



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CYPRESS HILLS COLLEGIATE PREPARATORY HIGH SCHOOL

DBN (i.e. 01M001): 19K659

Principal: AMY YAGER

Principal Email: AYAGER@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: NATHAN DUDLEY

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
Amy Yager	*Principal or Designee	
Jennifer Gorman-Stokes	*UFT Chapter Leader or Designee	
Karina Cevallos	*PA/PTA President or Designated Co-President	
Jackie Parrilla	DC 37 Representative, if applicable	
Lawrence Booker	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Elizabeth Khan	CBO Representative, if applicable	
Michelle Neugebauer	Member/ CBO Representative	
Christine Padilla	Member/ Teacher	
Raquel Arteaga	Member/ Parent	
Claudia Rodriguez	Member/ Parent	
Patricia Torterelli	Member/ Parent	
Lauren Spota	Member/ Assistant Principal	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
----------	---

School Information Sheet for 19K659

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	370	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	N/A	# Drama	4
# Foreign Language	15	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	68.8%	% Attendance Rate			81.3%
% Free Lunch	80.1%	% Reduced Lunch			6.1%
% Limited English Proficient	21.2%	% Students with Disabilities			14.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			17.3%
% Hispanic or Latino	74.2%	% Asian or Native Hawaiian/Pacific Islander			5.6%
% White	2.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.25	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			3.3%
% Teaching with Fewer Than 3 Years of Experience	33.3%	Average Teacher Absences			6.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	54.4%	Mathematics Performance at levels 3 & 4			24.8%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			47.3%
6 Year Graduation Rate	70.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
Strengths were that the 2012-2013 SCEP included students in various sub groups, Common Core implementation and an introduction to Danielson.				
Describe the areas for improvement in your school's 12-13 SCEP.				
Students on track for graduation by February 2013 Use data to set learning goals for sub groups of students Engage students in at least two learning tasks Design coherent instruction effectively				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
The 12-13 SCEP included citywide expectations that not one teacher understood how to do. The concepts and material was all new so it took additional time to start and ultimately smoothly implement.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Designing Common Core aligned tasks and working together as a staff to provide each other with feedback was a success.				
Were all the goals within your school's 12-13 SCEP accomplished?			X	Yes
If all the goals were not accomplished, provide an explanation.				
Implementation of the Danielson rubric took a lot more time and professional development than was expected and is still a work in progress. To include a goal for teachers to be effective in an area before properly assessing the teachers previous to writing the goal was not realistic. Teachers improved drastically in writing their lessons, using questioning and assessments but only a few teachers are effective in those areas.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			X	Yes
No				

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
The goals are ambitious but necessary to reach in order to move the school. Particularly, the credit accumulation because with the Common Core alignments and college aligned courses the work is more rigorous for the students. Another challenge will be to align all of the SIG goals with the SCEP goals to not overwhelm the staff and students. Clear communication and constant reminders are key to implementation.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
By June 2014, 50% of the ELLs will increase one level on the NYSESLAT exam By November 2013, students identified through RTI as needing the most support will have a plan in place and implemented. Students in the lowest third will be identified by the Inquiry Team by November 2013 and will gain at least 10 or more credits in the year.				
Describe how the school leader(s) will communicate with school staff and the community.				
School Leaders communicate with all constituents through SLT, PTA, google docs, LiveBinder, phone messages, emails, newsletters, and daily teachers team meetings				
Describe your theory of action at the core of your school's SCEP.				
CHCP's theory of action is to get to know everything about the students, which includes their home life, their current interests, their 8 th grade test scores, their attendance, their favorite class, their reading/math levels, their transcripts and their future dreams. Students are the core of what we do and the instructional focus, school's mission, citywide instructional expectations, Danielson and Common Core Learning Standards are the tools that we use to have the student's achieve their dreams.				
Describe the strategy for executing your theory of action in your school's SCEP.				
Teacher team meetings will be the forum to achieve the SCEP.				
List the key elements and other unique characteristics of your school's SCEP.				
All teachers will be provided with multiple types of professional development through SIG funds. ELT is being offered to at least 85% of our population.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
Four administrators will each be assigned components of the improvement plan. Checklists will be created with benchmarks to ensure				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Refine the development of curricula in Common Core (CCLS) aligned units to increase rigor in academic tasks so that all lessons promote high levels of cognitive engagement to prepare students for college and career level work.							
Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
2.2 School leader's vision	2.3 Systems and structures for school development		
2.4 School leader's use of resources	X		
	2.5 Use of data and teacher mid-management effectiveness		

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 80% of teachers will be rated as Effective on 3c: Engaging Students in Learning as measured by <i>The Danielson Framework for Teaching</i> so that students are provided with rigorous and accessible curriculum.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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
<ol style="list-style-type: none"> 1. Purchase the SpringBoard curriculum for ELA and Math 9-12 classes. Through extensive research it was determined that CollegeBoard's SpringBoard curriculum is the most aligned curriculum to the Common Core Learning Standards and provides our students with college readiness skills. Teachers will be provided with professional development and receive a teacher's manual with an online professional community to follow for additional support. Students will be given a student workbook to follow along with the lessons and complete the work in the book. 2. Five Advanced Placement courses will be added to our course catalog. Students selected couseed they were interested in during the 2012-2013 school year and shared their interested through Student Government. Teachers expressed an interest in specific classes and attended courses over the summer to be certified to teach AP. 3. Four Instructional Leads participate in Learning Walks at other high schools to learn the process of taking low inference notes, calibrating their narratives to Danielson and providing feedback to colleagues. After they participate in the Learning Walks they create workshops for CHCP teachers on strategies that will help the teachers be Effective to Highly Effective in Danielson's Domains. 4. Teachers will take a self-assessment grounded in Danielson's domains to assess where they fall in September 2013, February 2014 and June 2014 5. Administrators will norm the Danielson rubric with the support of the network and the Teacher's Effectiveness Intensive so that feedback provided to teachers is universally aligned. After administration has normed the rubric they will norm the rubric with the Instructional Leads and Mentors so that Instructional Rounds and short-frequent observations are meaningful and specific. 6. Teachers will utilize common planning time for instructional design and adjust curriculum to insure flexibility in execution. Teachers will be provided with lesson plan expectations and templates to assist them in the execution of a lesson. Mid-year adjustments may be made to common planning time to focus more on planning units and tasks. Professional Development feedback forms will assist in guiding PD for each teacher in addition to using observations and passing rates. 7. Administrators will meet weekly to review feedback from observations to ensure that teachers are provided with appropriate differentiated professional development and have high expectations for all students. Teachers will be separated into groups according to the type and level of support needed to ensure growth. 8. Administration will provide teachers with weekly guidelines on how to increase rigor in their classes. They will review lesson plans using the Danielson Rubric for Teacher Effectiveness to rate the lesson and the mid-year criteria is that teachers create challenging learning activities, materials and resources are provided for different types of learners and groups are organized thoughtfully. Students with Disabilities and English Language Learners are provided with modified work that is differentiated according to their specific needs. 9. Teachers will attend professional development on Qtel for English Language Learners and have a book study on <u>Scaffolding the Academic Success of Adolescent English Language Learners</u> by Aida Walqui to learn concrete instructional approaches to increase the rigor in the class without decreasing the intellectual challenges.

10. Teachers will be provided with the opportunity to participate in Common Core aligned curriculum development after-school to conduct lesson studies, look at student work, conduct research, analyze data, and write curriculum.

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

1. ELA and Math teachers Advanced Placement teachers
2. Six Advanced Placement teachers and one Assistant Principal
3. Instructional Leads complete inter-visitations and Teachers being rated on Danielson
4. Teachers
5. Teacher effectiveness talent coach, administrators and instructional leads
6. Teacher Leads
7. Principal and three Assistant Principals
8. Entire staff
9. ESL teachers, ELA and Social Studies teachers
10. Teachers and an administrator

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

1. In weekly cabinet meetings observations will be shared using low-inference notes and rating for teachers. Administration will do Learning Walks to observe the use of SpringBoard and the students' enthusiasm to use the workbooks. All ELA and Math teachers will be evaluated on a 6-week cycle, student work products will be reviewed and classroom assessments evaluated for growth. ELA and Math teachers are provided with curriculum and professional development to teach Common Core aligned units and to focus on honing their strategies for student engagement rather than writing curriculum.
2. The Assistant Principal in charge of the Advanced Placement Team of teachers will have weekly check-ins with the teachers to re-evaluate their lessons from the week and look for content and skills that students did not fully understand so that they can reteach it. The use of rigor will be looked at through Depth of Knowledge (DOK) and the use of questioning in their lessons.
3. Professional Development and workshops focused around student engagement will provide teachers with a list of strategies, a better understanding of Danielson's Component 3C, and the confidence to implement the strategies so that students are learning at a high level measured by student work products. They stay afterschool to calibrate Danielson. They organize workshops for the staff and provide afterschool professional development.
4. The self-assessment will provide the teachers and administrators with where to focus professional development and demonstrate growth through the year. Teachers are expected to show growth in all areas, specifically in the components that the teacher is being provided professional development in.
5. Learning Rounds will occur on a cycle and the talent coach will visit three times during 2013-2014
6. Weekly check-ins with the teachers leads, bi-weekly collection of data action plans and curriculum maps, random collections of lesson plans
7. Weekly cabinet meetings with all administrators ensure clear communication and common school-wide goals.
8. Weekly updates will be provided to teachers during their grade team meetings to ensure clear communication, a shared goal and best practices.
9. West Ed will start training teachers in Qtel strategies at the start of 2014.
10. Japanese Lesson Studies will be learned and produced. Teachers will video themselves and gather research to guide their instructional decisions.

