



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** REPERTORY COMPANY HIGH SCHOOL

**DBN (i.e. 01M001):** 02M531

**Principal:** MANUEL A. URENA

**Principal Email:** MURENA4@SCHOOLS.NYC.GOV

**Superintendent:** MARISOL BRADBURY

**Network Leader:** MARIA CHRISTINA JIMENEZ

**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
Manuel A. Urena	*Principal or Designee	
Christine Allard	*UFT Chapter Leader or Designee	
Amanda Cintron	*PA/PTA President or Designated Co-President	
Jose Contreras	DC 37 Representative, if applicable	
Tiara Averhart Maya Wiggins	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Joan Weaver	Member/ APO	
Michael Fram	Member/ AP	
Jill Mont	Member/ Parent	
Millie Barbot	Member/ Parent	
Cassandra Williams	Member/ Parent	
Stella Magliore	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

Utilize existing and new partnerships with outside Arts organizations to expose students to cultural experiences, interdisciplinary learning opportunities and potential career paths which will encourage informed decisions about their college and career choices. This will be measured by the attendance of guest speakers and educators to specific art classes as well as our students' attendance at opportunities held at local theatres and auditoriums.

### **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.

The need was identified through anecdotal and numerical data from students, including college enrollment data, reporting of career and major choices, transfer rate and achievement data, all of which indicated a need to increase the rigor and breadth of our arts partnerships.

### **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. The partnerships will be implemented through teaching-artist inter-visitation, co-teaching and collaborative models in the arts classes of all students.

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

1. Affected staff will be the Theatre (10<sup>th</sup>/12<sup>th</sup>), Dance (9<sup>th</sup>) and Music (9<sup>th</sup>/11<sup>th</sup>) teachers

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

1. Monthly departmental meetings will provide a venue and mechanism for planning assessments, and evaluating the effectiveness of the partnerships and their implementation strategies

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

1. All partnerships will be rolled out by November 12, 2013

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

1. Each grade's schedule reflects programming strategies designed to maximize time and effectiveness of in-class partnerships

### **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 have been notified of these partnerships and their purpose through electronic communication (email, school website) as well as announcements at PTA meetings, parent orientations, Curriculum Night, and Parent-Teacher conferences. Specific information has been disseminated to describe the ways in which these partnerships support the attainment of Chancellor's Arts Endorsement. Finally, parents are invited to (and the PTA given a platform at) our main-stage performances, involving the culminating presentations from these partnerships.

### **Budget and Resource Alignment**

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

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

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

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

Systematize inter-visitation process in order to purposefully evaluate school-wide teaching practices and empower pedagogues to play an integral role in key decisions regarding their practice. This will be measured and recorded by both visitors and visitees on the teacher portal documents logged specifically for this purpose.

### **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.

In order for pedagogues to improve best practices in their own classroom, they need to view, reflect and discuss with colleagues the activities of other classrooms. In a

small school, teachers depend on each other as a source of critical, constructive feedback. A system needs to exist to afford this teacher interaction.

***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. Pedagogues visit each other during class time to learn and critique from each others best practices.

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

1. Each and every teacher will inter-visit and log each visit.

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

1. Intervisitation sheets logged in on a weekly basis. Teachers allowed time to debrief after each session.

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

1. September through June. Each teacher will intervisit at least once a month.

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

1. Teachers will intervisit other teachers on a monthly basis based on a need to see instruction with an emphasis on a particular practice. If there is a need to see another pedagogue during a scheduled period, coverage will be provided for the visiting teacher.

***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).

N/A

***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	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.

Partner with parents to increase awareness of specific expectations of nation standardized assessments and academic resources available in order to bridge student outcomes between school scholarship reports and national standard results. This will be measured by school average PSAT scores and its deviation from the national average.

