



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SCHOOL FOR CLASSICS: AN ACADEMY OF THINKERS, WRITERS AND PERFORMERS

DBN (i.e. 01M001): 19K683

Principal: MRS. JANICE ROSS

Principal Email: JROSS11@SCHOOLS.NYC.GOV

Superintendent: MS. KAREN WATTS

Network Leader: MR. ROBERTO HERNANDEZ

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
Mrs. Janice Ross	*Principal or Designee	
Mr. Donagh O’Grady	*UFT Chapter Leader or Designee	
Ms. Denise Rutherford-Gill	*PA/PTA President or Designated Co-President	
Ms. L. Moore	DC 37 Representative, if applicable	
Tia Jones Shanelle Charles	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Richard Hibbert	CBO Representative, if applicable	
Donna Limoli	Member/ Teacher	
Linda Jakes	Member/ Parent	
Betty Collier	Member/ Parent	
Christine Kelley	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June of 2014, all levels of students will demonstrate critical academic and personal behaviors necessary for college and career readiness as maintained in the Citywide Instructional Expectations. This is accomplished through our college and career advisement and placement center. This center will continue to facilitate an increase in academic achievement on Regents, SAT and increase enrollment and achievement in Advanced Placement exams, and will result in a 5% increase in the number of students who are accepted to college.

Comprehensive Needs Assessment

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

- Although we graduated 85% of our seniors, we examined our progress report data, ATS data, and in-house guidance records for individual students, we recognize the need for more personalized and specific support to prepare all grade levels of our students for college application and admissions, and for the academic rigors of college, including sustainability of knowledge. Although 63 students out of 72 were accepted to college, we would like to increase the amount of students that will attend college.

Instructional Strategies/Activities

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

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

1. With the guidance of the CBO, STARR LAB INC, teachers create a developmentally appropriate college and career curriculum that covers all aspects of college admission, and addresses the needs of each grade level. We will also disseminate benchmark student surveys and utilize this data to develop the curriculum.
2. School wide, students are using customized agenda books to assist them in organizing and planning for their classes, and for a variety of college and career related events in and out of school.
3. Students are offered a choice of three AP classes to engage in rigorous college level curricula.
4. Teachers attend daily professional development for planning for Regents Preparation with their subject teams, under the direction of the Instructional Leads, to ensure that students are able to pass their Regents exams to meet graduation requirements.
5. We have a CBO to come in daily, specifically to lead students through every step of the college application process, using a community and youth-led approach. Their hands-on approach guides students through all steps of the college application process and matriculation.
6. We have created a rigorous Science Research class which requires students to employ college ready skills. The class has been accepted as part of the High School Science Research Program which enables select participating students to receive college credit through the University of Albany.

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

1. Teachers, Emilia Wiles, College Confident (CBO) and interns, Rich Hibbert, STARR LAB Inc. and interns(CBO) Jennifer Goldberg, Director of Curriculum and Instruction

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

1. The targets to evaluate the impact of each strategy are seniors graduating in June 2014as

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

1. The timeline for implementation of this goal is September 2013 to June 2014.

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

1. Although we have curricula for the 11th and 12th grade years, which includes, for example, college essay writing and SAT preparation and registration, teachers will,

in conjunction with the CBO's, co-create curricula that addresses all aspects of college and career readiness for all grades. This curricula will be taught in advisory classes bi-weekly, and will be customized to the needs of each grade level, where each grade will encompass and build on the work done the previous year. In addition, College Confident works in conjunction with the guidance department, STARR LAB, and one-on-one with students to provide college counseling to address individual needs and goals.

2. The agenda book also has a teacher-created student success rubric that resulted from our participation in a pilot program with the Office of Postsecondary Readiness. Students can self-assess with this rubric, with guidance from teachers.
3. Students can choose from three Advanced Placement classes which culminate in the exam
4. Teachers are expected to provide challenging and rigorous instruction to meet the needs of diverse learners and prepare students for their exams. Students also receive additional targeted preparation during the 37 ½ minutes bi-weekly.
5. Through this affiliation with College Confident, students have the opportunity to research colleges and then apply, and while doing so, gain self-knowledge and develop confidence as they move towards achieving their educational goals. College Confident's goal is for every student involved to receive an acceptance to a college that best suits the needs of the student, as well, as receiving a strong financial aid package. Additionally, students will develop transitional skills in order to be successful and confident once on the college campus.
6. Student are expected to perform college level tasks in scientific research to develop the necessary skills.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Through the efforts of the guidance department and the Community Coordinator, L. Moore, parents, with their children, attend mandatory after school grade meetings that will familiarize them with, and involve them in college and career expectations starting at the freshman level. Parents will receive information and invitations to workshops that delineate the college application process, including SAT information, financial aid information, and all types and features of the college applications. Parents and students attend college fairs, college tours, and college and career workshops. We hold an in-house job fair. College representatives visit the school and speak to the students and parents.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June of 2014, 80% of teachers' lesson plans and classes will evidence components of Domains 2 and 3 of the Danielson Framework, specifically, discussion and questioning techniques, collaborative learning and multiple entry points via principles of UDL. Teachers across subject areas will participate in common planning time to create these lessons and receive professional development on creating classroom environments conducive to learning.

Comprehensive Needs Assessment

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

1. After reviewing data from informal and formal observations, intervisitations, we recognize that students learn best when collaborating and are given better access to learning materials. Teacher were not mastering discussion and questioning techniques. Teachers need to craft lessons designed to promote collaboration and rich

text-based academic discussion, and that also address UDL principles.

Instructional Strategies/Activities

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

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

1. Lead Instructors have been established in each department.
2. Teacher attend daily professional development to support the maintenance and revision of existing maps with their department teams
3. Teachers engage in professional development that supports the exploration of Component 3B, collaborative learning and UDL. Teachers meet with the Director of Curriculum and Instruction as a whole group twice per week, and with their department teams two times per week to unpack collaborative tasks and Common Core Standards in Speaking and Listening.

