



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

DBN (i.e. 01M001): 02M615

Principal: BRIAN ROSENBLOOM

Principal Email: BROSENB2@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: NANCY SCALA

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
Brian Rosenbloom	*Principal or Designee	
Jan Scott	*UFT Chapter Leader or Designee	
June Laroche	*PA/PTA President or Designated Co-President	
Florence Howell	DC 37 Representative, if applicable	
Roshell Munoz, Jose Palacios	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Altagracia Rodriguez	Member/ Parent PTA Board	
Vonetta Richards	Member/ Parent PTA Board	
Alice Charles	Member/ Parent PTA Board	
Robert Mitchell	Member/ CSA	
Suhaily Nater-Rodriguez	Member/ Parent PTA Board	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

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

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 02M615

School Configuration (2013-14)

Grade Configuration	09,10,11,12	Total Enrollment	443	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2013-14)					
# Visual Arts	16	# Music	N/A	# Drama	9
# Foreign Language	10	# Dance	N/A	# CTE	22
School Composition (2012-13)					
% Title I Population	64.1%	% Attendance Rate			77.9%
% Free Lunch	76.2%	% Reduced Lunch			8.9%
% Limited English Proficient	4.2%	% Students with Disabilities			19.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			32.7%
% Hispanic or Latino	57.2%	% Asian or Native Hawaiian/Pacific Islander			6.8%
% White	1.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	4.25	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			34.0%
% Teaching with Fewer Than 3 Years of Experience	17.1%	Average Teacher Absences			7.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	80.0%	Mathematics Performance at levels 3 & 4			74.5%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			79.6%
6 Year Graduation Rate	63.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
One of the strengths of the 12-13 SCEP was that goals were aligned to either the DOE's Citywide Instructional Expectations as well the Common Core shifts.			
Describe the areas for improvement in your school's 12-13 SCEP.			
One of the areas for improvement in the 12-13 SCEP is around parental involvement. Despite a strong turnout during Parent-Teacher Night, it is difficult to get parents involved.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
While we did meet our goal around parental involvement, communicating with families remains a challenge at our school.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We successfully implemented our 12-13 SCEP.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Once again, we anticipate that communicating with families will remain a challenge.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The school is aiming to make AYP for black students in ELA and math.			
Describe how the school leader(s) will communicate with school staff and the community.			
This SCEP will be shared with the school staff through SLT meetings.			
Describe your theory of action at the core of your school's SCEP.			
Chelsea High School's theory of action is "If students are given the opportunity to read high-quality, high-interest in all content areas, then students will increase their skills as readers."			
Describe the strategy for executing your theory of action in your school's SCEP.			
<ul style="list-style-type: none"> • Weekly grade team meetings facilitated by English teachers • Sharing of reading strategies • Inquiry Cycle 			
List the key elements and other unique characteristics of your school's SCEP.			
We strive to align our SCEP to DOE's Citywide Instructional Expectations.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Our cabinet and SLT meetings allow us to review and reflect on our school's improvement plan.			

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
"Capitalize on established distributed leadership structures, such as Instructional Rounds, to further utilize teachers' leadership roles in order to expand the repertoire of teaching strategies used to increase student achievement."			
Review Type:	Alt DQR	Year:	2013
Page Number:	4	HEDI Rating:	HE

Tenet 2: School Leadership Practices and Decisions

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
100% of teachers will participate in multiple sessions of professional development leading to at least four teacher-led Instructional Rounds visits by May.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers will participate in Instructional Rounds with special attention to the academic achievement of black students and the lowest 1/3 of students in English and math.
B. Key personnel and other resources used to implement each strategy/activity
1. Heart of Change curriculum and staff development consultants, Instructional Rounds leadership, all teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. A) Teacher reflections with Heart of Change B) Teacher leadership reflections C) Instructional Rounds feedback to staff
D. Timeline for implementation and completion including start and end dates
1. Begin: September 2013; end May 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Two Heart of Change curriculum and staff development consultants x six all-day sessions

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
X	PF Set Aside		Tax Levy		Title IA		Title IIA
						Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

“Continue honing current teacher practice to increase student ownership over learning through student-led discussion that will provide opportunities to develop quality speaking and language skills.