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

1. The use of the SpringBoard curriculum will continue throughout the school year. Ongoing Learning walks and observations will provide the data to see the impact.
2. The Advanced Placement courses were implemented in September and will continue from one year to the next. Students take the Advanced Placement exam in May to show progress.
3. Engaging students in learning will continue to be the focus for the entire year because we believe it includes aspects of other components and essentials needed to have high levels of student learning.
4. September 2013, February 2014 and June 2014
5. Talent coach will visit at least three times a year and learning rounds will occur in at least four different cycles
6. Once a week for the 2013-2014 school year
7. Weekly meetings on Monday
8. During grade team meetings, once a week on Friday
9. Will begin in January 2014
10. Weekly afterschool meetings from September 2013 to June 2014

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

1. SpringBoard teacher's guides and student workbooks were purchased for all teachers and students enrolled in Math and ELA 9-12 classes. Supplemental materials

and books were also purchased to enhance the curriculum. Teachers and Administrators were provided with professional development through CollegeBoard. A school-wide change of programming in September allows students to have all content classes five times a week for 45 minutes a day.

2. Teachers participated in professional development and ongoing workshops to gain the knowledge about the Advanced Placement classes and the exams. Textbooks and supplemental materials were purchased for teacher and student use. Teachers take part in an afterschool team and are provided with per-session. A bi-yearly AP recognition day will occur for all AP students and AP potential students to honor their hard work and share their experiences with underclassman. Programming was strategically aligned to student data and potential to be successful in the courses.
3. Teachers spend time afterschool creating workshops and are provided with per-session. National Urban Alliance and Generation Ready coaches are working with specific teachers to assist them with the Common Core and student engagement.
4. First Monday afternoon extended meeting of the months specified
5. Per-session for five teachers once a week after school
6. Per-session for eight teachers after school to plan the teacher team meetings
7. At least a one hour meeting every Monday
8. Per-session for five teachers once a week after school
9. Purchase books for the teachers and fund the West Ed consultants that will be hired to provide professional development
10. Per-session for teachers to stay after school to complete the lesson studies

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	----------	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Utilize the results of assessments to revise and adjust curriculum and instruction to determine progress towards students' goals.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
---------------------	----------------	--------------	-----------	---------------------	---	---------------------	------------

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 70% of students will move ½ level in using evidence to support arguments in discussion and writing as measured by a teacher-created common rubric at each grade level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Students will be assessed at least four times a year in each class by using evidence to support arguments.

2. Teachers developed an Argumentative Rubric to be used school-wide for both verbal and written arguments.
3. Students will be required to participate in a panel discussion to support their written work and demonstrate their skills of communicating and collaboration.
4. Students take standardized assessments like Scantron and Performance based assessments in ELA to determine their current skills level in relation to the CCLS, use formative assessments like group observations, questioning and homework assignments to illustrate the growth of knowledge. Teachers also use the regents' item analysis to determine what concepts they need to teach.
5. Teachers will prepare students to achieve at least a 75 on their ELA regent and 80 on at least one math regent, to graduate college and career ready.
6. Students will participate in SAT prep classes and have access to college counselors that promotes post-secondary and college readiness.
7. Teachers will be provided with PSAT and SAT professional development to familiarize themselves with the questions and rigor of the tests to mirror it in their own assessments.
8. Administration will provide extended support after-school to work closely with teachers to develop Common Core aligned curriculum.
9. Teachers will meet regularly with colleagues and administration to support their planning for performance based assessments.
10. Teachers plan both horizontally and vertically during their five times a week meetings to create curriculum, look at teacher and student work, analyze data, and look for student growth.

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

1. All teachers except for physical education teachers will teach students the key components of communicating both verbally and through writing.
2. One ELA, one Social Studies and one mathematics teacher
3. The entire student body will participate and administration with the help of instructional leads will plan the days
4. Math and ELA teachers to administer the exams. All teachers to review the data and make data based decisions in their classes. A testing coordinator to organize the exams.
5. 9th period cycle course will provide students with various regents review through the year.
6. In fall 2013 seniors will be scheduled for the course and in spring 2014 juniors will be programmed for the course. An educator from outside of the school will teach the course
7. School Counselors and teachers certified to teach SAT courses will provide professional development
8. Will be offered to all teachers that are Ineffective in any area on the Danielson rubric
9. Three teachers have been selected by the network to be curriculum writers so that their units can be shared with many other schools.
10. All teachers except for physical education and the dean will meet 4th period Monday-Friday for the entire year

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

1. Students will show growth and be proud of their year long end product that they will share at the panel discussion
2. Instructional Leads created an argumentative rubric to score the verbal and written assessment. The math teachers will create their own rubric because after using the rubric for the first time they felt that it wasn't tailored to their needs.
3. Students will be taught by their teachers the components of good communication to express their thoughts through writing and speech
4. ELA and Math teachers will administer the assessments. All teachers will review the data and use it to guide their instruction
5. ELA and math teachers will teach in extend day to help students achieve college and career readiness on their exams
6. Seniors and juniors will show growth on their SATs
7. Teachers will be able to share test taking strategies and be able to debrief the exams with the students during advisory
8. Teachers that partake in the afterschool support will show growth from ineffective to effective within two months
9. Performance based assessments will be the culmination of each unit and will be shared when looking at student work
10. Teacher work products will be submitted to administration for review and then best practices shared with the entire staff

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

1. Students are expected to be assessed in all classes for the first three marking periods. Benchmarks were established at the end of each marking period to assess the students. The verbal assessment is the first which will be completed by October 31, 2013. The writing assessment will be completed by January 2014. Both verbal and writing will be assessed together at the end of March 2014. The culminating end of the year project will be a panel discussion for students to use their writing to support their verbal argument. The students will be allowed to select one class to have the panel discussion in to demonstrate their mastery of the instructional focus.
2. The Argumentative Rubric will be created by October 2013 and the math rubric will be created by January 2014
3. The panel discussion will take place the four days after Memorial Day. It will start to be planned in March 2014
4. Scantron will be used as a baseline in October 2013 and as interim assessments twice during the year. Performance Assessments will be administered in September

2013 and May 2014.

5. Extended Learning will begin the second week of September 2013 and continue until the second week of June 2014
6. SAT tutoring will be twice through the year. Once in the fall for the November 2013 test and once in the spring for the April 2014 test
7. PSAT and SAT professional development will occur in January 2014 when we receive the fall SAT scores and October 2013 PSAT results
8. Extended support will begin after the first cycle of observations, November 2013
9. Bi-monthly meetings starting in December 2013 with network staff and teachers from various schools
10. September 2013-June 2014, Monday- Friday, 45 minutes everyday

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

1. Teachers will be provided with per-session to grade the work using the rubric and documenting the data in an online data source.
2. The math teachers will use additional hours to edit the rubric to fit their needs.
3. Administration will be required to plan out a week of panel discussions organized by student work products, topics and time it will take. Parents and community members will be invited to attend to support the students and hear what they have learned.
4. Testing Coordinator requires a reduced schedule of one period a day, at least two hours of per-session each week and additional per-session during the administration of the exams. Professional development is required to administer the tests in conjunction with regulations. Supply money is required to purchase paper and laptops for the students to take the online Scanton assessment
5. Extended Learning time per-session is required for 10 teachers four times a week for two hours.
6. An after-school SAT tutor will be provided by our CBO
7. No expenses are required
8. Per-session for administration and teachers
9. No expenses required
10. A program that allows teachers to meet regularly will be arranged

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	----------	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	X	PF CTE	X	PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs	X	PF RTI		X	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Develop assessment practices to include ongoing checks for understanding and students' self and peer-assessments so that timely and effective adjustments can be made to meet students' diverse learning needs.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
---------------------	----------------	--------------	-----------	---------------------	---	---------------------	------------

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80% of teachers will have an 82% passing rate in their content area classes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Teacher teams will meet weekly to look at student work for evidence of growth and gaps in the instruction to adjust their units and lessons.
2. Teachers selected one of three teacher teams that are structured to enhance collaboration and integrate instructional concentrations based off of inquiry cycles.
3. The Measures of Student Learning (MOSL) Committee selected to use ELA and Math Scantron as the primary assessment to show student growth in all classes. This provides the teachers with common data points to analyze trends and create student goals.
4. Administration will meet individually with teachers for scholarship report review at the end of every marking period and maintenance of goals so that all students are performing at their highest levels as evidenced by credit accumulation and regents' data. Passing rates and attendance rates will be kept for each teacher to show growth over time
5. Administrators will be assigned specific teachers to observe, provide feedback and create individualized growth plans with
6. Teachers will utilize common planning time to plan with colleagues to target groups of students and create an action plan individual to the needs of groups of students
7. Students will participate in grade-wide Town Halls, guidance and parent meetings so that they are aware of exactly what they need to graduate within the four years.
8. Administrators and teachers will use the online data collection system, Skedula, for parents and students to monitor their grades and for school staff to create reports
9. The Data Team will meet both during and after the school day to dissect all school-wide data sets and disseminate it to the rest of the teachers while connecting it to the school-wide goals and post observation feedback.
10. Administration and teachers will participate in inquiry by analyzing state and in-house assessment item analysis. They will use the data to group students, look at student work, and provide each other with feedback to drive instruction. Teachers will use the data to create curriculum maps and guide their lessons and assessments.
11. Students will have the opportunity to make up classes after-school and on Saturday's in order to get back on grade level. Teachers will utilize the online curriculum, APEX, to provide students with various ways to learn material.
12. Students will be scheduled according to need after reviewing data in ARIS, Skedula, ATS and STARS and will be placed into regents review classes if needed.
13. Teachers and guidance will be provided with professional development and curriculum in the areas of ELA and Math from CUNY's At Home in College program geared at getting all seniors college ready.
14. Specific students will be partnered with a Success Mentor to improve their attendance and receive social and emotional support.
15. Coaches will work individually and with groups of teachers to improve their practice and to effectively use data to guide instruction.
16. Regent scores and end of semester grades will be used to guide programming decisions and alter specific goals for groups of students. Progress Reports and report cards are used as a tool for students to get back on-track and receive feedback on how they are doing in class ten times a year. Administration uses attendance percentages and passing rates to look for patterns and improvements.