***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.

- disparity between school scholarship reports of students performance versus national standard results
- improvement necessary in national assessment relative to scholarship and state exams
- remedial classes in college necessary for those students who do not meet the identified 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. iLearn program with SAT preparation available for all students
2. PSAT given for sophomores and juniors throughout the year

3. Host a Saturday college prep workshop (test prep, writing skills) for students and parents
4. Host “Knowledge for College” day
5. Align Regents prep with core required basics of SAT prep
6. National Honor Society chapter opened last year
7. Guidance counselor/teacher workshop on specific exam elements

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

1. Administration, pedagogical staff, guidance counselor, support staff, parents, students, outside partnerships
2. Administration, pedagogical staff, guidance counselor, support staff
3. Administration, pedagogical staff, guidance counselor, support staff, parents, students, outside partnerships
4. Administration, pedagogical staff, guidance counselor, support staff, parents, students, outside partnerships
5. Administration, pedagogical staff, guidance counselor, support staff
6. Administration, pedagogical staff, guidance counselor, support staff, parents, students, outside partnerships
7. Administration, pedagogical staff, guidance counselor, support staff

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

1. Monitor effectiveness and grades on iLearn
2. data analysis for PSAT
3. feedback form for college prep day/discuss attendance
4. feedback form for Knowledge for College Day
5. give SAT style questions to check effectiveness of implementation of aligned Regents prep
6. monitor progress and achievement of NHS members
7. give SAT style questions to check effectiveness of implementation of aligned SAT prep

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

1. College/SAT strategies to be implemented by January, concluding in June when students take SAT/Regents
2. College/SAT strategies to be implemented by January, concluding in June when students take SAT/Regents
3. Mid-Spring semester
4. Mid-Spring semester
5. College/SAT strategies to be implemented by January, concluding in June when students take SAT/Regents
6. Induction ceremony to be held in Spring semester
7. College/SAT strategies to be implemented by January, concluding in June when students take SAT/Regents

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

1. Teachers trained in iLearn
2. Materials for PSAT and day provided
3. College prep and Knowledge for College requires outside expert guests,scheduling
4. NHS monitoring of student progress, induction ceremony
5. teacher involvement (teachers trained in specific aspects of exam)
6. Peer tutoring and PSAT item analysis
7. College awareness curriculum mentoring done in Critical Friends Group on a weekly basis

**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).

- Electronic communication via Pupil Path, e-mail, Naviance
- Parent access to Google docs
- PTA meetings provide parent workshops
- Graphic heavy information packets sent home to parents

- Saturday institute targeted workshops for parents
- Individual teleconference with parents

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
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.
Target critical thinking, higher order skills and rigorous habits in curricula and academic tasks to increase our number of students meeting city-wide college readiness indicators. We will have an increased percentage of students meeting city-wide college readiness indicators than in previous years.

**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.
Data inquiry showed that students who were not successful in attaining mastery on Regents and in-school standardized assessments. In addition, supplemental assessments such as ARIS, SAT, and PSAT results demonstrate a need to increase critical thinking skills and reading comprehension among students.

**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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Implementation of Depth of Knowledge questioning across the curriculum with a specific emphasis on level three and four questions in order to increase the rigor and expectations of students within the classroom. Additionally, students will be expected to construct their own DOK level questions which will be used to conduct classroom discussions without teacher intervention to promote more student led learning experiences.</li> <li>2. Cross- Curricular grade level research projects which require students to locate reliable as well as valid sources to support their opinion within an argumentative essay format. Research projects will align with the common Core Learning Standards by requiring students to construct arguments, counterclaims, and rebuttals using multiple primary source documents to support their conclusions.</li> <li>3. Use of the learning intention, criteria for success, and AFL strategies to allow for formative assessments during the lesson to monitor student progress. This also differentiates instruction for the bottom third of the school who need explicit tasks and focus to understand the purpose of the lesson as well to self- monitor their own understanding and overall success in the classroom.</li> <li>4. Literacy Initiatives across the curriculum to support Common Core Standards including annotations, four column notes, and writing activities which strengthen the abilities of students to analyze both literature and expository text as well as their written communication skills.</li> <li>5. Alignment of all curriculums to more rigorous Common Core Standards which require more rigorous cognitive assessments and activities to strengthen both content knowledge and academic skill sets. The implementation of these standards across both grade levels and content areas will promote uniform expectations within the school and additional support for all students by providing multiple venues and scenarios in which to practice these skills.</li> <li>6. AP course expansion in Music Theory, Calculus AB, Biology, World history was implemented. The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college-level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. We are participating in the APEX program which funds two AP classes, one of them being a STEM class (Calculus). This program pays for books, calculators, and student exams.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>

