



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: TOWNSEND HARRIS HIGH SCHOOL

DBN (i.e. 01M001): 25Q525

Principal: ANTHONY BARBETTA

Principal Email: ABARBET@SCHOOLS.NYC.GOV

Superintendent: MR. JUAN MENDEZ

Network Leader: MR. JOSEPH ZAZA

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
Anthony Barbetta	*Principal or Designee	
Peter Wamsteker	*UFT Chapter Leader or Designee	
Jennifer Medina	*PA/PTA President or Designated Co-President	
Paul Sforza	DC 37 Representative, if applicable	
Harry Mayer Brianna Cassidy Amanda Lee	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Robin Hizme	CBO Representative, if applicable	
Susan Brustein	Member/ CSA	
John Cassidy	Member/ Parent	
Sharon Katz	Member/ Parent	
Frank Liu	Member/ Parent	
Elizabeth Milonas	Member/ Parent	
Jonathan Owens	Member/ UFT	
Phil Porzio	Member/ UFT	
Penny Stern	Member/ Parent	
Joan Weston	Member/ Parent	
Veronica York	Member/ CSA	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 To increase the participation with our partner, Queens College. Specifically, we have hired a writing fellow to work with our students. We are also increasing the number of visiting professors from the college. By June 2014, the number of courses provided by Queens College to our students will increase by 5%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Our school is located on the campus of Queens College. We have had a partnership for the past 29 years. Our students take courses at the college as non-matriculated students. Although our students perform very well, according to our data, our students' writing skills have not been as strong as in past years. We reviewed writing samples, course results and input from teachers and professors.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
 1. Teachers will attend professional development workshops with professors from the college with a focus on the Humanities and writing. Our English courses, especially our ninth grade courses will be enhanced with a stronger focus on writing. We also hired a writing fellow to conduct classroom observations, workshops for both teachers and students, and to offer one on one writing tutoring to our students.

B. Key personnel and other resources used to implement each strategy/activity
 1. The Assistant Principal of Humanities, our teachers, our Queens College liaison, Ms. Robin Hizme, and our writing fellow will be instrumental in implementing the plan. Our school budget, in addition to the annual grant from the DOE (Department of Education), will help fund the initiative.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. We will monitor our progress by reviewing student work and grades. We will also review and revise our curriculum, especially the ninth grade course. There will also be a survey to obtain feedback from our staff and students.
 2. We will plan and evaluate the role of the writing fellow

D. Timeline for implementation and completion including start and end dates
 1. We began working on this goal in August and will receive results this school year. However, it will take two to three years to fully implement our plan.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. Our ninth graders are programmed to take a linguistics course. They will be exposed to a new and developing curriculum. Our seniors will take a Humanities Seminar course that has a strong focus on writing. The resources will be provided by our school budget as well as the grant that we receive from the NYC DOE.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Parents receive information and updates regarding the partnership and programs provided by Queens College. There are also several parent meetings held during the school regarding the program.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 To further align our curricula with the Common Core Standards. By June 2014, all teacher teams will further align curricula with Common Core Standards as evidenced by the design of research-based tasks across all grade levels and content areas.

Comprehensive Needs Assessment

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

Our school, like most of the schools in our state, is implementing the Common Core Standards. Although, many components in our lessons are Common Core, our entire staff needs to fully understand the standards and how it impacts teaching and learning. The curriculum and teacher lesson plans need to be revised to meet the standards.

Instructional Strategies/Activities

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

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

1. The NYC DOE and NYSED have provided resources, such as sample lesson plans, videos that address teacher and student needs, sample curriculum and testing samples. Our teachers are also contributing to updating their curriculum by meeting in teams.

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

1. All teachers, administrators and personnel from Queens College are participating in helping to achieve this goal. There is professional development provided to help with the transition to Common Core.

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

1. Administrators are conducting observations, reviewing lesson plans, exams, collaterals (projects) and student data to evaluate if we are meeting this goal. Teachers also have the opportunities to meet to review strategies, challenges and concerns.

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

1. Beginning this school year, some of the Regents Exams will be based on the Common Core Standards. Teachers who are teaching these courses will prepare our students to meet the goal. It will take two to three years to accomplish this goal.

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

1. Teachers will receive professional development with a focus on the Common Core Standards. We utilize the Chancellor's Professional Day Conferences to help with the implementation of the standards.

Strategies to Increase Parental Involvement

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

Parents receive updates on regular basis regarding the Common Core Standards. There are frequent Q & A sessions during the monthly PTA meetings, SLT meetings, PTA Executive Board meetings as well as the monthly Principal breakfast meetings.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To enhance the use of instructional technology. By June 2014, the school will enhance the use of instructional technology by increasing support structures to provide ongoing access to subscription databases.