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

1. Teachers will use a protocol to look at student work during their professional period. A different teacher will volunteer to share student work that relates to the school-wide inquiry focus each week. The protocol will be run by a teacher lead and feedback will be provided as to why the work was successful and what can be done differently next time to make a bigger impact.
2. All teachers selected to be a part of one of three different teacher teams. They each have their own schedule, purpose and goal. Teachers are provided with the flexibility that may be needed to switch to another group on a daily basis. All teacher team meetings are run by teacher leads. Common language and protocols are used to keep consistency. The Danielson rubric and Quality Review at both referenced to guide the work.
3. Selected groups of students took the Scantron assessment as determined by the MOSL committee. Teachers had to adjust their curriculum maps to account for testing dates. Laptops were used to complete all of the assessments since Scantron is an online assessment tool.
4. Administration and teachers
5. Three Assistant Principals
6. Teachers will meet daily
7. Parent Coordinator, COSA, Student Government, School Counselors
8. Parent Coordinator, Teachers, Administrators, Parents, Students
9. Data Team of six teachers
10. Teachers and student work

11. Four teachers and one administrator
12. School Counselors and administrators
13. CUNY's At Home in College facilitators, math and ELA teachers, school counselors
14. Counseling in Schools
15. National Urban Alliance and Generation Ready
16. School Counselors and administrators

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

1. Teachers that presented student work will complete a short reflective tool after the looking at student work protocol to demonstrate if what they received feedback on was helpful. Administration will also use this to show the effectiveness of the protocol. Copies of the student work and feedback forms will be included in the inquiry cycle documents.
2. Administration will observe the meetings, provide professional development during that time and structure particular meetings to maximize the time. Weekly meetings between teacher leads and administration will provide an opportunity for reflection on the meeting and setting the agenda.
3. The testing coordinator will provide professional development to the teachers on how to administer the Scanton assessments and how to review the data. Teachers will have time in their team meetings to review the data and create student goals from the skills that they need to work on.
4. At the end of each marking period and analysis of grades will show the growth in grades and an increase in the percent passing rate so that students earn 10 or more credits each year
5. Weekly meetings to discuss the observations and specific teachers that we can provide professional development and move to be highly effective teachers. The Advance system will provide us with the data to see how all teachers are doing
6. Action Plans for students will be created and used throughout the year to keep students on track academically and behaviorally. It will also give parents an entry point to get more involved in the school
7. Students will be informed about school-wide events and graduation requirements to make informed decisions about after school activities and extra help
8. Skedula will provide teachers, students and parents will one place to see their child's grades and attendance
9. Bi-weekly data action plans will give teachers the opportunity to plan their lessons for the upcoming week based on last week's achievement of skills and content
10. The Inquiry Cycle and use of data will be evident in planning and making school-wide decisions
11. Close tracking of data will show the participation rate, the credits earned and the additional worked completed by the students.
12. Personalized scheduling will ensure that students are placed in the appropriate classes and have the opportunity to gain the most amount of credits
13. The professional development will provide teachers will additional resources
14. Improvement in selected student's attendance and their behavior
15. A weekly product is expected to be produced at the end of each visit. A written update is provided to give administration notes on the support provided
16. A review of the reports will provide counselors will a group of students to focus on and get back on track for earning credits

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

1. September 2013 - June2014
2. September 2013 - June2014
3. Summer 2013 for the assessment selections from the MOSL team
4. At the end of every marking period. Student Success Plans will be reviewed after every progress report to make sure the students submit all work and make up tests to pass the class
5. Logs of Assistance will continuously be updated to provide documentation of support
6. September 2013 - June2014
7. Bo-monthly Town Hall meetings, twice a year review of credits with guidance
8. September 2013 - June2014. During Parent Teacher Conferences parents will be signed up in our computer lab and throughout the year to have real time access to their child's records
9. Six week inquiry cycles will determine the data sets collected
10. September 2013 - June2014
11. After school and Saturday classes will begin in October 2013 and continue to June 2014.
12. September 2013 and February 2014
13. At least once a month professional development and a visit from the facilitator in December 2013
14. December 2013-June 2014

15. Generation Ready will meet with ELA and Math teachers once a week starting in November 2013 – June 2014. National Urban Alliance will meet with Science and Social Studies teachers ten times for full day professional development through the year
16. September 2013 and February 2014 will be used to schedule students correctly. Progress Reports and Report Cards will be distributed a total of 10 times a year to provide students will feedback and parents with updates

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

1. Schedule alignment for teachers
2. Schedule alignment for teachers
3. Per-session for MOSL team for meetings to decide on the MOSL used
4. Schedule a time to meet individually with each teacher.
5. No resources required
6. Schedule alignment for teachers
7. Work closely with the CBOs on campus to plan and align events
8. Purchase Skedula which is a part of Datacation
9. Per-session for the data team afterschool work
10. Teacher alignment of schedules so that they have time to meet
11. Per-session for afterschool and Saturday make-up classes and purchase the credit recovery program Apex Learning
12. Per-session for administration to program the school according to need
13. Partnership with CUNY At Home in College will provide teachers with per-session
14. Counseling is Schools is an organization that will provide a part-time and a full-time counselor
15. National Urban Alliance and Generation Ready will be contracted out using School Improvement Grant Funds
16. No resources required

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs			X	PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen the alignment of pedagogy to a coherent set of beliefs of how students learn best so that student work products and discussions reflect higher order thinking and participation leading to improvements in students' academic success.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
---------------------	----------------	--------------	-----------	---------------------	---	---------------------	------------

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students will demonstrate social management skills while interacting in meaningful, productive ways with others that leads to a 25% decrease in classroom based discipline referrals.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Response to Intervention is an approach for creating student action plans to provide targeted assistance with social/emotional needs as well as instructional support.
2. All learners will be provided with an entry point through well thought-out lesson planning and collaboration that leads to lesson adjustments and a student centered environment.
3. The use of the Advanced Placement and SpringBoard curriculum will provide the teachers with instruction to foster deeper understanding and motivation to work to their full potential.
4. Students will be placed into an Advisory class that is designed to support student's social and emotional needs while improving their literacy skills, and preparing them for post-secondary readiness. They stay with the same group of students and teacher for their entirety of high school so that there is a core group that encourages each other to be successful.
5. School Counselors will meet weekly with teachers to review attendance data, look at student work, participate in parent meetings and receive referrals. The School Counselors will make referrals to CBO's on campus (LIJ Health Center, RAPP, SPARK, PWC, SSC) and meet monthly with the CBO's to case conference and get updates on various student enrichment opportunities.
6. Teachers will be trained in Life Space Intervention techniques to mediate situations, monitor student behavior and make appropriate referrals.
7. English Language Learners will participate in an after-school and Saturday program to support the work that they are doing in class and assist in assimilating them to a new culture. Rosetta Stone will support the students in acquiring English vocabulary and language, while also being a tool for parent Saturday classes.
8. Students in the lowest third citywide will be partnered with a Success Mentor from Counseling in Schools to monitor attendance, grades, and social and emotional needs in order to accumulate credit and pass regents. They will be strategically programmed to achieve success in foundation courses, elective classes of interest and online classes.
9. Students with Disabilities will be paired with a special education teacher that will monitor their behavior, attendance and grades to promote growth and high standards of success
10. Disciplinary reports are sent to teachers weekly to inform them of suspensions, detentions, and students that are on improvement sheets. The Data Team regularly looks at OORS and SOHO reports to monitor the different levels of infractions and identify students that can benefit from additional support.

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

1. An Assistant Principal leads the implementation of RTI. Teachers and School Counselors ensure that it is implemented
2. Teachers and coaches
3. The six Advanced Placement teachers and eight SpringBoard teachers
4. All teachers are given an advisory that they stay with for four years. All students are placed into an advisory depending on their cohort year
5. School Counselors and teachers
6. School Counselors and interested teachers
7. ESL and Social Studies teacher
8. Social Workers and School Counselors
9. Special Education teachers
10. Dean and Assistant Principal

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

1. Students will be placed into a RTI tier. The tier will have specific interventions. Each student will have to meet the accomplishment that is associated with the intervention to drop down to the bottom tier. Data will be kept on the students and charts will be produced to document the interventions and improvements
2. Observations will demonstrate the use of multiple entry points
3. AP classes and Springboard courses will be evaluated through observations and learning walks. The scores on the AP exams will also show success
4. Advisory grades and attendance will be used to evaluate the effectiveness
5. The CBO referral document will be constantly updated to keep track of student referrals and support provided to students
6. A mediation class and peer mediators will be trained to assist in school-wide mediation

7. ELLs will show an improvement on NYSESLAT scores, attendance, credit accumulation and regents scores
8. Students that are paired with a Social Worker will improve their attendance and behavior
9. SwDs will pass their classes and improve their behavior through the use of positive behavior intervention techniques
10. School-wide communication will improve with the weekly emails and notifications for teachers. Teachers will feel additional support

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

1. Students will be placed into tiers and have interventions by November 2013
2. September 2013 - June 2014 all lessons
3. Start in September 2013 - June 2014
4. September 2013 - June 2014
5. Weekly during 4th period meetings
6. Peer mediation will begin after the first mediation course takes place in fall 2013
7. October 2013 – June 2014
8. Success Mentors will begin in December 2013 – June 2014
9. September 2013 - June 2014
10. Weekly team meetings

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

1. Professional Development for staff is required through the network and continued through the year. Student incentive money, lunch and snack requests and celebrations
2. Professional development for teachers and ARIS Learn Community
3. Professional development for teachers to teach the courses, textbooks, teacher guides and workbooks for students
4. Programming students for advisory classes that they have been in and aligning the curriculum to ELA learning standards
5. Connections to CBOs on and off campus
6. Training rate for teachers and resources for students to learn the process of mediation
7. Per-session for ESL and Social Studies teacher to stay afterschool and Saturdays
8. SIG funds used for Counseling in School
9. No resources required
10. No resources required

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	----------	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs	X	PF RTI	X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Create action plans for adjusting student groupings and offering students targeted interventions.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
---------------------	----------------	--------------	-----------	---------------------	---	---------------------	------------