1. Professional development sessions will be held bi-monthly to support teachers when instituting these new initiatives and instructional changes. In addition, both grade team and subject area meetings will occur twice a month to allow communication among teachers and support systems to increase the effectiveness of implementation. Peer inter-visitations will also be conducted throughout the year where teachers will observe one another's classrooms to observe best practices and provide feedback on ways to strengthen lessons and promote more rigor in the classrooms. Lastly, teachers will also be sent to offsite professional development opportunities led by both the network and outside organizations to provide the additional support and guidance when needed.
2. Professional development sessions will be held bi-monthly to support teachers when instituting these new initiatives and instructional changes. In addition, both grade team and subject area meetings will occur twice a month to allow communication among teachers and support systems to increase the effectiveness of implementation. Peer inter-visitations will also be conducted throughout the year where teachers will observe one another's classrooms to observe best practices and provide feedback on ways to strengthen lessons and promote more rigor in the classrooms. Lastly, teachers will also be sent to offsite professional development opportunities led by both the network and outside organizations to provide the additional support and guidance when needed.
3. Professional development sessions will be held bi-monthly to support teachers when instituting these new initiatives and instructional changes. In addition, both grade team and subject area meetings will occur twice a month to allow communication among teachers and support systems to increase the effectiveness of implementation. Peer inter-visitations will also be conducted throughout the year where teachers will observe one another's classrooms to observe best practices and provide feedback on ways to strengthen lessons and promote more rigor in the classrooms. Lastly, teachers will also be sent to offsite professional development opportunities led by both the network and outside organizations to provide the additional support and guidance when needed.
4. Professional development sessions will be held bi-monthly to support teachers when instituting these new initiatives and instructional changes. In addition, both grade team and subject area meetings will occur twice a month to allow communication among teachers and support systems to increase the effectiveness of implementation. Peer inter-visitations will also be conducted throughout the year where teachers will observe one another's classrooms to observe best practices and provide feedback on ways to strengthen lessons and promote more rigor in the classrooms. Lastly, teachers will also be sent to offsite professional development opportunities led by both the network and outside organizations to provide the additional support and guidance when needed.
5. Professional development sessions will be held bi-monthly to support teachers when instituting these new initiatives and instructional changes. In addition, both grade team and subject area meetings will occur twice a month to allow communication among teachers and support systems to increase the effectiveness of implementation. Peer inter-visitations will also be conducted throughout the year where teachers will observe one another's classrooms to observe best practices and provide feedback on ways to strengthen lessons and promote more rigor in the classrooms. Lastly, teachers will also be sent to offsite professional development opportunities led by both the network and outside organizations to provide the additional support and guidance when needed.
6. Professional development sessions will be held bi-monthly to support teachers when instituting these new initiatives and instructional changes. In addition, both grade team and subject area meetings will occur twice a month to allow communication among teachers and support systems to increase the effectiveness of implementation. Peer inter-visitations will also be conducted throughout the year where teachers will observe one another's classrooms to observe best practices and provide feedback on ways to strengthen lessons and promote more rigor in the classrooms. Lastly, teachers will also be sent to offsite professional development opportunities led by both the network and outside organizations to provide the additional support and guidance when needed.

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

1. The use of the iLearn program assists students prepare for success in college and their careers by personalizing their learning to meet the needs, motivations and strengths of each individual. As part of iZone's iLearnNYC, we have access to online learning and digital resources that add to the classroom learning experience for our students. iLearnNYC allows students to explore, acquire additional knowledge, reflect and share their work online under the instruction of teachers and support from schools.
2. Students are made aware of their "on track"/"off track" graduation status based on current transcript data. This color coded data is displayed on the board in the cafeteria with student OSIS numbers instead of their names. This visual tracking system is informative as students are aware of their current academic standing. Students in green are on track to graduate, anyone in yellow either needs credits or Regents, and anyone in red is off track

because of a lack of both credits and Regents.