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

1. Teachers, Assistant Principal, Josey Mikulyuk, Jennifer Goldberg, Director of Curriculum and Instruction, Instructional Leads

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

1. The targets to evaluate the impact of the strategies are the teachers.

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

1. The timeline for implementation of this goal is September 2013 to June 2014.

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

1. Lead teachers prepare agendas, facilitate bi-weekly department meetings, create and disseminate resources within each department and then debrief bi-monthly with the Director of Curriculum and Instruction to implement changes to the curriculum to encompass these areas of the goal.
2. Teachers meet with their departments twice a week to collaborate on and revise maps and to explore resources from the NYCDOE Common Core Library, and on Engageny.com.
3. Teachers meet twice a week with the Director of Curriculum and Instruction to explore Learning Opportunities on ARIS Learn for Domains 2 and 3.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will have access to workshops at PTA and SLT meetings. These workshops will elaborate the expectations of teacher effectiveness of Domains 2 and 3 of the Danielson Rubric.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

A comprehensive professional development program exists at School for Classics to maintain our Professional Learning Community. Staff members engage in daily and after school professional development in teacher teams to explore all Domains and related components of the Danielson Framework. By June of 2014, 75% of the teachers will be effective in Domains 2 and 3.

Comprehensive Needs Assessment

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

After examining the results of teacher observations, intervisitation debriefings of the teachers, student work and Regents scores, it was determined that teachers need to

administer more frequent formative assessments, use UDL principles, create multiple entry points, improve questioning and discussion techniques to foster a culture for learning to be effective in Domains 2 and 3.

Instructional Strategies/Activities

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

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

1. Teachers self-assess on ARIS Learn to discover areas of strength and growth in these Domains.
2. Principal conducted Individual Planning Conferences to review teacher goals for the year in Domains 2 and 3
3. Administration conducts formal and informal observations as part of the Teacher Evaluation System and gathers low-inference evidence to use to inform future professional development and to guide post-observation feedback
4. Teachers attend daily professional development created to engage teachers in collaborative and individual activities that require exploration on these domains, as well as reflection as it pertains to their own practice, such as use of different assessment strategies
5. Teachers engage in a monthly inter-visitation and debriefing with their colleagues to explore the components as evidenced in teacher practice. Teachers make low-inference observations and bring the data to professional development to further unpack and discuss.

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

1. Janice Ross, Principal, Josey Mikulyuk, Assistant Principal, Jennifer Goldberg, Director of Curriculum and Instruction, Instructional Leads

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

1. The targets to evaluate the impact of the strategies are the teachers, and student score data.

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

1. The timeline for implementation of the goal is September 2013 to June 2014.

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

1. Teachers are able to explore Components of Domains 2 and 3 during daily PD common planning time

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are invited to attend workshops on how they can support their children in school by understanding the concepts outlined in Domains 2 and 3, and how they apply to students, such as respect and rapport.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

As a result of analysis of school data and in accordance with the new AYP mandates, we are increasing rigor in the classroom which, by June of 2014, will result in an 5% increase from our 2012-12013 scores in the number students achieving a 75 on the ELA Regents and an 80 on the Math Regents. Professional development will be aligned to meet this goal.

Comprehensive Needs Assessment

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

Based on the prior year's Regents data and transcript analysis it was determined that to promote college and career readiness, scores needed to be increased on the ELA and Math Regents exams.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Instructional Leads will facilitate Regents Preparation materials and resources for departments to support a rigorous curriculum
2. Teachers, with their department teams, will continue to design unit maps and lessons, and assessments that engage students in rigorous instructional tasks that will assist students in mastering skills required on the Regents.
3. Teachers will focus on the Common Core Instructional Shifts in Math and ELA, that emphasize close reading of complex texts, academic vocabulary, and in math, fluency, coherency and deep understanding.
4. Students partake in after school tutoring to receive additional support.

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

1. Teachers in all subject areas, Assistant Principal Josey Mikulyuk, Jennifer Goldberg, Director of Curriculum and Instruction, Instructional Leads

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

1. The targets of these strategies are the juniors' and seniors' scores in January and June of 2014.

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

1. The timeline for implementation of this goal is September 2013 to June 2014.

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

1. Lead teachers meet bi-monthly with the Director of Curriculum and Instruction to review maps and lessons.
2. Teachers meet daily in department teams to collaborate and review literacy strategies, maps and lessons to pursue the goal of increased scores on the Regents
3. Teachers offer after school tutoring opportunities

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents receive school correspondence which outlines the rationale for students retaking Regents exams for higher grades.

Parents receive customized school agenda books to assist them in organizing for attending school events an supporting their children in their academics.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

- 1.

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

- 1.

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

1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> -Journals -Sustained silent reading and analysis of literature and informational text -Text dependent questions and discussion -annotation and close reading 	<ul style="list-style-type: none"> Tutoring – as needs basis Small groups Teacher push-in 	Extended Day (371/2 minutes 2x's a week)
Mathematics	<ul style="list-style-type: none"> Practice with test taking skills Practice test questions -annotation and close reading 	<ul style="list-style-type: none"> Tutoring – as needs basis Small groups Teacher push-in 	Extended Day (371/2 minutes 2x's a week)

	--access to PLATO		
Science	Practice with test taking skills Practice test questions -annotation and close reading --access to PLATO	Tutoring – as needs basis Small groups Teacher push-in	Extended Day (371/2 minutes 2x's a week)
Social Studies	Practice with test taking skills Practice test questions -annotation and close reading -access to PLATO	Tutoring – as needs basis Small groups Teacher push-in	Extended Day (371/2 minutes 2x's a week)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated counseling sessions conducted by guidance counselor, school psychologist and certified social worker and social work interns	One-to-one Small groups	Throughout the day

**Title I Information Page (TIP)
For Schools 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 *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- The principal, in collaboration with appropriate staff members, will follow the policy set forth by the by the Department of Education to ensure that the selection of qualified teachers follows the guidelines set by the New York State Education Department. All professional development will be evaluated to determine its effectiveness in promoting high quality instruction. The principal in collaboration with appropriate staff members and with the Division of Human Resources will identify qualified teachers through major recruitment campaigns and through relationships with colleges and universities.
- To ensure instruction by highly qualified staff, all hired instructors are licensed in their subject area, and receive professional development applicable to that subject area.
- New teachers receive mentoring from Director of Curriculum and Instruction
- Teachers that are not highly qualified are supported with tuition reimbursement assistance so that they may complete necessary coursework to become highly qualified.
- Teachers attend out-of-building professional development to ensure familiarity with most current research and resources
- All teachers work under the guidance of Departmental Instructional Leads

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).