Comprehensive Needs Assessment

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

Although all classrooms were equipped with smart-boards, they did not have any computers attached to them. Teachers had to use their own laptop or the school's laptop. They also had to attach these laptops to the smart-boards. This took valuable teaching time away from the students. There was a need to have desktop computers in the classrooms. The desktop computers also allow for students to research information in the class and during a lesson, if necessary. Some teachers have received an iPad to enhance their lessons and instruction.

We have partnered with Queens College to use iPads in one of the Senior Humanities classes.

We also instituted a BYOD (Bring Your Own Device) policy for our students. Many of our students bring technology into our classrooms and this policy enhances their

educational experience as well as sets expectations for students.

Instructional Strategies/Activities

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

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

1. Teachers will be given professional development with the new computers. They will share best practices utilizing technology in the classroom.
2. Students will provide feedback to the BYOD policy as well as offer suggestions.

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

1. The administrators and teachers are crucial to the implementation of technology in the classroom. The resources came from a RESO A grant as well as NYSTL hardware funding.

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

1. Our administrators will perform observations to evaluate the effectiveness of the technology. Our observations will also reveal the impact of this technology, as well as student and teacher feedback.
2. Our students will offer valuable feedback with our technology initiative and the BYOD policy.

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

1. The timeline for using technology will begin in September. There will be no completion date to this because it is my hope that it will be on-going and we will continue to develop this technology for many years to come.

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

1. There will be professional development to the staff, as well as feedback from the staff and the students.

Strategies to Increase Parental Involvement

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

The BYOD policy was developed through the SLT (School Leadership Team) Parents had input in the process. The policy is also on our website for all parents to view and offer feedback.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

To implement the new teacher evaluation and development system. By June 2014, 100% of teachers will receive professional development tied to the new teacher evaluation and development system as evidenced by documentation on the Advance Web application.

Comprehensive Needs Assessment

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

The NYC DOE and the NYSED passed reforms for teacher evaluation. To comply with these reforms, we will ensure successful implementation, and have a positive impact on student learning,

Instructional Strategies/Activities

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

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

1. There has been a team approach to addressing this goal. Over the summer, a team of teachers and administrators received training on the new evaluation system. As a school, we have held several school-wide training sessions and will continue to do so for the entire school year. Teachers were exposed to sample lessons in which they were able to apply the new teaching rubric. Also, there have been many one-on-one conferences with teachers to discuss the evaluation system, teacher concerns and challenges.

2. An instructor from the Office of Teacher Effectiveness has conducted professional development with the administrators several times during the school year and will continue to visit for the rest of the school year.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Our faculty, administrators and an instructor from the Office of Teacher Effectiveness will play a large role in its implementation.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Administrators will review observation logs monthly to ensure that teachers are being observed. I will also review the observation data to see if there are particular areas of concern with specific elements of the new rubric.
- D. Timeline for implementation and completion including start and end dates**
1. The timeline will cover the entire school year and if there are future changes to the system, next school year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Professional Development will take place during department and faculty meetings as well as on Chancellor's Professional Development Days.

Strategies to Increase Parental Involvement

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

This work will be communicated at SLT meetings as well as PTA meetings.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

--

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Tutoring	Small group and one to one tutoring	Provided by teachers during the school day or before school as professional assignments and after school as small-group and per session activities.
Mathematics	Tutoring	Small group and one to one tutoring	Provided by teachers during the school day or before school as professional assignments and after school as small-group and per session activities.
Science	Tutoring	Small group and one to one tutoring	Provided by teachers during the school day or before school as professional assignments and after school as small-group and per session activities.
Social Studies	Tutoring	Small group and one to one tutoring	Provided by teachers during the school day or before school as professional assignments and after school as small-group and per session activities.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Tutoring	Small group and one to one tutoring There are guidance sessions for students. Our social worker provides services on Fridays	Provided by teachers during the school day or before school as professional assignments and after school as small-group and per session activities.

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

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

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

Title I Status

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

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).

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

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

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.

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).