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities

selected to address the goal.			
	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Response To Intervention will be implemented to create tiered service and Individual Learning Plans for students that require additional support by November 2013. We hope to see that 70% of students that receive counseling services 90% of the time will have a reduction of disciplinary referrals as evidenced by a decrease in incidents reported in ORRS.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Response to Intervention is an approach for creating student action plans to provide targeted assistance with social/emotional needs as well as instructional support.
2. Teachers will participate in differentiated professional development to learn strategies and protocols for giving students the opportunity to work together collaboratively in class.
3. Guidance Counselors will monitor the progress of subgroups of students to ensure they receive additional support both academically and emotionally. The improvements plans will be shared with the entire staff and referenced during post-observations
4. Teachers will attend professional development by the School Implementation Team (SIT) to learn how to incorporate into their lessons multiple access points for all learners and evaluate the value added to having two teachers in the classroom. Data analysis of both formative and summative assessments will be used to group the students in each class.
5. Teachers will take a self-assessment grounded in Danielson's domains to assess where they fall at the beginning, middle and end of the school year to create their goals and plan their professional development for the semester. Mid-year reviews will serve as the opportunity to adjust PD plans and reflect on learned practice and accomplishments.
6. Professional Development will be provided to teachers from the National Urban Alliance (NUA) to reduce the gap between student potential and student performance. A professional learning model will be tailored to the needs of our school and implemented through guiding principles, practices, professional discourse and culminating discourse. Teachers will be engaged in experiences that transform their beliefs and practices to create the confidence in students to achieve high levels of success.
7. Teachers, parents and students will participate in a Student Success Summit to link families to school-based and community partners that provide academic, social and emotional support.
8. Parents and students will be registered and provided with professional development on the online data system, Skedula, which the teachers use to track grades.
9. The Parent Coordinator will create a survey for parents to find out what support they require and will tailor parent meetings to their requests. Parents in Partnership with CHCP organized by the Parent Coordinator will provide multiple workshops and professional development for parents.
10. Administrators, grade team leaders and instructional leads meet once a week to foster internal leadership and analyze data to structure internal professional development.

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

1. Assistant Principal and teachers
2. Teachers, NUA, Generation Ready, CUNY At Home in College, Network 403
3. School Counselors
4. SIT and teachers
5. Three Assistant Principals and teachers
6. NUA, Science and Social Studies teachers
7. Parent Coordinators, parents, CBOs
8. Parents, teachers and students
9. Parent Coordinator and parents
10. Instructional leads, teacher team leaders and administrators

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

1. Bi-weekly data will be compiled and shared to see impact
2. Observations will be used to evaluate the strategies learned

3. A tracking sheet for referrals to monitor the support received
4. Team teaching will be more fluid as evidenced by observations and students will get all accommodations required
5. Self-assessment will show growth and be reflective of their observations
6. Observations will be used to demonstrate the use of the strategies provided by NUA and the increase in credit accumulation
7. Parental support will increase and new parents will be involved in the PTA
8. Teachers will enter all updated grades at least every two weeks and attendance is updated daily
9. Parental support will increase and new parents will be involved in the PTA
10. Improvement in communication and school-wide focus

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. Three professional developments per year
5. September 2013, February 2014 and June 2014
6. November 2013 – June 2014
7. September 2013 and at the monthly PTA meetings
8. September 2013 – June 2014
9. January 2014
10. Weekly meetings September 2013 – June 2014

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

1. Incentives for students that includes celebrations and small prizes
2. No additional resources are required
3. No additional resources are required
4. No additional resources are required
5. No additional resources are required
6. SIG funds will be used to contract NUA
7. Incentives for parents to participate in the meetings and celebrations
8. Purchase Datacation and the professional development required to train teachers
9. Incentives for parents to participate in the meetings and celebrations
10. No additional resources are required

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	----------	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs			X	PF RTI	X	PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1. By June 2014, students will demonstrate social management skills while interacting in meaningful, productive ways with others that leads to a 25% decrease in classroom based discipline referrals from September-January.
2. By June 2014, 50% of the ELLs will increase one level on the NYSESLAT exam
3. Use the after school programs and extended day programs to support the teachers in increasing the level of students by ½ level in using evidence in the argument and being rated effective by June 2014.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Courses will be offered 3 days a week (Tuesday, Wednesday and Thursday) for the whole school year. These courses will be on a rotating schedule based on student need.

Semester 1: September 9-September 26-Advisory,
October 1st-October 31st-sat prep, peer mediation, AIS, APEX, etc.,
November 4-December 12th-Advisory,
December 17-January 23rd- Regents prep, AIS, lab make up, etc.
Semester 2: February 3-March 7th-advisory,
March 10-May 2- AIS, apex, 11th grade Sat prep, peer mediation etc.,
May 6-May 25th- advisory, May 27-end- regents review, apex, AIS.

During the each semester advisory will occur for a total of 7 weeks. The first two cycles of advisory are structured to help build the social and emotional needs of the students, familiarize the students with the school and monitor their academic progress. According to an article on the Coalition of Essential Schools by Reino Makkonen, advisory helps foster an increased sense of trust and belonging amongst students (Ziegler & Mulhall, 1994).

Furthermore, afterschool clubs will be implemented to help increase the students' interests in school and build the relationships between the students and teachers. Clubs are based on students' interests. Clubs that have been implemented are- Zumba club, fitness club, yearbook, theater, Sending love to Communities, and student government. Each club will meet once a week for 1-2 hours. More clubs will be added on as students express interest.

2. Additional ESL support class will be held TWR from 3-5pm afterschool. During this time students will be given extra support in areas they express an interest in. Right now students have asked for support in US History and Global History. They will be taught in both English and Spanish. The students will focus on strategies to improve their reading and writing. The strategies used here can be carried over into their classroom and on exams. Also, part of the 9th period cycles involves extra ELL support. Here the ELLs will get to use the Rosetta Stone to help them with their language acquisition along with support from teachers in areas the students express need in.

3. All students will be placed in classes according to need except for advisory. AIS classes in math, reading, science and social studies have been developed. The classes will be small to offer students the individualized attention they need. Students will have the opportunity to work on labs they need to complete to be qualified to take regents, be offered extra math and English support, and be given the opportunity to work on accumulating hours to make up credits they need.

Furthermore, students who need additional support can go to the MESH center (tutoring) on campus from 3-5pm MTW for tutoring in the subjects they are struggling in. The last cycle will focus on Regents review, Apex, and skills that students' needs. Regents tutoring will also be available to students for the last four weeks before the regents 3 days a week from 3-5 and on Saturdays from 9-12. Students will also be given the opportunity to make up credits after school three days a week, TWR, from 3-4:30 and Saturdays from 9-12 by working on an online based curriculum called APEX. Finally, students will be offered an SAT

class during the 2nd cycle of each semester that starts at 2:20 (beginning of extended day) and goes until 3:40.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Teachers have choice in their afterschool activity expect for advisory which they all take part in. The advisory classes will be by grade. The teachers will be provided with ice breaker activities via the assistant principal of math and science for the 1st semester. The second semester the teachers will be provided with a curriculum map with a college and career focus based off of the CARA curriculum. This is being developed with the help of the Cypress Hills Local Development Community and the Student Success Center. The clubs are also being developed in conjunction with the SSC.
2. The ESL teachers and a bilingual Special Education teacher who specializes in social studies. Furthermore, the one ESL teacher in the afterschool program is has a bilingual extension.
3. The teachers from Cypress Hills will teach these classes with support from the SSC (for regents tutoring, SAT class and tutoring center).

C. Identify the target population to be served by the ELT program.

1. All students are being targeted for social and emotional development
2. The ELLs
3. The students who are not on track to graduate in all grades

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded	X	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

The community partner we work with is the Cypress Hills Local Development corporation which runs the student success center in the school. They run the tutoring center on campus and recruit the instructors that work there. They are also helping to fund 3 club activities for 17 each a semester. They also found and funded the Kaplan teachers for the SAT course. Furthermore, they are funding the teachers who teach the regents review classes.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Student interest is a determining factor as to the courses offered. Clubs that foster academic improvements, community building and college and career preparation are what ELT consists of.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Newspaper club and Theatre both create a forum for students to read, write and provide each other with feedback in a fun setting with an end product that includes involving the entire school community. After school sports provide students with a safe environment to get in good shape, perhaps provides college access, requires tutoring, passing courses and fosters leaders. The Sending Loves to Community club is a service learning program promoting students to get involved in their community.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

ELT is formulated from requests from students and needs that they have to achieve academic and personal success. Many students need additional credits to get on track for graduation or require additional review to pass regents. ELT provides students with the safe environment to participate in these extensions.

D. Are the additional hours mandatory or voluntary?

X	Mandatory	X	Voluntary
---	-----------	---	-----------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

85% of students will be programmed for additional hours added to their schedule only on Tuesday, Wednesday and Thursday. The students that are not programmed have other afterschool obligations or are on track and do not need the extensions. Students will be highly encourages to participate on Monday, Friday and Saturday activities.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The school is working with Counseling in Schools to offer the students additional support. One extra full time social worker and one part time social worker are working with students based on recommendations from teachers and staff.

Also, Behavior Intervention Plans are being created for targeted students by the guidance counselors, special education teachers, school psychologist, and the network liaison on special education.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
--	--	------------	----------	-----------

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Attendance records, student's word of mouth, surveys

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	APEX, Advisory, CUNY At Home in College, Regents review classes, MESH Center, Vocabulary Words of the month, Double Entry Journals	Small group, tutoring	During the school day and after school
Mathematics	APEX, CUNY At Home in College, Regents review classes, MESH Center, Vocabulary Words of the month, Double Entry Journals	Small group, tutoring	During the school day and after school
Science	APEX, Regents review classes, MESH Center, Vocabulary Words of the month, Double Entry Journals	Small group, tutoring	During the school day and after school
Social Studies	APEX, Regents review classes, MESH Center, Vocabulary Words of the month, Double Entry Journals	Small group, tutoring	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling provided by school counselors, work-shops and counseling provided by LIJ Health Center, RAPP, SPARK and Counseling in Schools, Student Success Center	Small group and individual service	During the school day and after school

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

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

When a position becomes available, a posting is made on the Department of Education open market site and administrative staff attends hiring fairs to identify and recruit highly-qualified teachers. When all resumes are received, the hiring committee convenes to review applicants. The committee selects three to five candidates to come in for an interview. The candidate may be asked to come in for a second interview and present a demonstration lesson. Once the candidate is selected the Principal's secretary works closely with network HR personnel to ensure that teachers meet all required documentation, certification and assessment deadlines. Mentors are assigned to support new, struggling and non-highly qualified teachers. Teachers are provided with differentiated professional development and given the opportunity to continue their education.

