.

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>.

For all school activities and events (such as PTA, Title I Meetings, Parent Teacher Conferences), parents are informed that translation and interpretation services are available. Section VII of Chancellor's Regulation A-663, concerning the school's notification requirements, is included in the parent handbook. The Parent Bill of Rights and safety plan procedures are distributed to student households in the first monthly mailing organized by the parent coordinator.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: WHSAD	DBN: 14K558
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Overall, our ELL students are rigorously instructed in reading and writing in English during class sessions because these are areas in which they are least proficient. To supplement this, our direct instruction supplemental program focuses on speaking and listening skills, so to provide our ELL students with additional support in these modalities. One certified ESL teacher oversees a life-skills and social skills program for ELLs, whose sessions are conducted in English. These sessions are conducted before the beginning of the instructional day (7:50 am - 8:20 am) and afterschool (3:10 pm – 4:10 pm), 5 days a week (except for weeks shortened due to holidays). Please note that the regular school day runs from 8:20 am to 3:10 pm. This program started September 10, 2012 and is expected to end June 7, 2013 lasting a total of 37 weeks, and approximately for 170 half-hour AM sessions and 167 hour-long PM sessions. All 30 ELLs (nine 9th graders, eleven 10th graders, five 11th graders, five 12th graders) will participate in the program; these students display various proficiency levels. The program exposes ELL students of all levels to real-life situations that are not usually taught in the classroom, thereby supporting and enhancing ELL students' language development. It is incorporated into the fundraising, recruitment, and student activities (i.e. student government) aspect of the school community, with a focus on communication in the target language: English. Our ELL students tend to congregate and speak in their native language during school hours; the life-skills program requires that they interact with non-ELLs in the target language, which encourages them to practice listening and speaking skills tested on the NYSESLAT. The certified ESL teacher also recruits current ELL students to serve as presenters for school recruitment events, particularly the HS Fairs and Open House events for prospective students. In the team-building sessions mentioned, the ESL teacher verses students in making oral presentations and fielding questions about the school in English. Craft and art materials are used by ELLs in the program to make advertisements, posters, and menus for the school store and upcoming events, all of which are written in English. These materials account for \$625 (or 5.5%) of the Title III expenditures. Through conceptual consolidation, the remainder of Title III funds (\$10,575, or 94.5%) are allotted for direct instruction to students; it is used to cover a total of 252 per session hours for the ESL teacher to conduct the program described above.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In-house professional development is directed by our Assistant Principal (AP). Our certified ESL teacher receives training from the AP twice a month to cover topics on differentiated learning, curriculum mapping, backward planning, and the use of media in instruction. She attends department, cohort, and data inquiry meetings with non-ESL teachers (including English teachers), to

Part C: Professional Development

address how to deliver targeted instruction to ELL students who are not performing well academically. Each month she attends: 2 English Department/ESL meetings, 2 cohort meetings, and 4 data inquiry meetings. Titles of these PD sessions include: "Servicing the Instructional Support Student", "Humanities Department/ Instructional Support", "English/ESL Department Meeting", "Team 9 Cohort Meeting". Each meeting lasts one period (50 minutes). Supplemental professional development will also be conducted by the contracted vendor AUSSIE. This vendor will meet with our certified ESL teacher (and with a current Spanish teacher who is in the process of obtaining ESL certification) for a series of one-on-one full-day sessions (projected meeting dates: Nov 14th & 28th, Dec 12th, Jan 16th, Feb 13th, Mar 6th & 20th, April 17th, May 15th) on the following topics: 'Differentiating ESL Instruction', 'Teaching ESL Students With Special Needs', 'Vocabulary, Spelling and Grammar for ESL Students', 'Preparing ESL Students for Regents Examinations'. School administration provides professional development for all staff, including non-ESL teachers, during the monthly meetings mentioned above, to address how they can better engage, and encourage participation from, ELLs in their subject classes.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELL students receive monthly letters from our parent coordinator, in their home language, that detail events for the upcoming month. They, like all other parents, are invited to monthly PTA and SLT meetings to address topics such as budget, school curriculum, student internship opportunities, and any questions or concerns they may have. Our parent coordinator, who is fluent in Spanish, attends these meetings to facilitate communication for the majority of our ELL population. She is available during the school day to address parental concerns and performs outreach to this population in their home language, especially in matters concerning student attendance. Accommodations for real-time interpretation are made for ELL parents when in-house services are not sufficient; these accommodations are provided by the translation agency contracted with the Department of Education. Monthly parent meetings typically last one hour. Titles of these meetings are 'SLT Meeting', 'Title I Meeting', 'PTA Meeting'

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		