There is a full-time Director of Curriculum and Instruction to create daily professional development in accordance with the school's needs, resulting from ongoing analysis of in-house data and daily communications with administration. Teachers attend out-of building professional development and then turn-key to the appropriate staff members. The Director of Curriculum and Instruction receives training as well, from CFN 611 and also attends out-of-building PD to stay abreast of the most current and practical instructional strategies and educational research. The Director researches and disseminates information and resources, and conducts differentiated PD according to staff needs utilizing these resources. The Director of Curriculum and Instruction, and Instructional leads mentor all new teachers to ensure they are supported in implementing their pedagogy, and conduct visits and mentor meetings to ensure that new teachers confidently acclimate into the school.

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.).

Title 1 Parent Involvement funds are used to provide food and supplies for Students in Temporary Housing. Parent planners were purchased to promote school communication. A School Messenger system was purchased to communicate all school community and academic events to students and their families. These funds were also used to promote parent and community involvement through PTA events and workshops. Some events that are held are the annual Community Give-back event, Giving Thanks event, Mother Daughter Brunch for Women's History Month.

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.

Teachers participate in a MOSL committee to select assessments used for the teacher evaluation system. Professional Development is guided by the data from the assessments and is then used to guide curricular decisions.

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:

- Annual distribution of a Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child, and how the school and parents can partner together for the child to succeed academically and strive to be a lifelong learner.
- Monthly PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor a child's progress in order to improve student achievement.
- We maintain a schedule for PTA meetings, and it is at these meetings where parents can network, receive support and become empowered in how to navigate the New York City Public School System
- Plan to hold ongoing events and programs for parents: Outreach services such as: ARIS training, how to navigate the internet and obtain an email address, GED program outreach, parenting classes, financial literacy training and an end of the year appreciation ceremony, breakfast with the principal, parent/teacher dinners, and ongoing raffles during school events.

- A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
- We hold mandated junior and senior parent meetings bi-annually to address academic achievement, college and career readiness, and specific workshops that address the needs of our upperclassmen students and parents

- Continuous communication to assist parents in understanding the school curriculum and student achievement through handouts, mailings and periodic student achievement reports in languages that parents can understand. A newsletter from the Community Coordinator will include parenting

tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.

- 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:

- 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 designed by school and staff members that outlines how parents, school staff and students share the responsibility for improving learning.
- During monthly PTA and SLT meetings, and quarterly PTA Executive Board meetings, there is discussion of, and decisions made, 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 sub-committees created by Community Coordinator that include parents who are members of the School Leadership Team, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- maintain a Community Coordinator to serve as a liaison between the school and families. The Community 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 Community Coordinator will also maintain a log of events and activities planned for parents each month in a central file.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; bullying, health awareness, 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;

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

- holding an annual Title I Meeting
- 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, such as a Mother-Daughter Brunch, Thanksgiving Pot-luck, Winter Holiday Party, and End-of-Year Barbeque.
- establishing a Parent Resource Center with 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
- Hire faculty with significant graduate training in their field of expertise.
- Develop academic coursework that meets or exceeds all mandated time requirements for the four core academic classes
- implementing a curriculum aligned to the Common Core State Learning Standards
- Every student will receive academic support in a small group setting in order to provide added support for the four core academic classes as well as all state mandated examinations.
- Curriculum and instruction will be of high quality and designed by staff in a collaborative fashion and with the guidance of in-house professional development, regional resources, and private educational entities such as S.T.A.R.R, LAB Inc, and College Confident. These institutions ensure that instruction is differentiated to meet the varied skill levels of the students, and that parents work in a partnership with the school to ensure college and career readiness and financial aid awareness.
- Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs

Support home-school relationships and improve communication by:

- 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;
- 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;
- 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;
- Classics will provide parents with school-wide progress reports six times per school year-specifically three times per school term
- Additionally, Classics will provide parents with school-wide report cards six times per school year-specifically, three times per school term
- Hold parent-teacher conferences October and April per citywide calendar
- Individual classroom teachers will contact parents if a student is not being academically successful and consult with guidance for suitable interventions to promote academic success

- Individual advisory teachers will also contact parents if a student is not being academically successful and will also consult with guidance for suitable interventions to promote academic success.
- The guidance department will provide intensive outreach to families of students who are not maintaining academic success in order to collaboratively develop an action plan to promote academic success.

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 on Open School Days
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- Staff members will be available to parents weekly through phone outreach, in a school conference by appointment or walk-in inquiry.
- Staff will be available for consultation at parent-teacher conferences and by appointment.
- Community Coordinator will be available for consultation during school hours
- Progress reports will be sent home half way through each marking period.
- Guidance counselor will meet with parents weekly to provide parents with information about their child's progress
- Parents will be trained in ARIS and will be able to track their child's progress via computer.

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 with 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 promptly 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;
- Monitoring attendance, daily phone calls by staff, using ARIS, making sure my child is on time and prepared every day for school
 - Making sure that homework is complete, scheduling daily homework time; Workshop conducted by Community Coordinator
 - Monitoring amount of television my child watches, and providing an environment conducive to study; Workshop conducted by Community Coordinator
 - Volunteering in my child's classroom;
 - Participating, as appropriate, in decisions relating to my children's education; School Leadership Team
 - Promoting positive use of my child's extracurricular time; After school Programs
 - Staying informed about my child's education and communicating with Classics by promptly reading all notices from Classics or Classics' district received either by my child or by mail and responding, as appropriate.
 - Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on Classics School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, Classics Support Team or other school advisory or policy groups.