3. Student notebooks and ability to complete the criteria for success during daily lesson feedback.
4. School-wide recognition and ability to identify and use four column notes across all disciplines.
5. Changes and updates to the Atlas curriculum maps.
6. Successful completion of the AP curriculum as well as scores of three or above on the AP exams.

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

1. Ilearn program begins in November 2013 and concludes in June 2014.
2. Research projects are rolled out in November and the final presentations are done in May of 2014.
3. Learning intention and criteria for success are continuous data sources used on a daily basis.
4. Four column notes and written communication skills will be a semester requirement in all classes.
5. Changes to the Atlas curriculum will be made on an on-going as needed basis throughout the year.
6. AP courses begin in September 2013 and conclude in June 2014.

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

1. DOK charts will be posted in each classroom and students will be provided with individual copies.
2. Teachers will be provided with professional development time as well as grade team meeting time throughout the year and specifically scheduled into their week.
3. Learning intention and criteria for success will be built into each lesson.
4. Teachers will be required to share student writing works during professional development sessions.
5. Atlas Rubicon and training will be provided during professional development sessions.
6. Professional development in AP courses will be provided as necessary to participating staff.

**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).

Skedula/Pupil Path. This tool serves as a commonplace to share student data with parents and students, it also helps teachers generate student data for use in instructional planning and establishes effective communication with 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	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**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.

Develop assessment criteria for end of year student portfolios to facilitate teacher analysis of student progress and students' critique of their own academic development. This will be measured by the creation and completion of student portfolios linked to the school website.

**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.

There was a lack of a central repository for student work that would enable teachers to not only identify gaps in individual student learning but also give teachers the tools to holistically measure academic growth.

**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. Building a student e-portfolio website.

2. Professional development for staff in using said website.
3. Training students to use the website properly.
4. Setting time in the school week for teachers to work on developing their section/discipline of the website.
5. Appropriate time for teachers to meet in teams and analyze student work with the goal of collecting student data for instructional planning purposes.

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

1. All teachers, administrators, and students.
2. All teachers and administrators.
3. All teachers, administrators, and students.
4. All teachers and administrators.
5. All teachers and administrators.

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

1. There is evidence of individual student performance based on the instructional adjustments made by teachers after reviewing student work in the eportfolio website.
2. There is evidence of individual student performance based on the instructional adjustments made by teachers after reviewing student work in the eportfolio website.
3. There is evidence of individual student performance based on the instructional adjustments made by teachers after reviewing student work in the eportfolio website.
4. There is evidence of individual student performance based on the instructional adjustments made by teachers after reviewing student work in the eportfolio website.
5. There is evidence of individual student performance based on the instructional adjustments made by teachers after reviewing student work in the eportfolio website.

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

1. September: creation of website.
2. October: Professional development for teacher and staff; have students create accounts.
3. November: Teachers will start uploading subject specific content and activities for students; students will start to complete and upload work on their eportfolios; teachers will, in turn, grade student work.
4. December:
5. Teachers will use portfolios as basis for reviewing and comparing student work.

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

1. Professional development for staff in using said website.
2. Training students to use the website properly.
3. Setting time in the school week for teachers to work on developing their section/discipline of the website.
4. Appropriate time for teachers to meet in teams and analyze student work with the goal of collecting student data for instructional planning purposes.
5. Teachers will use portfolios as basis for reviewing and comparing student work.