Review Type:	Alt DQR	Year:	2013	Page Number:	3	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

100% of math teachers will participate in school-based professional development leading to all math lesson plans reflecting Common Core math shifts by May 2014.
 100% of humanities team will participate in school-based professional development leading to all ELA and Social Studies lesson plans reflecting Common Core by May 2014.

Instructional Strategies/Activities

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

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

- Teaching Matters curriculum and staff development consultants to attend math common planning and humanities team meetings and provide support around Common Core alignment and instructional shifts
 - Teachers to identify the learning/skill needs of black males and the lowest 1/3 of students in math and ELA
 - Teaching Matters curriculum and staff development consultants to observe and offer actionable feedback to math teachers and humanities teachers

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

- Teaching Matters curriculum and staff development consultants, math department, humanities department

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

- Evidence of Common Core instructional shifts in daily lesson plans
 - Teaching Matters feedback to teachers

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

- Begin: September 2013; end June 2014

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

- Two Teaching Matters curriculum and staff development consultants x thirty visits

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Increase the frequency and use of student self-assessment practices so that students practice independence and self-advocacy that leads to an acceleration of their learning in preparation for college and careers.”

Review Type: Alt DQR	Year: 2013	Page Number: 4	HEDI Rating: H
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

Teachers of Regents-culminating classes will identify students (through various methods) who need additional academic support for January and June Regents, resulting in 100% of identified students being programmed for afterschool/Saturday supplemental support.

Instructional Strategies/Activities

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

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

- A) Teachers will assess students through mock Regents and frequent student self-assessments, with special attention to black male students and the lowest 1/3 of students in English and math
B) Students will be invited to attend supplement support

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

- A) School will order supplies needed for Regents supplemental support
B) School will create afterschool and Saturday supplemental programs (see funding under ELT section)

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

- A) Assessment of students
B) Identification of students
C) Program planning based on student needs

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

- Start: November 2013; end: June 2014

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

- Supplemental books and supplies (Regents, Lab and Common Core review books)

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
“Fortify systems and structures for providing guidance and advisement supports to high-needs students so that college and career readiness can be achieved for all.”							
Review Type:	QR	Year:	2011-2012	Page Number:	5	HEDI Rating:	N/A

Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

100% of juniors and seniors will meet with college/guidance counselors to receive targeted college and career readiness support, leading to a 5% increase in college personal essays.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. Students’ schedules will allow them to meet, on a frequent basis, with a guidance counselor, on a one-to-one and small group basis.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. School will hire an F-status guidance counselor to work with students once a week
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. A) Small group and one-on-one meetings for upper classmen
B) Guidance counselors to provide targeted support at-risk students
- D. Timeline for implementation and completion including start and end dates**
 1. Begin: September 2013; end March 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. One F-Status Guidance Counselor x twenty six days

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

“Ensure communication to families effectively shares information relative to their children’s progress, including available supports and enrichments.”

Review Type:	QR	Year:	2010-2011	Page Number:	5	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, Chelsea High School will have implemented three methods of communication with families, via phone, mail, and email, leading to a 5% increase in parental involvement.

Strategies to Increase Parental Involvement and Engagement

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1. The schools strives to incorporate all students in after school activities.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1. Support staff to gather family contact information
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1. A) Skedula training for parents
B) Support staff to keep parental information up-to-date
- D. Timeline for implementation and completion including start and end dates**
- 1. Start: September 2013; June
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Purchase of online grade book (Skedula) with licenses for all teachers
- 2. Purchase of parent notification system (School Messenger)
- 3. Purchase of weekly Eblast subscription
- 4. Print and mail four editions of the school newspaper

Budget and Resource Alignment

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

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

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

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

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

Students identified as requiring Academic Intervention Services or needing additional help will be programmed for afterschool and Saturday learning support, leading to a 5% increase in overall Regents pass rates by June 2014.