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).

All staff have a professional development plan and goals to accomplish for the year. Highly Qualified professionals are still required to attend professional development even if it is internal PD

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The federal funds are usually used first for necessities to provide the students with exactly what they need to be successful. Additional funds supplement whatever else is needed for the students.

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.).

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.

The MOSL team will be the key professionals that decide on assessments that will be administered and share the information with the teachers. It is comprised of an educator from all contents. Professional development is decided at the same time as the assessment measures are selected and additional professional development is determined throughout the year from teacher feedback.

TA Schools Only

Use of Program Resources

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

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).

**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

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 19	Borough Brooklyn	School Number 659
School Name Cypress Hills Collegiate Prep HS		

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 Amy Yager	Assistant Principal Jessica Anaya
Coach	Coach
ESL Teacher Joseph Klass	Guidance Counselor Mildred Velazquez
Teacher/Subject Area Elaine Cohen/ESL	Parent Raquel Arteaga
Teacher/Subject Area Anthony Stipanov/ESL and SS	Parent Coordinator Elizabeth Guy
Related Service Provider Soraya Sanchez	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
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		Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	385	Total number of ELLs	89	ELLs as share of total student population (%)	22.60%
--	------------	----------------------	-----------	---	---------------

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														
Push-In										8	12	8	8	36
self-contained										8	8	8	3	27
Total	0	0	0	0	0	0	0	0	0	16	20	16	11	63

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	11
SIFE	36	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	19

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	45	24	0	25	7	0	19	5	11	89
Total	45	24	0	25	7	0	19	5	11	89

Number of ELLs who have an alternate placement paraprofessional: 2

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										12	22	23	19	76
Chinese														0
Russian														0
Bengali										1	5			6
Urdu										1				1
Arabic										3				3
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	2
TOTAL	0	0	0	0	0	0	0	0	0	19	27	23	20	89

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)										7	5	10	8	30

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)										8	12	9	4	33
Advanced (A)										4	10	4	8	26
Total	0	0	0	0	0	0	0	0	0	19	27	23	20	89

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	26		2	
Integrated Algebra	4	49	3	8
Geometry		9		
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science		20		1
Living Environment	7	39	2	9
Physics				
Global History and Geography		35		12
US History and Foreign Language	5	34	2	3
Government		10		10
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

Cypress Hills High School uses both quantitative and qualitative assessments to determine the skills of our ELLs. We use internal assessments, Acuity exams, LAB-R, NYSESLAT, and the NY State Regents as part of our data analysis to see where our students are. When a student first enters the school system, he/she is given the LAB-R and the ESL teachers use this to analyze the student's speaking, listening, reading, and writing ability. When the Spanish LAB is administered, the ESL teacher consults with a Spanish teacher who can assist in judging the student's language literacy. We use the Milestones Series of Textbooks Assessments and the Santillana Intensive English Curriculum Assessments. At Cypress Hills High School, all teachers are encouraged to collaboratively design internal assessments for their students. Through these assessments, we have determined that a significant portion of our ELL population is in need of literacy skills development, and therefore our instructional plans must be modified. The resources ordered now focus more on literacy skills, and the ELL teachers employ balanced literacy strategies and techniques. The assessment data is used to specifically identify which skills the students need more help in. Those skills then become each student's individual goal and the teacher will work one on one with said student towards achieving those goals.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our overall ESL population of 87 students can be broken down as follows:

Beginners	28	32%
Intermediate	33	38%
Advanced	26	30%

The results by grade can be seen below:

9 th Grade:	Beginners 29%	Intermediate 47%	Advanced 24%
10 th Grade:	Beginners 19%	Intermediate 44%	Advanced 37%
11 th Grade:	Beginners 44%	Intermediate 39%	Advanced 17%
12 th Grade:	Beginners 40%	Intermediate 20%	Advanced 40%

Years of Service	Number of Students	Percentage
0-3	45	51
4-6	25	28
7+	19	21

Forty percent of our total ELL population falls into the intermediate category. The 9th and 10th grade cohorts, which combined represent about 52% of our total population falls in line with having just over 40% of its population at the intermediate level. Our 9th grade student results reflect their years at middle school and do not yet reflect instructional practices at CHCP. Five of the nineteen 9th grade students are newcomer beginner students and two students are long term absence students. In looking at our 10th grade level analysis, we need to consider the following. The twenty-seven students include four newcomers who have just arrived and one long term absence student. Ten of the students in that grade have just one year of schooling in the United States. Our 11th grade total of twenty-three students includes no recent arrivals and one long term absence. Our 12th grade population of twenty-one students has one newcomer and no long term absences.

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](#))

N/A

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The 11th grade has the lowest percentage of Advanced ESL students with just 17% of the grade population falling into that category. The 10th and 12th grade both have approximately 40% of their grade population falling into the Advanced ESL category, and we are anticipating that many of them will test at an overall Proficient level this year on their NYSESLAT. There does not seem to be any correlation between students passing any regents exams and the language in which the students take the exams.

b. The school leadership uses the results of the ELL Periodic Assessments to help guide in ensuring the proper placement of students in their respective classes. Teachers, both ESL teachers and general education teachers, use the results of the assessments to help guide them in creating lessons that are properly differentiated and also to create appropriate scaffolding activities.

c. Today's population of students is able to perform verbally in English at a higher ability than in writing and reading. Students clearly get a lot more practice speaking and listening to English everyday as they are immersed in the culture. We need and will focus more on reading and writing skills. More materials have been ordered devoted to address these two skills. Since some students demonstrate a lack of fluency in reading in their native languages, specific resources will be ordered that are devoted to reading skills. We have modified instruction to include basic literacy reading skills such as fluency, decoding, recognizing words, and improve comprehension.

We have added literature books that focus on Hispanic culture and the Hispanic Immigrant experience in order to make the literature more relevant to the experiences of the majority of our ESL students. Concerning writing instruction, writing is one of the three cornerstones of Cypress Hills High School. Several textbooks and workbooks are used in instruction to support writing. Instruction includes strategies such as prewriting, using graphic organizers, the 6 trait writing process, collaborative writing, editing, studying models of good writing to emulate, and grammar skills. As a school community, adjustments and improvements to our program this year will include, but not limited to:

- increased use of technology in the classroom
- increased academic intervention
- continuation of strongly targeting language development across the grades and content areas
- rigorous targeting of reading and writing skills in the ESL classrooms and content classrooms
- print rich environments
- extended day and Saturday programs for support

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.](#))
N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers are provided with data about their ESL student population at the beginning of the school year, as well as whenever a new ESL student enrolls at the school for the first time. The two ESL teachers push into many of the core content classes with the students and work with the teachers on modifying the lessons to ensure that properly scaffolded activities are embedded into the units. In addition, teachers have been asked to consider creating a minimum of one language goal that fits into their daily lesson.

ELL students are given internally created assessments twice every semester. These assessments are done in each content area that the student has as well as in his/her free standing ESL class. Additionally, the ELL Periodic Assessments are used. Through earlier and ongoing professional development, teachers are guided as to how to analyze the data and use the data to make instructional decisions, choices, and modifications. By doing item analysis, it can be seen where the ESL students' deficiencies and strengths are. The content area teacher will then collaborate with the ESL teacher to determine what modifications need to be made. It appears that language rich content areas, such as Social Studies, present challenges for all ELL students, in particular, the beginner level. This subject area gets more push-ins by ESL teachers in order to facilitate the class and assist with the coursework. Native language resources are available to the students. There are always dictionaries in the classrooms, bilingual glossaries printed from the NYS Regents website,

and the material/handouts/classwork is bilingual (when available.)

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?

N/A

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

The success of Cypress Hills High School's ELL program is based on the following:

- Meeting the State AMAO 1 and AMAO 2 goals for our students based on their performance on the NYSESLAT
- Standardized test results such as NYSESLAT, NYS Regents, SAT , ACT,
- College acceptance rate for 12th graders, as well as CUNY Assessment exam results
- Movement of students from one Level to another and upward movement within the same level
- Movement of the bottom third population
- Internally designed interim assessments
- Participation in after school and Saturday programs
- Goal setting and achievement of goals
- Teacher observation

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](#).)

When new students enter Cypress Hills Collegiate Prep High School, the first place they go to is the main office at which time the secretary contacts one of the licensed ESL teachers. This licensed ESL teachers, Ms. Elaine Cohen and Mr. Joseph Klass, are trained in the intake process. During the intake process, the ESL teacher facilitates the gathering of information about the incoming student. The oral interview is conducted in the native language if necessary and if the ESL teacher is unable to communicate, we call upon a member of our staff/faculty who knows the language to assist. If we have no one fluent in the parents' language, we call the Translation Unit. We explain to the parents that we are trying to gather as much information as possible about their child so that we may place the child correctly and provide him/her with the best educational opportunities. During this time, the ESL teacher forms her own assessments as to the language proficiency/dominance of the child. The parents are asked to fill out the HLIS so that the child's dominant language can be determined. The results of the HLIS are used to determine if the child is LAB-R eligible. If so, the LAB-R is administered by the licensed ESL teacher within the first ten days of the child's admission. Notices are received from ATS, as well as a list of new admits from the secretary. In this way, we keep track of our 10 day time line for LAB-R administration. The LAB-R Form B is administered. The ESL teacher personally administers it to the eligible students in her classroom. Before we send the LAB-R exams to the ISC , they are scored by Ms. Cohen by hand on school premises. We realize that these raw scores are not the official scores; however they are used to determine the placement of the child into Beginning, Intermediate, or Advanced classes. If the student is entitled to services, after the LAB-R, we administer the Spanish LAB.