III. Student Responsibilities:

- attend school regularly and arrive on time
- complete my homework, submit all assignments on time, and ask for help when I need it
- 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
- give my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school

**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 683
School Name School for Classics		

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 Ms. Janice Ross	Assistant Principal Ms. Mikulyuk
Coach type here	Coach Ms. Jennifer Goldberg
ESL Teacher Mr. Dhanraj Bhagwandin	Guidance Counselor Ms. Dorcas Young
Teacher/Subject Area Mr. Piper (English)	Parent type here
Teacher/Subject Area Ms. Vishnu (Math)	Parent Coordinator Ms. Moore
Related Service Provider Ms. Abrams (Special Education)	Other type here
Network Leader(Only if working with the LAP team) Robert Hernandez	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	311	Total number of ELLs	34	ELLs as share of total student population (%)	10.93%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	6
SIFE	11	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	7

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	21	7		4	3		7	1		32
Total	21	7	0	4	3	0	7	1	0	32

Number of ELLs who have an alternate placement paraprofessional:

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										3	7	2	1	13
Chinese												1		1
Russian														0
Bengali										3	4	1	3	11
Urdu														0
Arabic											1		3	4
Haitian												2		2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	6	12	6	7	31

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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)										4	5	4	1	14
Advanced (A)										1	3	2	5	11
Total	0	0	0	0	0	0	0	0	0	6	10	7	7	30

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	7		3	
Integrated Algebra	11		8	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	3		0	
Living Environment	6		3	
Physics				
Global History and Geography	11		5	
US History and Government	6		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

ASSESSMENT ANALYSIS

1. Assessment is an ongoing tool in our program. Much of our ESL instruction is data driven, based on teacher assessment and standardized test results. These tests include the NYSESLAT, the Regents ELA as well as the Pearson NYC Periodic Assessment for English Language Learners. In addition, the recent New York City Performance Assessment Common Rubric as it relates to argumentative writing has been incorporated in our assessment scheme. Early data reveal that generally, our ELL's are weak in writing and reading comprehension. In the writing modality, weaknesses have been identified especially in the area of complex sentence structure, the use of academic vocabulary, the use of transitions and the ordering of ideas and information to write coherently. Students also have difficulty in developing counterclaims in argumentative essays.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
On the Lab-R, four students were tested. Two scored at the intermediate level and two at the beginning level. The LAB-R data shows relatively high scores at the listening and reading levels. On the 2013 NYSESLAT, for the ninth graders, ten students were tested and four showed progress. At the tenth grade, from the six who were tested, two were proficient, one progressed from one level to another, one showed a decrease and two showed no movements. For the eleven graders, seven were tested in which four progressed from one level to another and two showed no progress. The data pattern suggests that, across the NYSESLAT modalities—reading/writing/listening/speaking, decisions regarding instruction has to be revised. These results indicate particular weaknesses in writing and reading.
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](#))

Based on the pattern above, instructional decisions have been made to incorporate additional reading and writing modules in the ESL curriculum. In addition, the data from our school's Annual Measurable Objectives (AMAO) reveal that a significant movement of students moved from the beginning proficiency level to the intermediate. However, fewer have moved to the Advanced and Proficient levels. This information is used to address the needs of students who have failed to show progress from one proficiency level to another in each of the modality (Reading, Speaking, Listening and Writing)..

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4

a. The pattern reveals that our ELL's population to a large extent is at the intermediate proficiency level. Most of them across the grades need help in reading comprehension and in writing. During the 2013 NYSESLAT, for example two students achieved Proficiency. In addition eight students, moved from the Intermediate to the advanced level and four moved from the Beginning to the Intermediate level.

An analysis of the NYSESLAT results by modalities reveal that a significant number progressed in Listening and Speaking. In 2013 these tests were only taken in English. As such, there is no basis for comparison with tests taken in their native language.

b. Based on this analysis and data from the school Data Inquiry Team, content teachers collaborate closely and determine specific areas of weaknesses and change instructional strategies accordingly. In this regard, it has been determined that our low achievers are particularly weak in vocabulary comprehension, analysis and skills related to higher thinking. Using these results, the school leadership has adopted new strategies including incorporating New York State Core Standards to encourage higher order thinking among students. In addition, revised curricula, in English and in the content areas which are aligned to the New York State Core Standard are being integrated into the school program. Emphasis is being placed on close reading, particularly of information texts and challenging text based questions.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?
In instruction planning and delivery the child's second language is given particular importance. Decisions are made based on the child's level of proficiency in the first language and to what extent this language can aid in transfers and development of English.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Overall success of our program is evaluated based on an analysis of ELL's performance using the AMAO tool and data from our school's AYP Report. In addition, by using resources such as ARIS and ELA/ELL assessment results, we can see the strengths and weaknesses of our program for ELL's. Further analysis is based on the Regents' results, NYSESLAT scores, student portfolios, attendance rate, graduation rates and acceptance into College. During 2012-13 academic year, for example, about 25% of our ELL's graduated and gained admission into College.

Part IV: ELL Identification Process

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

- 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](#).)

PART 11 IDENTIFICATION PROCESS

1. The School for Classics follows the multi step process to ensure the identification, the appropriate placement and educational services for every child. At enrollment, a pedagogue, the licensed ESL teacher, Mr. Bhagwandin, with the help of the Guidance Counsellor, conducts the initial screening and administers the Home Language Identification Survey (HLIS) to determine LAB-R eligibility. If the child is identified as an eligible candidate for Bilingual instructional services, an informal student interview in the child's native language and in English is conducted. If the child's home language is English or the student's only language is English, then he/she is determined not an ELL and thus enters general education program. If the child speaks a language other than English and speaks little or no English, then the Language Battery Assessment (LAB-R) is administered by a pedagogue, Mr. D. Bhagwandin, a licensed ESL Teacher, to identify the child as an English Language Learner or English Proficient. The test is hand scored at school to determine the proficiency level of the child for programming, which will be verified later on ATS to avoid errors once the test is processed at the assessment office. If the child scores below proficiency, he/she is an ELL (and Spanish LAB will be administered to Spanish-speaking ELL). All interviews with the child and the parents are conducted in English and/or in the child's native language. If there is no one who speaks the child's native language, the school contacts the translation unit at the Department of Education to get the services needed for the child and the family. Once it is determined that the child is an ELL, an entitlement letter is provided, in English and in the child's native language to parents to inform them about the child's identification. The child is then enrolled in the appropriate program within ten days.

- 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.

2. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. At the beginning of the school year, the ESL Teacher, Mr. D. Bhagwandin, with the assistance of the Guidance Counsellor Ms. Young, conducts a parents' orientation and describes various programs for ELL (Transitional Bilingual, Dual Language and Freestanding ESL). Program selection forms are also filled out during the parent orientation at school.

4. Parents also view a parent information CD where program placement options are presented, in nine languages, with clarity and objectivity. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Freestanding ESL is the only program available at the School for Classics. Parents who choose Transitional Bilingual or Dual Language program are advised by our guidance counselor, Ms. Young about the availability of such programs at other locations and provided with the information about schools that have the type of programs the parents want for their child. If parents do not select a program within ten days, the child is placed in a transitional bilingual program by default if it is available, or an ESL class, which is the case at the School for Classics. The HLIS and Parental choice forms are kept in a child's accumulative folder. A parent outreach is then made by our guidance counselor Ms. Young by mail and/or by phone calls in both English and the native language of the parents to explain this choice and she prepares them for their new school if requested. Every child is placed within the 10 school days of enrollment.

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 [\[see tool kit\]](#).)

3. An ESL entitlement letter is printed out in the native language of the parents from the DOE website and given to the parents in person and/or by mail. Each child is also given the Program Selection form to take home and is asked to return the signed form within one week to the ESL teacher. The ESL teacher, Mr. D Bhagwandin, follows up with the collection of the Parent Survey and Parent Selection forms and these are stored in the student's cumulative folder. If the form is not returned, contact will be made with the parent via telephone to determine the parental choice. In the absence of a response, the default program (Transitional Bilingual Education) is chosen. In the case of School for Classics, the child is placed in the freestanding ESL program. For students who continue to be ELL's a continued entitlement letter is sent to the parent both in English and in the student's native language. Records of entitlement letters are kept in student's folder. In addition ATS is used to verify NYSESLAT eligibility for these students.

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.

4. ELLs are placed in the freestanding ESL classes according to the level of proficiency a child demonstrates in the LAB-R and/or NYSESLAT. Letters informing parents of student's placement are also sent out. Copies of these letters are also kept in student's folders. The placement procedures are explained to parents at the enrollment time and during the orientation, when parents are shown the parent information CD, which explains the three programs in nine different languages. If needed, the translation unit at DOE is asked to provide translations for the parents in their native language. Within 20 days the ELPC screen in ATS is updated.

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.

In the Spring, the New York State English as a Second Language Test (NYSESLAT) is administered to all ESL students at the school. The RLER Report from ATS is checked to determine NYSESLAT eligibility. The four components of the NYSESLAT, Speaking, Listening, Reading and Writing, is administered by the ESL teacher Mr. D. Bhagwandin with assistance from the Test Coordinator Ms. Jen Goldberg. Those who score below proficiency remain in the ESL program and continue to receive services. Those who score at or above proficiency are no longer ELLs and enter general education program. However, they continue to get support in the general education classes and are eligible for test accommodations for two more years after leaving the ESL program.

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. 

Nearly 100 per cent of parents have requested ESL for their children since the School for Classics began three years ago based

on information from the Home Language Identification Survey (HLIS) and the Program Choice documentation.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

PROGRAMMING

1. The School for Classics provides a Freestanding English as a Second Language (ESL) program and the ESL instruction is delivered by Mr. Bhagwandin, the licensed ESL teacher.

- a. The organizational model at the School for Classics is Self-Contained.
- b. In the ESL program, ELLs are grouped heterogeneously in an ungraded setting (all students, regardless of grade are in one class) and they are taught by the licensed ESL teacher.

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)?

2. Currently, there are four grade levels at the school, grade 9, 10, 11 and 12. There are six 9th graders, twelve 10th graders six 11th graders and seven twelve graders in the ESL program. Of the 31 ELLs at the school, 5 are beginning level ELLs, 16 are intermediate level ELLs, and 10 are advanced level ELLs. Under CR Part 154, the beginning level ELLs receive 540 minutes of ESL instruction per week, and they have three periods of ESL daily from Monday to Friday; the intermediate level ELLs receive 360 minutes of ESL instruction per week, and they have two periods of ESL daily from Monday to Friday, and the advanced level ELLs receive 180 minutes of ESL instruction per week, and they have one period of ESL daily from Monday to Friday. In addition, the advanced level ELLs receive 180 minutes of NLA instruction per week. All ELLs have a regular schedule for ESL classes and for content area classes.

a. Depending on their proficiency level, all the ELLs receive from 180 minutes to 540 minutes a week of self-contained ESL instruction.

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.

3. In order to help the students progress and make content comprehensible, we utilize the following practices:

- Collaboration between ESL and content area teachers
 - Provide multiple access points for students in both content delivery and in assessment
 - Scaffolding teaching and learning for ELLs in the content area classrooms (including Modeling, Bridging, Schema Building, Contextualization, Text Representation
 - Differentiating instruction for ELLs and providing extra support during work periods
 - Additional small group sessions for ELLs before all state assessments
 - Use of language translators, bilingual dictionaries and glossaries, graphic organizers and visual aids
 - Focus on academic literacy and language
- ESL students are grouped according to grade and clustered together for content area classes when possible. ELLs are almost always together for their ELA course to ensure that their needs are met.
- Content area teachers monitor and use a variety of phrasings and synonyms to clarify meaning.
- In content area instruction language translators, dictionaries and glossaries in the student's native language are used to increase comprehension.

Math, science and Global Studies content area teachers meet regularly to discuss strategies for teaching ELLs. In addition, the buddy system in the content area classrooms enable the ELLs to exchange ideas and skills in both their native language and in English.

In addition, the ESL curriculum is currently adjusted in order to align it the the ELA Literacy and Common Core Learning Standards. In this regard, units such based on Argumentative Writing and Evidenced Based Claims have been incorporated as well as aspects of the New York City Instructional Expectations . Close reading and document based questions are similarly emphasized including the building of academic vocabulary and the use of textual evidence. The use of informational text has also become a significant portion of the curriculum.