Activities

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

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

1. A) Teachers will identify students based on AIS status, SPED stauts, and those with "lowest third" designation. Teachers will also identify students through student self-reflections, grades, and mock Regents exams.
B) Teachers will develop supplemental courses that will target specific skill deficits as well as reinforce learning

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

1. 6 teachers x 200 hours

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

1. Students requiring AIS services, other identified students.

Budget and Resource Alignment

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

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

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

Community Partnerships

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

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

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

ELT Program Narrative

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

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

Chelsea's ELT program will address the needs of our most struggling students: those who require AIS support as well as those with IEPs, those in the lowest third, and those identified by teachers. Students will have an opportunity to learn in a small group setting outside of the school day. The ELT program will address students' skill deficits as well as any gaps in their learning. Additionally, another ELT program is offered to AIS students as well as other struggling students in order to prepare them to do well on the Regents exams.

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

- Subject-specific tutoring
- Afterschool Regents review and preparation
- Saturday Regents review and preparation

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

There will be a low teacher-to-student ratio, allowing teachers to give individualize and personalize attention to students on a small group setting.

D. Are the additional hours mandatory or voluntary?

Mandatory

X

Voluntary

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

Students will be invited to attend; parents will be notified of the program and contacted if students do not attend.

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

In addition to ELT opportunities, AIS students are provided with academic support throughout the day, as well as being paired with a guidance counselor to support them with college readiness and social-emotional guidance.

G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

- Student attendance rates
- Student performance on classroom assessments, mock Regents, and Regent exams

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Reading practice • Fluency strategies • Comprehension strategies • Writing strategies • Common Core shifts • Non-fiction reading skills 	<ul style="list-style-type: none"> • Small group and individual instruction after school and support as needed during the school day. • Push in support during classroom instruction for ELLs and SPED students. • Personalized modifications based on teacher assessment results. 	<ul style="list-style-type: none"> • During and after the school day
Mathematics	<ul style="list-style-type: none"> • Computation strategies • Mathematical thinking • Common Core shifts 	<ul style="list-style-type: none"> • Small group and individual instruction after school and support as needed during the school day. • Push in support during classroom instruction for ELLs and SPED students. • Personalized modifications based on teacher assessment results. 	<ul style="list-style-type: none"> • During and after the school day
Science	<ul style="list-style-type: none"> • Content review • Lab completion support • Common Core shifts 	<ul style="list-style-type: none"> • Small group and individual instruction after school and support as needed during the school day. • Push in support during classroom instruction for ELLs and SPED students. • Personalized modifications based on teacher assessment results. 	<ul style="list-style-type: none"> • During and after the school day
Social Studies	<ul style="list-style-type: none"> • Content review • Non-fiction reading skills • Essay writing • Comprehension strategies 	<ul style="list-style-type: none"> • Small group and individual instruction after school and support as needed during the school day. • Push in support during classroom instruction for ELLs and SPED students. 	<ul style="list-style-type: none"> • During and after the school day

		<ul style="list-style-type: none"> • Personalized modifications based on teacher assessment results. 	
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<ul style="list-style-type: none"> • Social skill building • College and career readiness skills • Personal resiliency skills 	<ul style="list-style-type: none"> • Personalized modifications based on teacher assessment results. • Guidance Counselors provide individual and group counseling. • Facilitation of classroom presentations. • Referrals to the SBST • Referrals to Community Based Organizations. • Facilitation of parent-student meetings. • Facilitates the growth of students by career exploration. • Facilitates the growth of students by post-secondary exploration. 	<ul style="list-style-type: none"> • During and after the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers at Chelsea CTE High School are highly qualified; they are fully certified teachers assigned to teach in their license area.