For students who were previously enrolled in our school, the identification and placement processes are determined by the NYSESLAT scores. The students will continue to receive services as advanced, intermediate, or beginning depending on the

NYSESLAT scores. In September, students and parents receive entitlement letters indicating whether the student has 'passed out' of ESL or still continues to need services. We do make sure that all ELL students take the NYSESLAT exam each year. During the course of the year, we run reports off of ATS such as; RLER, LAT and LAB-R eligible students. We carefully monitor our ELL student population to make sure that all take the end of year NYSESLAT.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In September, we send a letter to the parents of our ESL students informing them that their child is eligible to continue to receive ESL services. This letter is prepared jointly by Mr. Klass and Ms. Guy, the parent coordinator. The letter goes out in English and Spanish. For new students who are registering for the first time, the parents are given an orientation on the day they come in to register their child. If the parent is not available to stay for the orientation that day, then an appointment is made for the parent to return at a future date. During this parent orientation meeting, which is conducted by Mr. Klass with the assistance of Ms. Guy, we give the parents handouts with detailed information about our program. At Cypress Hills High School we offer free standing ESL classes. In addition, we provide push-in services for our ELL students. In order for the parents to make a well informed decision, we also discuss the other types of programs available such as Bilingual, self contained ESL, and Dual Language. We share research results with the parents regarding the ranking of these programs letting them know that according to research the best choice is dual language, the second best is transitional bilingual program, and the third best is an ESL program. We also show the parent choice video to help the parents make their own choice.

At the end of the orientation, if we have parents who request a program other than what we provide here at CHCP, we tell them two things. We let them know that at the current time, we don't offer that particular program because we don't have enough students for it. We do keep track of the student and family requests and if in the future, we have enough students, we will provide the program. Until such time, we let the parents know of nearby schools that offer the programs they are interested in for their child/children. Parents have the option; but we often do encourage them to stay with us. This year, as in the past year, parents have elected to have their children become students at CHCP and participate in our free standing and push in models.

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 [\[see tool kit\]](#).)
Parents are encouraged to complete the Parent Survey and Program Selection form during the orientation. If the form is not completed at the orientation, the parent is instructed to return the forms to the school within one week's time. Paperwork is stored very carefully at CHCP. Once the home language surveys and program selection forms are completed, they are placed in the student's cum file. They are put there together by the Pupil Accounting Secretary, Mrs. Norma Ruiz Lique. These files are kept in the principal's office and are under lock and key. The entitlement letters are sent out by the ESL teacher, Mr. Klass, who sends them in English and the native language. We also call as a follow up to alert the parents that these letters are on their way. If we do not receive the forms back in a timely fashion, we call again. These phone calls are made by the parent coordinator, Ms. Elizabeth Guy.
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.
Parent involvement is very important at CHCP. We communicate with the parents via letters sent home, letters given to the students themselves, phone calls home, and monthly calendars. We also have parent teacher conferences twice a year. Additionally, we hold meetings with ELL parents at the beginning of the year, and a couple of times later on in the year to maintain contact. We mail out entitlement letters. We personally distribute entitlement letters to parents who attend the orientation session. If we do not receive the entitlement letters back, we will first speak to the student. After that we call home and will send letters of reminder to return the letter. If all of our attempts at communication to retrieve the entitlement letter have failed, we understand that the default program option is transitional bilingual as per CR154.
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.
Students are made aware from the beginning of the year that they will have to take the NYSESLAT in May. The ESL students who are in a freestanding ESL class are given an interim assessment in the fall and in the spring of every year. That assessment

follows the format of the NYSESLAT in order to familiarize students with the structure of the test. In April, letters are sent home to parents in both English and Spanish informing parents of the dates of the NYSESLAT and its importance. During the testing window for the NYSESLAT, the ESL teachers, with the support of the administration, school counselors, and parent coordinator, work on making sure that students take all four parts of the NYSESLAT. Mr. Klass creates a spreadsheet that is updated daily, showing which sections of the test have been completed by which students. About halfway through the testing window, daily e-mails are sent out to all the teachers with the names of students who have not completed the NYSESLAT. Teachers are requested to send those students to the ESL room to complete their testing. For students who are designated as LTA's, phone calls are made by the Parent Coordinator and/or guidance counselors to try to get the students to come in for the test.

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. [i](#)
After reviewing the parent surveys and parent selection forms, 100% of our families choose our Freestanding ESL program. In our campus site, we happen to have a school dedicated to newcomers. We do inform the parents of this option; however, they have all chosen to enroll at CHCP. And so at this point in time, the ESL freestanding program at CHCP is in line with family choices. Our monitoring of the parental choice indicates that all families choose our school. We have not had any family this year choose to attend another school with different ELL support programs.

Given the way the world has been changing, we are ever conscious of the increased numbers of families moving from one country to another. Worldwide events such as earthquakes, tsunamis, and wars to name a few, impact the composition of our student body. We look at the trends in population increases and offer more and varied resources to meet the needs of the new types of students we are getting in our classrooms.

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])?

This year Cypress Hills Collegiate Prep High School has a total of 89 ELLs and provides three organization models as follows: push-in, free-standing, and collaborative. Our student body is organized into cohorts. Each grade except for the 12th grade has four cohorts, and the cohorts travel together for all of their classes. We group according to grade levels, so we have a heterogeneous group of mixed proficiency levels in each cohort. Classes are 45 minutes each.

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)?

Our staff is organized such that the ESL teachers have enough time in their day to service their students according to proficiency level. We combine the minutes of free standing with the minutes of push-in to achieve the mandated number of minutes per week for each student. In classes where there are mixed proficiency levels, we ensure that the number of service hours meets the mandates for the lowest level of ELL in that class. For example, a 10th grade class with mixed ELL levels receives 540 minutes of instruction because of the beginners in the class. We believe that the higher levels in the class will only benefit from the additional time. Two teachers divide the grade levels of ESL. One teacher handles the 9th and 11th grade; the other teacher is responsible for the 10th and 12th grade. Each teacher has free standing classes with her students as well as pushing into the content area classes. Both teachers teach the maximum program load in order to ensure that the students are receiving their mandated minutes of instruction as per CR Part 154.

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.

The free standing ESL classes are designed around developing the four language skills. The ELL teachers use a variety of resources to develop students' language skills as well as vocabulary and grammar. The objectives of the class are based on the NYS ESL learning standards as well as the Common Core State Standards. The ESL free standing classes also serve as support for the content area classes. In ESL class, the teacher supports the students on their projects, homework, class assignments, etc. The ESL teacher supports the content area teacher by presenting lessons on academic vocabulary necessary for the content lesson. The ESL classroom is designed to be the supportive and safe educational environment where each student gets the differentiated instruction he/she needs.

The content area classes are taught by the licensed subject area teacher with a push in by the ELL teacher. The classes are taught in English. Many handouts and worksheets are translated into Spanish for the students. During classwork, the students will have a copy of the material in English, as well as a support copy in Spanish. The classwork is also differentiated so that the content is more comprehensible across the wide array of student levels in the classroom. Beginner and intermediate ELLs will often get the work in their native language or a simplified text version of the material. Vocabulary is reinforced through ExCell strategies. Content is reinforced by both teachers collaborating together on lessons, projects, presentations, and assessments. One of the ESL teachers can communicate in Spanish. For languages other than Spanish, advanced level students volunteer and receive community service to assist in the classroom.

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

Cypress Hills High School has one foreign language teacher. Additionally, there are a number of teachers who speak Spanish as well as English. All English only speaking teachers consult with and get the assistance of these teachers when it comes to writing assessments and evaluating student work. For Bengali beginning students, we use a former ELL student who assists. The student's work is reviewed and then the teachers consult with each other to determine that the student has been appropriately evaluated.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As the school continues to focus more on the Common Core State Standards, social studies, science and English teachers give formal oral and written assessments to evaluate their spoken and written proficiency levels. In their freestanding ESL classes, students receive two internal assessments per year that include all four modalities of English acquisition. Results of these assessments are shared with the other teaching staff at the school.

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).

Students of all proficiency levels are exposed to a rigorous and relevant curriculum. All students are expected to participate in grade and age appropriate content. We accomplish this through differentiation for the ELL subgroups. An example of how we differentiate a writing assignment may be the type of graphic organizer given, the length of the assignment, the topic of the assignment, and the assessment. SIFE and beginners are given a more structured and detailed graphic organizer and the length of the required writing can range from a couple of sentences to one paragraph. Advanced students have less structured pre writing and writing assignments. For those students who are newcomers and SIFE, we differentiate instruction in ways such as using

native

language support in the classroom 25% of the time, modeled writing, guided writing, native language materials and assessments, age appropriate picture books, the use of visuals and realia in the classroom, sentence frames, and a huge focus on vocabulary. One of the ESL teachers is also an experienced ELA teacher and this enables us to help students prepare for the ELA Regents Exam. These instructional lessons are English through ESL. Vocabulary, obviously, is the main concern. Also, instruction is

centered

around test taking strategies, note taking skills, getting familiar with NYS exams, and reading, writing, and listening strategies. Beginner students receive different instruction than upper levels of ELLs. With the beginners, we work heavily on vocabulary

and

oral communication skills. In order for them to understand academic vocabulary, they need to become comfortable using the

English

language itself. Generally, our ELL students who fall into the 4-6 year range are at the intermediate level. These students receive free standing ESL periods as well as their content area subjects. Their instruction is on a level where they need to practice the vocabulary and have the vocabulary that they have learned reinforced. The advanced students transfer their learned vocabulary to all subject matters.