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

Throughout the year ELL's are encouraged to use their native language to support their second language acquisition. They are also evaluated in their native language by means of a number of instruments including the Rossetta Stone computer software Projects and quizzes involving the use of native language are also utilized to determine their proficiency. These initiatives are undertaken with parental support.

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

Assessments is an ongoing practice at the School for Classics. In addition to the initial LAB-R and the NYSESLAT, ELL's are assessed periodically in the four modalities of language. At the beginning of each curriculum unit diagnostic tests are administered to determine the skills level of students. Based on the results, instructions are adjusted accordingl. Daily lesons are planned to give Ell's opportunities to listen, speak, read and write. Performance is measured by means of tasks, quizzes and special projects Their progress is further assessed with the use of informal tools including one to one interviews, classroom observation and the use of portfolios.

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).

Instruction in the ESL classroom is differentiated for each sub group. The ELL subgroups include SIFE students, newcomers who have been in US schools for less than three years, ELLs who have been receiving ESL services for 4 to 6 years, the Long-Term ELLs and former ELLs who have tested proficient.

a. Plan for SIFE-- to provide academic intervention services as an extension of the regular school program; to design individualized student study plans and to provide native language support whenever feasible.

b. Plan for newcomers-- when a new student is registered at the School for Classics, we provide the following resources to facilitate the transition:

- an informal student orientation
- use of the buddy system to help ease transition
- small group instruction to teach "survival English" and content specific language
- additional support to help them get ready for formal assessment

c. Plan for ELLs receiving service 4 to 6 years:

- analyze the data from NYSESLAT and ARIS to find the strengths and weaknesses of each student.
- differentiate instruction to meet their needs for learning
- intensive practice in reading and writing

d. Plan for Long-term ELLs:

- analyze their performance data to understand their weaknesses and devise strategies to help them
- provide them with after school programs
- Provide them with additional materials to enrich their language and academic skills

e Plan for former ELL's

-Former ELL's are supported to facilitate their transition into the mainstream classroom. In addition they are provided with bilingual dictionaries and extra time on state tests for two additional years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional strategies used include the use of technology, repeat instructions/directions, modify and or shorten assignments to ensure success, provide opportunities for cooperative learning, provide regular feedbacks, modelling and using graphic organizers. Content is also adapted based on students' different learning styles.

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?

School for Classics has expanded its co-teaching staff and additional emphasis is placed on instructional collaboration in order to meet the diverse needs of students with disability. In additions, bridges are encouraged in the content area curriculum to help students achieve goals set in their IEP. IEP goals are anchored on the Common Core/State Standards. In addition, general Education and Speacial education teachers are constantly reminded of Special Education students strengths, weaknesses and needs and they tailor instructions to meet these. The English Proficiency of Special Education students is also enhanced in a general Education environmental setting which they share with regular education and ELLs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

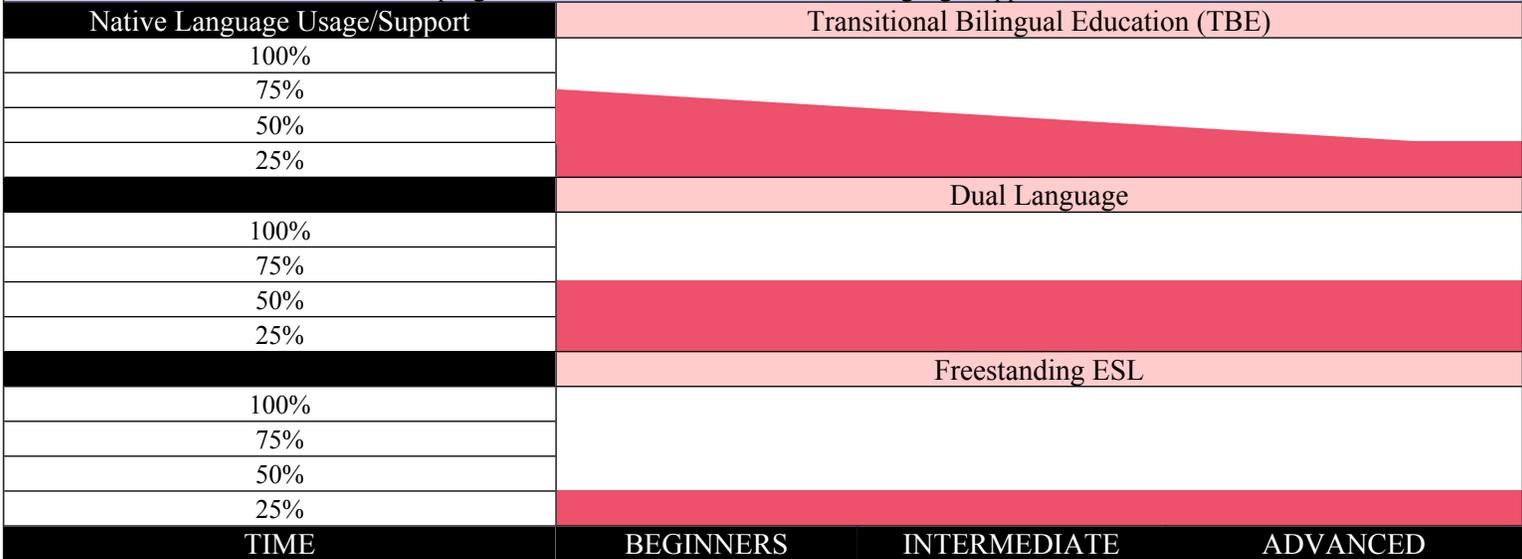
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

At School for Classics, ongoing intervention has been part of our educational process. ELL's benefit from our AIS service across the content area during the last period on Mondays and Wednesdays and in after school programs twice weekly (Wednesday and Thursday). Some ELL's also get support from our Special education Support Services. These classes are conducted by the ESL Teacher Mr. D. Bhagwandin and Dr. Calub and instructions are given for ELA, Math, Global and United States History. These sessions target long term ELLs and students with interrupted formal education (SIFE).