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).
Chelsea High School works closely with Teaching Matters in order to work towards aligning curriculum to the Common Core Standards. Additionally, the AP works with teacher teams to align units and lessons to the Common Core Standards.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Chelsea High School had conceptually consolidated funds.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL committee met in September to decide on state and local assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 0h	Borough Manhattan	School Number 615
School Name Chelsea Career and Technical		

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 Brian Rosenbloom	Assistant Principal Robert Mitchell
Coach type here	Coach type here
ESL Teacher Nicki Gonias	Guidance Counselor Linda Lawrence
Teacher/Subject Area Nicki Elliott/English	Parent Suhaily Rodriguez
Teacher/Subject Area Pat Cumiskey/Special Ed	Parent Coordinator Carmen Damian
Related Service Provider S. Eshaghi	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	450	Total number of ELLs	19	ELLs as share of total student population (%)	4.22%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										12	1	3	3	19
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	12	1	3	3	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	10

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	5		4	4		4	10		4	19
Total	5	0	4	4	0	4	10	0	4	19

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	1	3	1	16
Chinese													1	1
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	12	1	3	3	19

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)														0

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			2
Advanced (A)										11		3	3	17
Total	0	0	0	0	0	0	0	0	0	12	1	3	3	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	8	1		1	10
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	6		3				1		10
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	2	
Integrated Algebra	6	0	6	
Geometry	3	0	3	
Algebra 2/Trigonometry	1	0	0	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4	0	4	
Physics				
Global History and Geography	5	0	4	
US History and Government	3		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Most of our students enter high school testing at below grade level in ELA and Mathematics, as shown in their 8th grade State exams. They are already at a disadvantage. The school has made a concerted effort to provide needed supports and interventions. Our focus on teaching writing skills to all students has substantially increased the pass rates on the ELA, Living Environment and Global Regents exams. We encourage teachers to attend to the needs of these students by reviewing new vocabulary words in advance, pairing students with English speakers, or in some cases, native speakers when students are having difficulty grasping a particular concept. Students may receive scaffolded work assignments if appropriate.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT modalities show that students score higher in listening and speaking modalities than they do in reading and writing.
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](#))
The school has implemented a Writing Across the Curriculum initiative for all grade level at our weekly grade-level team meetings. Working with our professional development team and the Assistant Principal for Humanities, the ELA instructor for each particular grade level facilitates the team meetings and works with teachers to implement the writing strategy in their classrooms. Following a Looking at Student Work protocol, teachers analyze the effectiveness of each of the strategies—making predictions, cause and effect writing, quick writes—for student subgroups including ELLs.
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?Our ELLs are intermediate and advanced who choose to take Regents exams in English rather than in their native language. Our data shows that they have been successful, most passing the Regents exams they take on the first try. We do not use the ELL Periodic Assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The school has implemented a Writing Across the Curriculum initiative for all grade level at our weekly grade-level team meetings. Working with our professional development team and the Assistant Principal for Humanities, the ELA instructor for each particular grade level facilitates the team meetings and works with teachers to implement the writing strategy in their classrooms. Following a Looking at Student Work protocol, teachers analyze the effectiveness of each of the strategies—making predictions, cause and effect writing, quick writes—for student subgroups including ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Achieving proficiency as per the NYSESLAT is the primary indicator we use to evaluate the success of our ESL program. Thirteen out of 16 students who took the NYSESLAT last Spring moved up one proficiency level, 6 of them achieving proficiency. In the past two years, 15 students total have reached proficiency. We also look at Regents pass rates to evaluate the success. Twenty-four of 27 Regents exams taken by our current ELLs were passed. We therefore feel that the support we are providing our ELLs has been beneficial and we will continue to provide interventions as necessary.

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](#).) Students are identified by the pupil accounting secretary through the completion of the Home Language Identification Survey (HLIS) forms by the parents. When the secretary determines that the language code is a language other than English she immediately contacts the Assistant Principal in charge of the ESL department, who then contacts the ESL teacher to ask for her to review the HLIS. The Assistant Principal orally interviews the individual student and parent/guardian in order to confirm the native language of the student (usually Spanish). When this process is complete, arrangements are made for the LAB-R to be administered. The ESL teacher administers the Long version of the LAB-R, which includes the Listening, Reading, Writing and Speaking sections. After the test is completed, the ESL teacher manually grades the LAB-R, utilizing the answer key provided and follow the LAB-R scale score in order to determine if the student's language proficiency level is at a Beginner, Intermediate, Advanced or Proficient level. If the student falls below proficient, the student is identified as an English Language Learner (ELL) needing ESL services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