**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).

N/A

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Differentiated instruction in all ELA classes, peer tutoring, tutoring, and small group instruction.	Small group and one-to-one tutoring	In class, midday instruction period, and after-school tutoring sessions
<b>Mathematics</b>	Differentiated instruction in all Math classes, peer tutoring, tutoring, and small group instruction.	Small group and one-to-one tutoring	In class, midday instruction period, and after-school tutoring sessions
<b>Science</b>	Differentiated instruction in all Science classes, peer tutoring, tutoring, and small group instruction.	Small group and one-to-one tutoring	In class, midday instruction period, and after-school tutoring sessions
<b>Social Studies</b>	Differentiated instruction in all Social Studies classes, peer tutoring, tutoring, and small group instruction.	Small group and one-to-one tutoring	In class, midday instruction period, and after-school tutoring sessions
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Initial reviews, referrals to agencies, educational and social services, at risk counseling, and health related services	Individually and /or group settings as appropriate	On an as needed basis when appropriate.

**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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
All staff have content area certification in the majority of their scheduled programs. Professional development sessions will be held bi-weekly to support teachers when instituting these new initiatives and instructional changes. In addition, both grade team and subject area meetings will occur twice a month to allow communication among teachers and support systems to increase the effectiveness of implementation. Peer inter-visitations will also be conducted throughout the year where teachers will observe one another's classrooms to observe best practices and provide feedback on ways to strengthen lessons and promote more rigor in the classrooms. Lastly, teachers will also be sent to offsite professional development opportunities led by both the network and outside organizations to provide the additional support and guidance when needed.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Literacy Initiatives across the curriculum to support Common Core Standards including annotations, four column notes, and writing activities which strengthen the abilities of students to analyze both literature and expository text as well as their written communication skills.</li> <li>• Alignment of all curriculums to more rigorous Common Core Standards which require more rigorous cognitive assessments and activities to strengthen both content knowledge and academic skill sets. The implementation of these standards across both grade levels and content areas will promote uniform expectations within the school and additional support for all students by providing multiple venues and scenarios in which to practice these skills.</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in temporary housing will receive school supplies specifically purchased and designated for their consumption. In addition, all students will receive student agendas to promote college readiness skills.

**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.).
N/A

**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 from the Strategic Planning Committee voted on the measures on behalf of the entire faculty after attending a full day presentation of the options.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>00</b>	Borough <b>Manhattan</b>	School Number <b>531</b>
School Name <b>Repertory Company H.S. for Theatre Arts</b>		

### 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 <b>Manuel Ureña</b>	Assistant Principal <b>Michael Fram</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>Anthony Settel</b>
Teacher/Subject Area <b>Danielle Asher</b>	Parent <b>Yaniris Vega Rojas</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Lisbet Ramirez</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	Total number of ELLs	ELLs as share of total student population (%)	<b>0.00%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										3				3
Discrete ESL class										1				1
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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	1			2			1			4
Total	1	0	0	2	0	0	1	0	0	4

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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				3
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	4	0	0	0	4

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

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)										1				1
Advanced (A)										2				2
Total	0	0	0	0	0	0	0	0	0	4	0	0	0	4

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		1			1
5	1				1
6	1				1
7	2	1			3
8	3				3
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	1								1
4			1						1
5	1								1
6	1		1		1				3
7			2		1				3
8	1		2						3
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	1		2		1				4
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				
Integrated Algebra	1		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography				
US History and Government	1		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)			1	1				
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.  
Literacy skills for our ELL students are assessed using a pre-assessment tool in their 9<sup>th</sup> grade ELA classes. The results of this assessment make clear the specific skill-development and comprehension needs of our ELLs, and informs both the academic interventions and specific instructional strategies we will use to drive their continued improvement.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Very little can be ascertained with such a small sample size. However, with only 4 ELL students, we can tailor our instructional decisions to the specific needs of each child (two Advanced, one Intermediate, one Beginner).
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](#))  
Modality patterns will inform targeted instructional strategies to be used in the case of each of our 4 ELL students. As the data reveal deficiencies in either the speaking/listening or reading/writing modalities, opportunities for practice and support will be implemented.
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?