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program is fairly effective, based on the results of the NYSESLAT and the Regent results, the graduation rate and the entry of ELL's into College. During the last academic year, six ELL's gained entry into college, representing about 25% of the school's ELL population. The 2013 Regents Examinations show the following: In English Language Arts, seven tested and three passed, in Integrated Algebra, eleven tested and eight passed, in Earth Science four tested and zero passed, in Living Environment six tested and three passed, Global History, eleven tested and five passed, in US History six were tested and three passed. These results indicate that ELL's have been showing reasonable progress in English Language Arts, Integrated Algebra Global and US History and in Living Environment with an average of 50% pass rate. However, the results indicate poor performance in Earth Science. School for Classics is currently administering the NYC Performance Assessment in ELA and content areas. This benchmark will be used to monitor the growth of both general education students and ELL's. In addition to the ESL teacher, general education teachers are well aware that they are also teachers of ELL's and are working collaboratively to meet the needs of ELL's.

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

For the new year new materials have been introduced. These include the Rosseta Stone Computer Program for beginners, intermediate and advanced students. Improvement is also envisaged in the area of content with the introduction of more non fiction materials to help students prepare for changes in the NYSESLAT and ELA Regents examinations. These texts include "Echoes from Mt. Olympus" from Perfection Learning the contents of which correlate with the New York ELA Core Standards and "Continental's New York ELL's" designed for the 2014 NYSESLAT. From this year, ELL's will also be engaged in new units on argumentative writing.

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

11. No program or services will be discontinued this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

12. ELL's are afforded equal access in every aspect of school life including participation in school clubs, extracurricular activities and school trips. Among the clubs available for their participation are music, dancing and leadership. ELL's have also become part of the recently formed Diversity Club. members of this club receive after school supplemental instruction and assistance for core and elective courses. Members are strive to integrate in the very diverse American society. Advisers are D. Calub, Mr. Bhagwandin and Ms. Diango.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

13. The ESL Classroom is now equipped with computers and a printer to facilitate students multimedia presentations. Our resources for the beginning and intermediate ELLs include the Rosseta Stone Computer Program, which is implemented with overhead projectors. The internet is also used to support classroom instruction. Internet based ESL programs such as Dave's ESL Café and Randall Cyber Listening Lab are used as additional support, especially for newcomers. In addition, our instructional materials include the Milestones and Vision series texts which incorporates fiction and nonfiction reading and content based materials. For the advanced level ELLs, instructional materials are aligned to the ELA curriculum and requirements of the Regents ELA and the core curriculum. Advanced level students focus on such literary works as "Lord of the Flies" "Nectar in a Sieve," "The Diary of Anne Frank" and "The Pearl" and "Of Mice and Men," by John Steinbeck. In addition to texts and other resources, examination materials for the NYS Regents in the content areas are used to supplement teaching and learning.

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

14. As part of the ESL program, students are encouraged to use materials, ideas and experiences from their native language in order to facilitate their language development. Bilingual dictionaries in Spanish, Bengali and Arabic as well as literature reflecting the cultural background of our students are also utilized as supplementary materials. In addition, low beginners use the Google translator and electronic language translator to help translate content from their first language into English.

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

Our materials correspond to ELL's age and grade level. This is reflected particularly in reading materials and the level of texts complexity. Texts are chosen based on Lexile ranges and which match the Common Core Standards as well as the proficiency and grade levels of ELL's

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.

6. Upon enrollment, ELL's and their parents are provided with relevant information about the school system and services available before the commencement of the school year. Further, we try to assign a 'buddy' to our newcomers within the first week, a responsible classmate who usually speaks the same native language. This helps the newcomers to become familiar with their new school environment and the facilities available. With two advisory classes every week, ELLs are also given the opportunity to integrate with mainstream students and enhance their language skills through informal and formal activities.

18. What language electives are offered to ELLs?

17. In addition to English, Spanish is also offered to ELL's

19. For schools with dual language programs:

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

Not applicable

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.

PROFESSIONAL DEVELOPMENT

1. Professional Development is planned for the entire 2013-14 school year during the fourth period. The sessions involve content area staff from every departments as well as the teachers of ELL's . The workshops focus on such topics as the New York State Common Core Standards, Universal Design for Learning , curriculum development and the new teacher's evaluation system. The ESL teachers also meet with subject area teachers, Special Education and and Paraprofessionals and disseminate classroom materials for math, social studies, and science. Also distributed is information of all resources available to ELL students and teachers. In addition, our deans, guidance counselor, secretary and community coordinator are given opportunities for Professional Development related to ELL's.

2. We also send teachers of ELL's to outside workshops organized by the Office of English Language. Recent workshops included those workshops organized by Soeurette C. Fougère, Ph.D. Director of Student Support Services English Language Learners, Children First Network 611 which dealt with UDL, the New City Wide Expectations the New York State Common Core Standards. These sessions are helping teachers of ELL's to deliver Common Core aligned instructions.

3. At the opening of the school year, teaching and other staff are briefed about incoming freshmen and their expectations. The background and academic records of ELL's in particular who come from the Middle School are examined to understand their needs. In this way staff are able to help them transition from middle school to high school.

4. The teaching staff at School for Classics is given many opportunities to attend professional development, pertaining to ELL's, throughout the school year. Training by the ESL teacher is ongoing, and most teachers have their mandated 7.5 hours of ESL training. A record of workshops attended by staff is kept in individula teacher's portfolios.

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?

PARENT INVOLVEMENT

1. Parents of ELL's are part of our school community. They attend open school meetings in which they discuss with teachers issues relating to the education of their children. When convenient parents of ELL's also attend Parent Teachers Meeting. A parent orientation is offered at the beginning of the school year for new students, during which the ESL and other teachers answer questions and give valuable information about important events and tests each student must take at the beginning of the year. We also involve parents by sending home bilingual letters to inform them of the curriculum their children are following and the tests they are required to take. These activities are conducted in the native language if necessary. The ESL teacher and/or a bilingual teacher assist in these areas.

2. When practicable School for Classics collaborates and establishes linkages with community groups to provide services to the parents of ELLs. As part of the plans of the newly formed Diversity Club at School for Classics, parents of ELL's will be invited to participate in some of the club activities to help address both their needs and those of the ELL population.

3. At parent teacher conferences, parents are consulted on their own needs as well as on ways they can contribute towards improving the education of their children and our school. School for Classics has a Community Coordinator acts as a liaison with parents .