In September the Assistant Principal in charge of the ESL department meets with the bilingual Parent Coordinator and discusses the process of informing newly arrived ELL's parents of their three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). In this meeting, the family receives an ELL parent package containin the following documents in English and in Spanish:

- a brief description of the three ELL programs (TBE, DL, ESL)
- Entitlement letter
- Program Selection form
- Parent Survey form

The Orientation is offered as needed throughout the school year. In September within the 10 days process the ESL teacher monitors the incoming newly arrived students and once a student is identified as an ELL by the ESL teacher she informs the Assistant Principal and the bilingual Parent Coordinator (Speaks English/Spanish), who then begin the outreach by calling the identified ELL parent to arrange an orientation session with the parents and provide the folder package and review each content in English or Spanish. The Assistant Principal and Parent Coordinator also shows the parents the video that was provided by the DOE, which explains in English or Spanish the three programs and the process that parents can take to ensure that their child receive the ELL support that they are entitled. Once the orientation video is completed time is provided for parents to ask question and complete the forms provided. At that point, the parents are asked to fill out and sign the parent survey form and the program selection form. The Assiatnt principal provided answers to the parents' questions and collect the necessary forms and make copies and keep a record of the form (the entitlement letter, parent survey, and the program selection) and they are filed in the Assistant principal's office. To date, all of our parents have requested for the Free Standing ESL program that Chelsea offers. However, the ESL teacher and the Assistant Principal are constantly monitoring the parent survey and program selection to determine if we should open up a Transitional Bilingual Education Program. The ESL teacher and the Assistant Principal constantly monitors the parent program selection form and if the the number of the TBE is 15 or more the school will take necessary measures and open a TBE program. The parents will be notified via phone call and or, letter mailed informing parents that Chelsea will open a TBE program in order to satisfied parents entitled program preference.

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](#)].)

As described above, entitlement letters are distributed and Parent Survey and Program Selection forms are returned at the Parent Orientation. For parents wo do not attend after considerable outreach, the Assistant Principal and Parent Coordinator collaborate to

ensure that parents receive all materials and follow up outreach continues.

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.

Newly identified ELLs are placed in an appropriate free-standing ESL class according to their score on the LAB-R. The Assistant Principal, Parent Coordinator and ESL teachers communicate and coordinate all outreach to the parents to ensure that they attend a Parent Orientation as described above. For ELL returning and incoming ELLs, in September, the Assistant Principal in charge of the ESL department meets with the two certified ESL teachers and school programmer to evaluate and analyze the NYSESLAT scores of all ELLs, former ELLs and incoming ELLs. This is done in order to categorize and determine the level of proficiency each student are in English and place them accordingly to their perspective ESL class, which are aligned with Beginner, Intermediate or Advanced levels. Students who have tested Proficient in the NYSESLAT will continue to receive ESL support for one year through the ESL Push-In model.

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.

Each Spring the Assistant Principal and ESL teacher schedule all ELLs for each part of the NYSESLAT. Students are scheduled as early in the testing window as possible to ensure that there is time to administer make-up exams for students who are absent.

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. 