Cypress Hills Collegiate Prep has a former ELL population of 134 students distributed among the four grades. Teaching staff has received training in QTEL strategies and these are used in all classes to support our former ELL students.

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?

One of the ESL instructors has participated in numerous QTEL training programs and has used the skills gained from those sessions to conduct Professional Development sessions for the other teaching staff at the school in QTEL methodology. These strategies are incorporated into the classroom lessons as a means of supporting both former ESL students as well as ESL students with disabilities.

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-SWD's at the school are provided with the opportunity to participate in Title III supplemental instruction that both reinforces material taught in the core subject classes as well as prepares them for the various Regents examinations. These Title III classes are smaller in size than regular classes and allow for more personalization of instruction. In addition, native language support is available in the program through the presence of a dual-certified bilingual special education teacher who serves as one of the instructors. The ELL-SWD population at the school have all achieved performance levels of Intermediate or Advanced, and our curriculum for advanced level ESL classes aligns itself to the Common Core Standards and focuses on topics that are also taught

in the core subject 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:	Spanish		
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

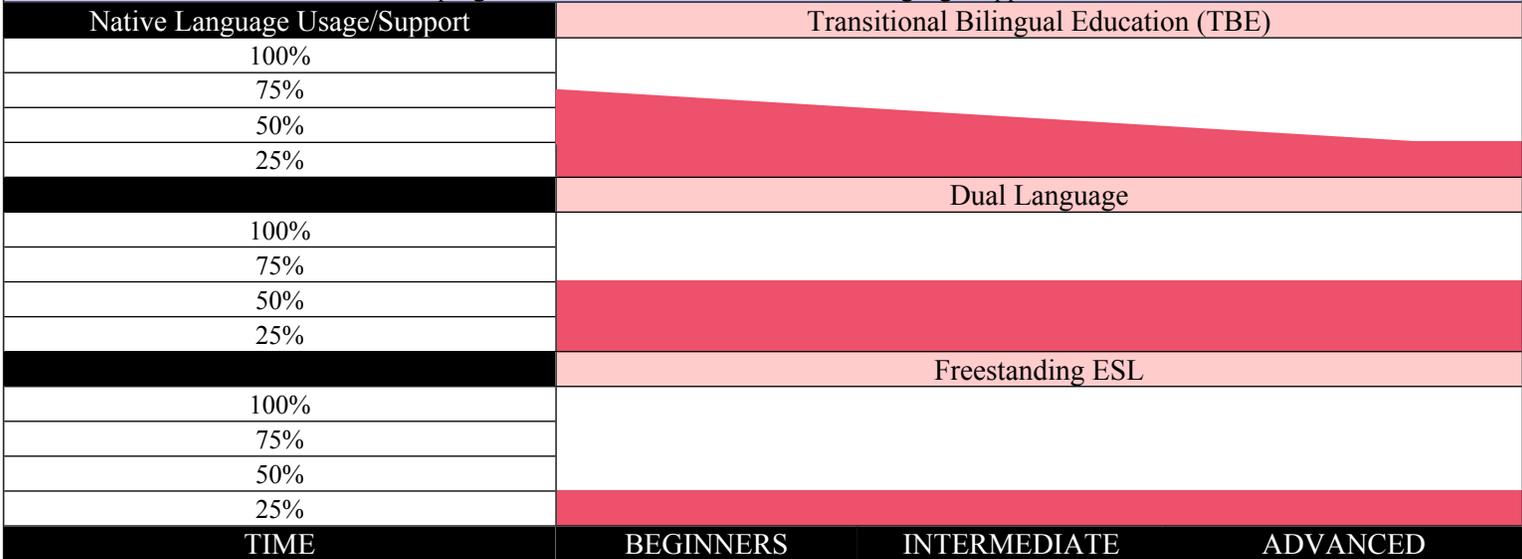
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

The school utilizes Intervention Strategies in all content areas. CHCP uses a variety from the list below, which is not all inclusive, for all ELL subgroups.

- data based decision making
- explicit instruction of academic skills
- collaborative teacher planning
- standards based lessons
- research
- cultural awareness
- technology

For the following interventions, the explicitness and level of detail depends on the ELL subgroup in the classroom. For example, cognates are more commonly used in beginner and intermediate ELL classes than in advanced. Other interventions we use are explicit vocabulary instruction, error correction, alternative assessments, heterogeneous and homogeneous grouping, graphic organizers, guided reading and writing, cooperative learning, text modification, and use of visuals to name a few.

For instance, in math, the use of visuals considerably assists the learning process. In math, social studies, and science, the students have glossaries available to them. These glossaries, downloaded from the NYS Regents website, are distributed to all levels of ELLs. We use peer-buddy tutoring. We find that this helps the beginner students especially in content areas and helps the advanced level students as well since it reinforces their knowledge and gives them the opportunity to transfer it. Intermediate and advanced level ELLs are generally more open to oral participation in the classroom whereas the newcomers tend to shy away from speaking. They are encouraged in a supportive free standing ESL class to participate and in the content areas, the ESL teacher assists and supports the beginners in classroom participation by standing with them when they speak.

The school's intervention strategies are in English with the exception of the use of native language dictionaries, translated documents, native language textbooks, and bilingual reading books. Each classroom on the fourth floor of our building has a SMARTBoard and the school has laptops available for instructional use. All students, regardless of subgroup level, participate in technologically designed lessons.

Another type of intervention offered is extended day and Saturday academy. These support classes are offered to all current and former ELLs. They may consist of homework assistance, standardized test taking prep, classroom projects, etc.

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 current program has demonstrated that we are meeting the needs of our students in their language acquisition and development. On the 2013 NYSESLAT we had 70% of our ELL population demonstrate "adequate progress" in their English language acquisition. In addition we had 18.7% of our ELL population test with a final score of proficient on the NYSESLAT. Both of these percents were above the Annual Measurement Assessment Objectives (AMAO's) set by New York State.

11. What new programs or improvements will be considered for the upcoming school year?

The school started using the Rosetta Stone with the ELL population at the end of the 2012-2013 school year. Rosetta Stone will be used again this coming school year. The school is also considering using the Achieve 3000 Reading program to increase the reading levels of our students.

12. What programs/services for ELLs will be discontinued and why?

There are no programs that 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.

Any program or activity that is a part of CHCP is offered to each and every student in the building. There are no activities

specifically designed for an audience that would exclude ELLs. ELL students are offered after school support and a Saturday academy. They may, however, join any after school activity they wish. In fact, they are encouraged to join and unite with native English speakers as this turns into a great learning opportunity. For example, they may join the art club, the yearbook group, student government, etc.

In a specific ELL afterschool program, the time is used in a variety of ways such as; homework help, extended test taking time, lap top assignments, reading, working on ESL classwork, test preparation, etc. Saturday academy work includes activities such as conversational skills, literacy skill development, projects, and test preparation.

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 teachers at CHCP use a wide variety of resources to support English language instruction. The resources fall into categories of series, textbooks, novels, graphic novels, newspapers, magazines, realia, visuals, recorders, etc.

Series:

Santillana Intensive English - Levels 6, 7, and 8

Milestones (all levels)

Visions - Language Literature Content (textbooks and workbooks)

More Grammar Practice - 1, 2, and 3

Now Hear This - High Beginning Listening, Speaking and Pronunciation

Reading For Today - Themes for Today 1, Insights for Today 2, Issues for Today 3

American Short Stories - Exercises in Reading and Writing

Stories Worth REading / Skills Worth Learning

Oxford Picture Dictionary

Longman Picture Dictionary and workbook

Graphic Novels, Adapted Novels, Novels and Short Story Collections

When the content area textbooks are available in Spanish or another language, they are ordered by the school. Content area teachers do provide material in the native language when possible. In content classes, the students will be given handouts or activities or directions in English as well as native language. There are so many websites available as bilingual presentations that technology is often the best resource for native language instructional material.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

This question has been addressed in earlier questions in this section.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required support services and resources are age and grade level appropriate. Understanding that part of language acquisition is the affective filter and humanistic factor, the ESL teachers take care not to insult any of the student's intelligence level. The topics read about and discussed are teenage issues that the students can relate to. Even though visuals are used as an ESL strategy, the visuals are age appropriate.

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.

N/A

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)?

N/A

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.

All ELL teachers at Cypress Hills High School are appropriately licensed and certified. The principal is a strong believer in professional development and uses every opportunity to provide such pd. The resources for the pd sessions are as follows: outside consultants, internal staff, community leaders and support organizations, outside consultants, our network, and the DOE staff.

Every day, the staff meets for 42 minutes to work on either common planning with fellow teachers or as part of a data analysis team. Teachers who participate in the common planning team work with their fellow teachers either across the same grade level or subject area. These meetings cover a variety of pd topics such as common core lessons, curriculum map sharing, aligning ESL and English and social studies curricula, designing rubrics, differentiating instruction, and planning strategies and modifications to lessons to assist the ESL and SWD populations. At the beginning of the week the staff meets for 42 minutes at the end of the day to look at past lessons and units taught in the classroom in order to analyze skills and information that the students are not mastering. Teachers will collaborate together in this analysis in order to help guide and plan for future instruction. At the end of the week, the staff comes together for a 45 minute meeting to address various issues in classroom planning and instruction.

For the current semester Dr. John Gunn of Queens College has been collaborating with the Participation in Government teacher to work on the creation of new social studies units. The point is to get the students to understand "the big idea" as research Queens College has done indicates students do better on the NYS Regents if they understand the big ideas.

Another outside resource who presents workshops for us is Aussie Consulting. They are working with the English and Math departments to develop units that are scaffolded for ELL's while at the same time align with the common core standards

Cypress Hills HS is supported by the National Council of La Raza. This organization provides us with professional development activities often specifically designed around an ELL population. Through them, three of our faculty have been trained in EXCell strategies developed by Margarita Calderon and Associates. Another two faculty members received extended training in QTEL strategies taught directly by Aida Walqui, one of the originators of the methodology. The faculty who participated in this training in turn taught the rest of the school teachers what they learned in half day pds. We are anticipating having our staff continue to receive training through NCLR in the future.