Due to the small sample size, it is difficult to identify trends. However, our ELLs took their state exams in English during their elementary and middle-school years, and assessment data reveals that their performance was poor. For certain ELL students, native-language testing will be considered after consultation with parents, students and our ESL Specialist.
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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Use of translated material, pairing up with EP students, and in-school and afterschool programming will address second-language acquisition.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Summative assessment, State Examination, ITA and interim progress data will be broken down by our data specialist to reveal trends among subgroups (including ELLs that might affect our Progress Report, AYP or other data).

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The HLIS has been administered by our Pupil Personnel Secretary, Carol Johnson. Families were sent a copy to their address of record within the first two weeks of school. Our ELL students have been identified in their incoming data from ARIS, which revealed this year that no students were eligible for the LAB-R.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents are informed of the program choices by a letter sent home with children, as well as a mailing, which describes the three programs. Parents are informed that they have the option to choose the program that best suits their child's needs, provided that the numbers allow for it. This notification is sent out early in the fall, and followed up by outreach from the support staff.
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 [\[see tool kit\]](#).)  
Entitlement letters, Parent Surveys and Program selection forms are sent home with children and also mailed, both in English and the home language. This distribution is followed up by phone outreach. When the forms are returned, they are processed and stored by our Pupil Personnel Secretary.
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.  
Because of the small size of our ELL population, the 4 students (identified by their NYSESLAT and LAB-R scores from other sites), will be placed in our Push-In/Freestanding ESL program.
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.  
Exams are ordered by our testing coordinator, who is responsible for collecting, storing, distributing, collecting, and returning examinations. Our 4 ELL students have been identified and scheduled to receive the NYSESLAT.
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.   
Because of the small population of ELL students (this is the first year in 3 years that we have had any), it is difficult to assess any trends in parent selections.

## 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])?

In addition to the daily push-in in ELA and other humanities classes where appropriate, a free-standing ESL period is offered to our Intermediate and Beginning ELLs during our tutoring session. ELL students are heterogeneously grouped with the EP peers during push-in periods.

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)?

A part-time ESL specialist will push-in to ELA and humanities classes, based on mandated needs of our ELL students. In addition, this specialist will provide a free-standing ESL period during our Midday Session. The funds for this Specialist have been allocated at the school level, and a candidate will be placed in the position in the very near future.

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.

For our Freestanding ESL/Push-In model, content is delivered to a heterogeneous LEP/EP group in the relevant content areas. The instruction is delivered in English, with supplemental materials and instruction made available in the students' native languages. All class curricula has been aligned to the Common Core Learning Standards to support development of ELA skills for college readiness. Our ninth-grade ELA teacher is part of our LAP team and has been given resources and strategies to provide extra support to these four students.

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

In working with the part-time ESL specialist, we will develop a system to periodically assess these students in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Periodic assessments will include assessment in all four modalities.
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).

Our two Advanced ELLs, as well as our one long-term ELL, will be prepared to pass the NYSESLAT with a Proficient score. Our Beginning ELL will receive targeted intervention to ensure that she is gaining the required knowledge and skills in her content area, as well as prepare her to improve her score on the NYSESLAT.

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?

Teachers will use differentiated lesson plans, supplemental multi-lingual material, consultation with ESL specialist, along with whole-school literacy strategies (including note-taking techniques).
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?

Our Midday Session offers an opportunity for ELL students to be flexibly programmed to receive supplemental support. Additionally, ELL students have been strategically placed in specific, heterogeneous cohorts to allow for simultaneous delivery of instructional strategies and content.