Currently we are offering free standing ESL program because that is where our parents are interested in placing their children.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Chelsea High School runs a Free Standing ESL program in order to assist and prepare the ELLs to meet the required State standards. This program uses both the Pull-Out and Push-in model, as well as collaborative team teaching. Each model addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing. This includes hand-on activities, demonstrations, and a variety of visual aids that are used to increase and enhance content and language comprehension.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our Free Standing ESL program consists of a schedule that provides all ELLs their mandated amount of ESL and ELA minutes. The students are grouped homogeneously by language proficiency level (Beginner, Intermediate and Advanced) and receive ESL through the use of the Pull-Out model (self-contained) for 66 minutes daily (330 minutes of ESL a week). There are two Pull-Out ESL classes, one for Beginners and the other for Intermediate. The beginner level class has 16 students and consists of a certified ESL teacher. The intermediate level class has 15 students and consists of a certified ESL teacher trained in QTEL. Both ESL teachers attend ELA department meetings on a weekly basis for the purpose of developing an ESL curriculum that contains literacy content imbedded with ESL strategies. This approach is taken in order to maximize the Literacy content, as well as language acquisition support to better prepare our ELLs for the NYSESLAT and ELA state exams. The ELL students with an English proficiency level of Advanced or Proficient (2 years of service only) receives 66 minutes of ELA daily (330 minutes of ELA a week) by a certified ELA teacher. Advanced ELLs receive their ESL through the use of the Co-Teaching model in Social Studies along with the intermediate and beginner ELLs.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The certified ESL teacher and the certified Social Studies content teacher Co-Teach in Social Studies for 60 minutes daily (300 minutes of ESL a week). Both teachers work collaboratively in creating lesson plans and delivery of instruction in order to adapt the content-area lesson according to the language level and learning abilities of all the ELLs. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balanced Literacy. As in Balanced Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented during the delivery of instruction. ELL Students are provided with word-to word translation dictionaries (Spanish/English). ELLs are able to do research, write reports and do oral presentations and work in teams for oral presentations based on their language abilities.

The delivery of instruction for ELLs in Science and Mathematics is done by the teachers utilizing materials that are modified for the ELL students in addition to appropriate scaffolding strategies such as visuals, articles, manipulatives, hands-on activities, graphic organizers, word wall, and word-to-word translated dictionaries. These materials are made available for the Science, Math and Social Studies teachers in order to ensure that all the ELLs are provided various approaches in learning the content area as well as supporting the language acquisition. Fortunately, we have a bilingual Paraprofessional and they follow their class with ELLs and provide language support for the ELLs that are in need in Science, Math and Social Studies

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

All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. With the exception of ELA, students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day in the content-area classes
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher evaluates students in all modalities formally and informally throughout the year in order to provide additional supports and interventions as necessary.

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).

Chelsea’s instructional plan for SIFE, Long Term ELLs, and students with disabilities is a content-based literacy approach in which accelerating the English acquisition as well as the academic development through the use of the content-area texts such as the social studies textbook, a science article, a math conceptual word problem. Also, the ESL and content-area teachers implements expository texts such as an historical analysis essay, a lab report, and an explanation on how a problem is solved in math. Teachers provide explicit instruction in language and literacy skills such as vocabulary activities that focuses on context, which provide meaningful purposes for reading and writing. This content-based approach anchors instruction in the literacy demands facing SIFE students, rather than learning the basic reading skills. Teachers evaluate the targeted students' needs relative to content knowledge and to content specific language and literacy demands. Teachers also plan their lesson with awareness of the content knowledge and concepts that students need to know based on grade level content standards. For instance, in respect for literacy a SIFE student may lack the skill of scanning the textbook chapter for key terms and in respect to the language a SIFE student may lack the vocabulary for the key concepts or lack the understanding of a particular sentence structure to explain a process. The ESL teachers and the content-area teachers have additional materials in order to create a content-based literacy approach such as content classroom library(English/Spanish), the Oxford content-based picture dictionaries, and high interest/low level books. Smartboard and laptops are also utilized in the content-area classes in order to create high interest for the targeted ELLs and develop the English language through creating interactive content-based lessons and visual presentations (i.e, powerpoint) as additional support for content comprehension.

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?

After a great deal of professional development at grade-level and subject-area meetings, Chelsea teachers integrate the following strategies into their lessons to provide access to academic content areas and accelearte English language development: Repeated Reading, Close Reading, Think-Pair-Share, Guided Reading, Anticipation Guides, K-W-L charts, among others.

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?

Teachers scaffold their curriculum and instruction in three areas: process, content, and assessment. Teachers also adapt their teaching, with the support of their ICT and ELL teachers, to meet the needs of their students with IEP's.

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:			

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The school has dedicated a large amount of financial resources to provide intervention opportunities throughout the day for the ELL population. Specifically, students attend ESL class for sixty-six minutes a day (total of 330 minutes a week). In addition, a licensed ESL teacher co-teaches the Social Studies class in order to infuse ESL strategies for a total of sixty minutes a day (300 total minutes a week). Finally, the ELL students receive an Academic Enrichment period once a day for sixty minutes (300 total minutes a week) which is taught by a certified ESL teacher to further support language acquisition and fluency in both reading and writing.