Our own faculty provides professional development as well. Those who attend workshops and conferences always come back and share what knowledge they have gained. Topics have been and will continue to be on areas such as differentiated instruction, addressing the needs of SIFE students, and applying/understanding the Common Core Standards.

The ELL teachers attend workshops offered by OELL in order to keep abreast of new ideas in methodologies and techniques. These workshops are designed to share best practices in teaching so that the ELL population can reach its full potential. Information gained from these workshops is shared with the rest of the faculty.

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?

Cypress Hills Collegiate Prep High School has an extremely active outreach program for its parent population. We are fortunate enough to have a parent coordinator, Ms. Elizabeth Guy. Ms. Guy is bilingual in Spanish and English. Starting with the very first day when a student arrives with his/her parent to enroll, our ESL teachers encourage the parents to become active participants in our school community. In addition to the two mandated annual meetings, we offer two additional meetings throughout the year for the purpose of discussing:

student schedules, transcripts, college readiness, Regents, PSATs, SATs, State mandated ELL testing, academic goals, graduation requirements, credits and credit recovery, community service, and social /counseling issues. These meetings are hosted jointly by the ESL teachers and the Parent Coordinator Ms. Guy. Depending on the topics we will have one of the guidance counselors join us, usually Mrs. Mildred Velasquez (who speaks Spanish and English.) We also will invite a bilingual Special Ed teacher since we have special education ELLs in our population. Every document that we distribute is translated from English into Spanish. We send out invitations in English and Spanish and in order to further encourage attendance at these meetings, we make phone calls home to the parents in English and Spanish.

Our local CBO is Cypress Hills Local Development Corporation. This organization offers a wide variety of services to our population. There are a couple of local offices, one on Fulton Avenue and one in Cypress Hills Cemetery that offer assistance to parents as well as students in our school. We are also associated with National Council of La Raza which supports us in our efforts to provide educational services to our students and parents.

This year we have instituted a policy where when a parent enters the building, he/she is first seen by Ms. Guy, our parent coordinator. At that point she inquires about their concerns and if is unable to help him/her, will direct the parent to the appropriate party. Specifically for parents of ELLS, the ESL teacher and guidance counselor get involved. When the parent is here for the first time, the ESL teacher, while doing intake, will converse with the parent. It is in this way, that needs can be determined. If the parent speaks a language that cannot be understood here at the school, we will ask for translation. We know, that newcomers in particular, have specific needs as recent arrivals and we encourage the parents to participate in school activities with their child/children. Everything is translated into their native language when feasible. We have created a checklist of needs which we give to the parents in English and Spanish as a tool to determine their needs and wants. At the first meeting we have, we offer a tour around the building complex and show them the facilities such as the Health Center, the Student Success Center, and the Parent Coordinator's office to name a few.

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.

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K659 School Name: Cypress Hills Collegiate Prep High

Cluster: IV Network: CFN403

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.

When a new admit to the NYC public schools comes to register at Cypress Hills, the Home Language Survey is administered. Additionally, the ESL teacher and Parent coordinator (or another staff member who speaks the parents' native language) speak with the parent/guardian who has brought the child to register. So there are two ways of assessment to determine the needs of the parents/guardians as far as translation services.

For those students previously in the NYC school system, there are a couple of different methodologies used to assess the needs. First of all, students fill out the Blue emergency cards every year. On these cards, there is a space for preferred oral and preferred written language. Secondly, during Advisory classes, the students are given an internally created survey regarding parental language needs. These surveys are then sorted by parental language preference and a master list is created. All information is maintained by the parent coordinator and the ELL teacher. Oral assessment occurs when phone contact is made with the parent/guardian. When a teacher or guidance counselor makes a phone call and finds that the parent does not speak English, this information is reported to the parent coordinator and ELL teacher. This information is filed along with the other data indicating parents who need native language support for communicative purposes.

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

The sources of data used for analysis to determine language needs are the Blue Emergency cards and an internally designed survey. The results are as follows:

1. The primary language besides English is Spanish.
2. For the Creole speaking parents we rely on the Translation and Interpretation Unit for Creole translations.
3. There are two sets of Arabic speaking students. One of the staff members is able to converse in Arabic with the parents.

4. There is one Romanian set of parents. One of the parents reads Spanish and speaks Italian. There is a staff member at the school who speaks Italian and is able to communicate verbally with the parent.
5. Our information shows that in the Urdu and Bengali speaking cases, one of the parents in each family speaks and reads in English.

The information on our findings of translation and interpretation needs is maintained by the parent coordinator, the ELL teacher, and the Pupil Accounting Secretary. The results are shared with the teaching, guidance, and support staff at the school.

Part B: Strategies and Activities

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

All written communication forwarded to parents/guardians is written in English and translated into Spanish. Examples of such communication are DOE notifications, invitations to school functions, summer school and credit recovery programs, and monthly school calendars. Documents are translated into Spanish by the internal staff at Cypress Hills High School. The staff members who provide the translation are native Spanish speakers themselves. They include the parent coordinator, school secretary, guidance counselor, special education teacher, and Spanish teacher. The actual procedure is as follows: the communication is written first in English and approved by a member of the school leadership. Then a request for translation is submitted with a return requested date. The communications are then sent out via mail and followed up with a phone call.

For those languages other than Spanish, we use the DOE translation services.

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.

Oral interpretation services are provided by in-house school staff. When a parent 'kid talk' is arranged, there is a bilingual guidance counselor always present. When students and families first come to the school, the first people they interact with are the Pupil Accounting Secretary and the Parent Coordinator, both of who are native Spanish speakers.

During open school night and open school day, teachers, guidance counselors, and our school aides are available to join the conference when an oral interpreter is needed. Parents/guardians often bring along a relative or family friend who assists in the discussion of their child's/children's academic progress and performance.

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

The first communication sent out is a copy of the Bill of Parent Rights and Responsibilities. This document is sent out in English, Spanish, Chinese, and other languages that our parent population speaks. A letter is also sent out informing the parents that all communication will be sent in Spanish as well as English. For open school night and open school day parent conferences, parents are notified that there will be translators available to them for their discussions. Notices of events and or meetings that are to be held at the school are distributed in both English and Spanish. The parents are made aware that there will be oral translation services available for them to use. Phone calls to homes with non English speaking parents are made by the content area teacher along with a native Spanish speaking teacher who assists. For families whose native language is not Spanish, we rely on the Translation and Interpretation Unit.

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: Cypress Hills Collegiate Prep	DBN: 19K659
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

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: Our supplemental programs are designed to accommodate all levels of our ESL population. There are currently 90 ELL students in attendance with a breakdown as follows:

9th Grade: Total # of students = 20 Beginners=9, Intermediate=8 Advanced=3

10th Grade: Total # of students = 33 Beginners=12 Intermediate=19 Advanced=2

11th Grade: Total # of students = 20 Beginners=6 Intermediate=12 Advanced=2

12th Grade: Total # of students = 17 Beginners=1 Intermediate=8 Advanced=8

The program schedule would be as follows: Mondays and Wednesdays from 3:00 pm to 5:00 pm and Saturday mornings from 9:00 am to 12:00 pm. The language of instruction would be in English. However, there would be native language support provided through dictionaries, native language textbooks, glossaries, and teachers who speak Spanish. The teachers employed for this program would total three. Two are dual licensed ESL K-12 and Social Studies 7-12 teachers. A third teacher is licensed in Special Education 7-12 with a bilingual extension. A wide variety of materials will be employed in order to improve learning in core subject areas and support increased graduation rates among our ELL population. Practice books for standardized tests will be ordered. These consist of NYSESLAT review books, Regents review books, SAT practice and college prep workbooks. Over the past two years the newcomer and SIFE population at Cypress Hills High School has significantly increased. In order to meet the needs of this student population, we must expand our resources by adding literacy skills programs and workbooks. After school and on Saturdays we would focus on literacy as well as core subject content.

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: Over the past two years we have had a shift in our ELL population. This year students with 0-3 years of service represent 46.6% of the total, those students with 4-6 years of service represent 28.8%, and the Long Term ELLs represent 24.6% of our total population. We have seen a shift

Part C: Professional Development

both this year and last towards a higher percentage of newcomer students. This trend, along with the increased SIFE population (37% of the ELL population), necessitates literacy training for our teachers. Additionally, as we aim to increase the percentage of students passing NYSELSAT, we are looking for new materials and programs to employ.

Training is a priority at CHCP for all teachers who work with ELLs. ELL teachers and content area teachers are encouraged to attend workshops provided by OELL. The plan is to have teachers attend training sessions on issues such as literacy skills and developing math skill strategies for ELLs.

The entire staff, through the inquiry team, will be doing a book study on "Critical Thinking and Formative Assessments" by Betsy Moore and Todd Stanley. The book will be discussed and ideas tested and shared on a monthly basis. In a sense, the pd will be provided internally.

Achieve3000 was introduced last year and our ELL teachers, as well as Special Ed teachers will continue to receive training in this program.

The ELL teachers are also receiving training on Title III Annual Measurable Achievement Objectives (AMAOs) and will be utilizing that knowledge to develop and implement goals and plans schoolwide for the ELL population.

Teachers who attend outside workshops come back and turnkey the information with the rest of the staff at CHCP.

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: At Cypress Hills Collegiate Prep, parental involvement is a major focus. As we educate our young English language learners, we aim for family support and inclusion. The more the parents are involved, the more opportunities the children will have to succeed. Many times the parents themselves do not speak English. Through our Title III program, we offer language learning for the family community. The parents are encouraged to participate in the learning program on Saturdays and to join in on our after school classes. The parents need to develop their communicative skills and several series of textbooks are available for this purpose. Parents are invited to attend classroom educational trips along with their sons and daughters. All notification to parents is sent out by our Parent Coordinator and all communication is translated into Spanish. The parents of non Hispanic ELLs are able to understand English. As well as written communication, bilingual phone calls are made to the homes of our ELL families.

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• 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		