4. Through these activities some of the needs of the parents are evaluated and addressed such as understanding their children's report cards and keeping abreast of their progress. The ESL teacher, Mr. D. Bhagwandin is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: School For Classics

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janice Ross	Principal		10/125/13
J . Mikulyuk	Assistant Principal		1/1/01
Ms. Moore	Parent Coordinator		1/1/01
Mr. D. Bhagwandin	ESL Teacher		1/1/01
	Parent		1/1/01
Mr. Piper (English)	Teacher/Subject Area		1/1/01
Ms. Vishnu (Math)	Teacher/Subject Area		1/1/01
Ms. Jennifer Goldberg	Coach		1/1/01
	Coach		1/1/01
Ms. Dorcas Young	Guidance Counselor		1/1/01
Robert Hernandez	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: **19K683** School Name: **School For Classics**

Cluster: **6** Network: **611**

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.

Parents are initially sent a New York Department of Education letter asking them for their language preferences when receiving important information from the school.

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.

Upon receipt of the signed letters, it has been found that our school needs translation and oral interpretation particularly in Bengali and Arabic and to a lesser extent in Spanish. This information is communicated to the relevant staff and kept on record.

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.

When required, School for Classics provide written communication to parents in their language preference, using translation resources such as letters to parents, from the Department of Education, Office of Bilingual Services website. Based on the needs, both inhouse and the services of outside volunteers are utilized.

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

As far as possible the School for Classics provide oral translation and interpretation services to parents of ELL's in their language preference. This is done through the use of advanced students and bilingual staff members to facilitate communication with parents of ELL's.

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>.

Based on specific request by parents for translation services, the School for Classics engage the services of both inhouse staff and paid vendors to provide the same.

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: School for Classics	DBN: 19K683
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: Vocabulary acquisition and engaging in discussion is critical at the beginning level. Directed after school support will provide timely and consistent feedback to the students, and will provide immediate diagnostic information to provide ongoing monitoring of skill acquisition and mastery. The students' regular classroom teacher, a certified ESL instructor and one content area teacher, (ELA), will work with the targeted students after school on Monday's and Wednesday's, from 3:00-4:30pm. The teachers will each work with small groups, created according to their needs, as based on assessment data provided by the ESL teacher and rotate among the groups. The teachers will provide one-on-one tutoring on an as-needs basis. Students will receive vocabulary instruction, modified writing tasks, leveled texts with text-dependent questions, delivered with scaffolding techniques and will use technology, ie software programs such as Rosetta Stone and voice recognition, such as Dragon, and handheld electronic translators to help advance them in their skill acquisition. The program would begin December 17th and run until June 15th to ensure that students receive adequate support during and for state testing preparation.

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: The teachers involved in the program (certified ESL teacher and one content area teacher) will engage in professional development topics and inquiry particular to ELL's, and other topics that apply to all subjects, but will focus on how to adjust instruction for ELL's, such as scaffolding techniques, access points, modeling, creating assessments, test preparation, activating prior knowledge, accountable talk, using technology to assist in learning grammar and syntax, and direct vocabulary instruction of academic and content specific vocabulary acquisition, how to modify tasks, the strategic use of the student's native language, flexible grouping, and creating a variety a writing experiences, where rubrics and modeling are employed. The teacher will engage in this PD, facilitated by the school's on-site professional developer and lead ELA teacher, Ms. Jennifer Goldberg, once per month, throughout the school year. Each session will be 45 minutes and will occur during period 4, which is common planning time. This will be at no cost to the program, as it is funded through her position line. Both teachers will attend out-of-building professional development workshops when offered through the CFN or the DOE. The following topics have been and will be addressed during in-house professional development on the dates listed.

Part C: Professional Development

Accountable Talk	9-7-12
Creating Tasks and Benchmarks	10-10-12
Common Core Standard WI Access Points and Exemplars	11-12
AMAO Estimator Tool for ELL's	12-4-12 12:00-3:00 provided by CFN 611
Text Dependent Questioning	1-13
Helping ELL's to Read a Text Closely	2-13
Scaffolding the Argumentative Writing Standard (W1)	3-13
Scaffolding the Common Core Listening and Speaking Standard for ELLs (L1)	4-13
Scaffolding the Common Core Language Standard (L6) for ELLs	5-13
Scaffolding the Common Core Reading Standard (R1) for ELLs	6-13

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs must be given a comprehensive understanding of the support required, at home and in school, for their children to succeed at the high school level and beyond. During monthly PTA meetings, parents of ELLs receive focused assistance on learning what is required for their child to succeed academically, socially, and emotionally, in the high school community and beyond. We can offer workshops specific to parental needs as well, such as in computer literacy, general financial and academic literacy, how to become more involved in the school community, and what type of ESL instruction their children are receiving, depending on their level. We use Google translate and translation services for all parental contact. All activities will be communicated to the parents through written correspondence in school mailings, in the native language, as well as through email and phone. The Community Coordinator, in conjunction with the administration and guidance staff, plans the activities and organizes the correspondence to ensure that parents are aware of school events and related activities. Parents will also learn to navigate the DOE website for resources.

(<http://schools.nyc.gov/Academics/ELL/FamilyResources/Activities+For+Parents.htm>.)

These workshops will be provided by the school's in-house professional developer, the school's community coordinator, and the school's Community Based Organizations that we are partnered with and have run/will run during Parent Teacher Association meetings, on the third Tuesday of every month of the school year on the following dates from 6:00-7:00pm:

Getting Involved in Fundraising and PTA Election 9-11-12 Title I Funding 10-16-12 Nutritio11-20-12

Part D: Parental Engagement Activities

What is the NYSESLAT? What support is offered for your child in your ESL program? 12-18-12 What afterschool support can your child receive to prepare for the Regents? 1-15-13 What afterschool support can your child receive to prepare for the Regents? 1-15-13 How can you develop an understanding of the NYC Department of Education website? 2-2-13 Computer Literacy for ELLS 3-14-13 Financial Literacy for ELLS 4-16-13 ELL Literacy 5-21-13 ELL Literacy 6-11-13

Part E: Budget

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

Allocation Amount: \$0

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		