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

Achieving proficiency as per the NYSESLAT is the primary indicator we use to evaluate the success of our ESL program. Thirteen out of 16 students who took the NYSESLAT last Spring moved up one proficiency level, 6 of them achieving proficiency. In the past two years, 15 students total have reached proficiency. We also look at Regents pass rates to evaluate the success. Twenty-four of 27 Regents exams taken by our current ELLs were passed. We therefore feel that the support we are providing our ELLs has been beneficial and we will continue to provide interventions as necessary.

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

None

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

None

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

All Targeted ELLs will be offered admission to the Chelsea's After-School or Saturday program where teachers meet with students in small group environments utilizing strategies supporting their academic classes and regent exams. The instructional goal of this after school and Saturday Academy is to improve Reading and Writing skills and help them prepare for the English Language Arts and NYSESLAT assessments.

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

Reference materials include dictionaries, thesaurus, as well as Lexile and grade level appropriate texts. Teachers use manipulatives to teach phonics. Use of computer technology include interactive grammar programs.

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

All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. With the exception of ELA, students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day in the content-area classes.

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

Teachers in their lesson planning include reading materials that are appropriate to students' reading levels and interests.

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.

All incoming students, including ELL's, are expected to complete a summer reading assignment and to submit to their ELA teacher their responses to reading comprehension questions. Students' work is assessed and is integrated into the teacher's planning.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

C. Professional Development and Support for School Staff

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

Our ESL teachers are encouraged to attend professional development seminars in order to remain current concerning effective instructional methodologies for ELLs. All grade level teachers meet on a weekly basis to discuss effective literacy strategies for students in general and ELLs in particular. Additionally, the ninth grade team discusses transitional difficulties students may have with the ninth grade guidance counselor during these meetings.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our ESL teachers are encouraged to attend professional development seminars in order to remain current concerning effective instructional methodologies for ELLs. All grade level teachers meet on a weekly basis to discuss effective literacy strategies for students in general and ELLs in particular. Additionally, the ninth grade team discusses transitional difficulties students may have with the ninth grade guidance counselor during these meetings.

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: Chelsea

School DBN: 02M615

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brian Rosenbloom	Principal		
Robert Mitchell	Assistant Principal		
Carmen Damian	Parent Coordinator		
Nicki Gonias	ESL Teacher		
Suhaily Rodriguez	Parent		
Nicki Elliott/English	Teacher/Subject Area		
Pat Cumiskey	Teacher/Subject Area		
	Coach		
	Coach		
Linda Lawrence	Guidance Counselor		
	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: **2M615** School Name: **Chelsea High School**

Cluster: _____ Network: **CFN 107**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Within the first month of school, we reviewed ATS and blue emergency card contact information to determine which students came from non-English speaking homes. We conducted interviews with students concerning their home language and any translation services parents or guardians might need. Response letters and forms were sent home to assess for limited English speaking parents.

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

For many families, Spanish is the primary language spoken at home. All of these parents receive notifications in English and Spanish, although most are fluent in both languages. These results were shared at a SLT meeting that included representatives from the Parents Association. Results were also shared at a staff meeting in the beginning of the school year.

Part B: Strategies and Activities

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

Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals, and members of the School Leadership Team address these needs with translation services in writing for communication sent or mailed home and for literatures available about the school at school functions. At Parent Association meetings, parents may also volunteer to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed in writing of the availability of translators and of their right to use an adult friend or family member to provide translation.

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

Professional and paraprofessional staff also translates at school meetings, Parents' Association meetings, and for parent-teacher conferences when necessary. Signage in the building is in both English and Spanish, including the names of key personnel who can assist non-English speaking parents in addressing needs at school.

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>.

As mentioned above, all parents whose primary language is other than English receive all school notices in both their primary language and English. This includes notification on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way and in the main office reminding parents of these rights as well. Parents will also be made aware of the Office of Translation and other resources within the Department of Education.