### 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

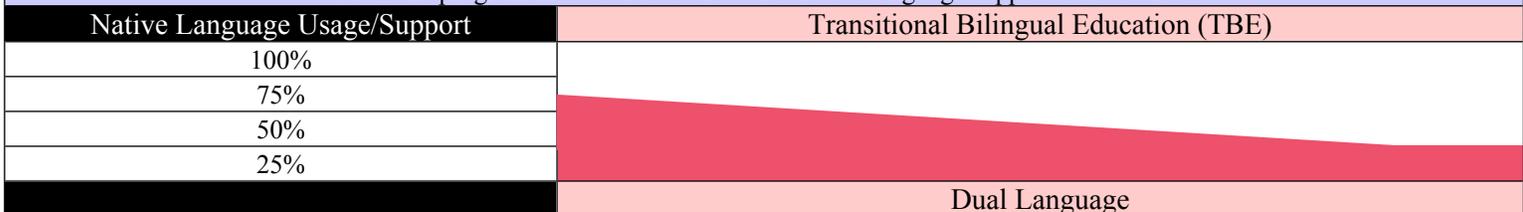
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.  
Whole-school literacy strategies will provide ELLs with a consistent model of successful text-decoding habits and strategies. Supplemental translated materials will allow ELLs to access curricular material. Consultation with ESL specialist will allow for periodic assessment of progress.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
This will be revealed throughout the school year as we implement the program for our 4 new ELL students.
11. What new programs or improvements will be considered for the upcoming school year?  
This will be determined as the program is rolled out and begins to yield formative and summative assessment data.
12. What programs/services for ELLs will be discontinued and why?  
This will be determined based upon the success or failure of various components or strategies.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students are grouped heterogeneously for their academic classes, and offered equal access to afterschool programs such as arts, tutoring and community service opportunities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
ELL students will be provided with laptops and translators, where appropriate, to supplement their instruction and allow for access to text-to-speech and speech-to-text technology.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is provided through translated materials and consultation with ESL Specialist.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All of our ELLs are in the 9<sup>th</sup> grade, and will have access to grade-specific resources (e.g., targeted support for the Living Environment and Algebra Regents exams).
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.  
Our New Student Orientation program offers ELLs a chance to interact with EP peers, develop self-confidence and enthusiasm through arts programming, and visit cultural landmarks of New York City.
18. What language electives are offered to ELLs?  
Our LOTE program consists of 2 semesters of language in the 10<sup>th</sup> grade.
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)?

Paste response to questions here:

### 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.

Staff has been made aware of ELL students and their specific needs. Professional development will continue to support the implementation of specific strategies in content classes to support English Language Development and content delivery.

#### **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?

In addition to the HLIS, parents were called to determine specific needs and strategies that match their children's educational background. Parents are included in regular updates about school activities, programs, etc. as well as performances and gatherings.

#### **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 DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 02M531 School Name: Repertory Company High School

Cluster: 04 Network: 402

**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**

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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.

Distribution of the HLIS is done at the beginning of the academic year by the school secretary. The information gathered in terms of home languages, language preferences and specific needs is added to existing information in our family contact database. The information is relayed to the Strategic Planning Committee, who disseminates decisions based on that data to teachers and staff through electronic communication, staff meetings and individual conferences.

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

The major findings of our written translation and oral interpretation needs assessment indicated that, while the vast majority of our non-native-English-speaking families speak Spanish as their home language, there were other preferred languages (e.g. Bengali, French) that will require differentiation of translation services. These findings are available to the entire school community through the centralized Parent Contact database.

## Part B: Strategies and Activities

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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.

The results of our assessment of the school's written translation and oral interpretation needs has been logged into multiple databases (ATS, Parent Contact Cards, Student Files), so that oral and written communication can be administered in the preferred home language of families. When written notifications are sent out, the distribution list is cross-referenced with these databases to ensure that parents whose home language is not English are sent the notification in their preferred language. The use of human resources within the school (e.g. native Spanish speakers on staff) as well as technology such as Google Translate, will facilitate timely translation and distribution of official school notices.

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

Oral interpretation services (such as are required for phone conferences, parent-teacher conferences and PTA meetings) will be provided by in-house staff or parent volunteers. Announcements will be made at such events to indicate that these oral interpretation services are available, and who to contact to initiate services. For phone conferences, staff has been made aware of which staff members are available for oral translation services.

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

The school will fulfill Section VII of Regulations A-663 by sending home the Bill of Parent Rights and Responsibilities early in the year, posting a notification at the front security desk of the school that indicates (in relevant languages) the availability of translation services, and including in our safety plan procedures for ensuring that parents in need of language access services are able to access administrative offices.