Parent Involvement Policy (PIP)

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, academic, and socio-emotional 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 25	Borough Queens	School Number 525
School Name Townsend Harris High School		

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

Principal Mr. Anthony Barbetta	Assistant Principal Ms. Veronica York
Coach N/A	Coach N/A
ESL Teacher N/A	Guidance Counselor Justine Singer
Teacher/Subject Area Ms. Paola Sierra/French/Spanis	Parent Ms. Jen Medina
Teacher/Subject Area N/A	Parent Coordinator Dafne Manhart
Related Service Provider N/A	Other N/A
Network Leader Mr. Joseph Zaza	Other N/A

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	0	Number of certified NLA/foreign language teachers	0
Number of certified bilingual teachers (including those that are and are not currently teaching in a bilingual program.)	0	Number of special education teachers with bilingual extensions	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0

D. School Demographics

Total number of students in school	1150	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
------------------------------------	-------------	----------------------	----------	---	--------------

Part II: 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 those students who may possibly be 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](#).)

Paste response to question here:

When a student is admitted to the NYC school system, parents are actively involved in all aspect of the decision making process. When a parent registers their child in the New York City School District for the first time, the principal, or the Assistant Principal administers a Home Language Identification Survey (HLIS) to the parents to fill out in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about the child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R has to be administered within the first ten days of enrollment in the school.

Students who score below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the Assistant Principal, guidance counselor, parent coordinator, and possibly with other parents.

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.

Paste response to question here:

All parents of students identified as ELLs are contacted and students are tested within 10 days. Parents are also given a date to attend a parent's orientation with the Assistant Principal, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native language. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The guidance counselor also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the guidance counselor or the Assistant Principal is obligated to help parents to find a school that offers the program. The guidance counselor or the Assistant Principal informs the parents that the school could place them on a waiting list until they have 15 or more students with the same language and grade to open up a bilingual class. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be places in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The guidance counselor would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option.

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

Paste response to question here:

Once all LAB-R and LAB exams are administered to students within the first ten day of registering, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the Assistant Principal, guidance counselor, the parent coordinator, and possibly with other parents.

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.

Paste response to question here:

After students are assessed, the parents are invited to an orientation where they will learn more about the different programs that is offered in the school. At the orientation, parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native language. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The Assistant Principal and the guidance counselor also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the Assistant Principal or the guidance counselor is obligated to help parents to find a school that offers the program. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be places in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The guidance counselor would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option.

5. Describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Paste response to question here:

A schedule is made to administer the exam during a two week period. Parents are notified by mail and phone that their child will be taking the NYSESLAT exam. Each day students are given a different section of the exam. Students who missed any exams will be given additional days to make it up.

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.)

Paste response to question here:

The ESL program offered at our school is aligned with parent's requests. The program that is available embraces all different types of language. Many of the programs that the students use offer information in their native language. We work on preparing the students for the 21st century. We provide information to our ELL parents through newsletters, during Parent-Teacher Conferences or individual meetings. We have an open door policy to our ELL parents to come and visit our classrooms to see what's taking place, to get a better understanding of their options.

7. 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. 

Paste response to question here:

The ESL program offered at our school is aligned with parent's requests. The program that is available embraces all different types of language. Many of the programs that the students use offer students information in their native language. We work on preparing the students for the 21st century. We provide information to our ELL parents through newsletters, during Parent-Teacher Conferences or individual meetings. We have an open door policy to our ELL parents to come and visit our classrooms to see what's taking place, to get a better understanding of their options.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE		ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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
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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

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														0
Chinese														0

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?

Paste response to question here:

Instruction is delivered in a collaborative fashion where the teachers work together with the general education and other subject area teachers to plan instruction in a differentiating matter to meet the needs of all English Language Learners in the school. Teachers works together to differentiate instruction so that all students are able to understand the lesson being taught. The organizational model for instruction is pull out method. Instruction in this class are differentiated and students are group based on their levels, their understanding of the English language, and skill that is being taught that period. Teachers work closely with the ESL students to make sure that they understand what is being taught in the class. During the pull out sessions, students work on reading, writing, and communicating in English. Focus is also placed on preparing the students for the NYSESLAT and the different assessment that the students will be required to take that school year.

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. Programming and Scheduling Information

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to question here:

All staff members in the building are given a schedule tht notifies the teachers of all ESL students, their proficiency levels, how many hours they are required by the law to be serviced based on their proficiency level, and when they will be serviced. Students labeled as beginners and intermediate receive 360 minutes of instruction per week in pull out method. Advance students receive 180 minutes of instruction in pull out method.

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

Paste response to question here:

Teachers will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.

4. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

Paste response to question here:

N/A

5. How do you ensure that ELLs are appropriately evaluated in their native languages?

Paste response to question here:

A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.

6. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition?

Paste response to question here:

A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.

7. How do you differentiate instruction for ELL subgroups?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6 years).
- Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to question here:

A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting. The ELA mandated units will be provided by the certified teacher.

8. 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?

Paste response to question here:

N/A

9. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to question here: N/A

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

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

Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	000
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

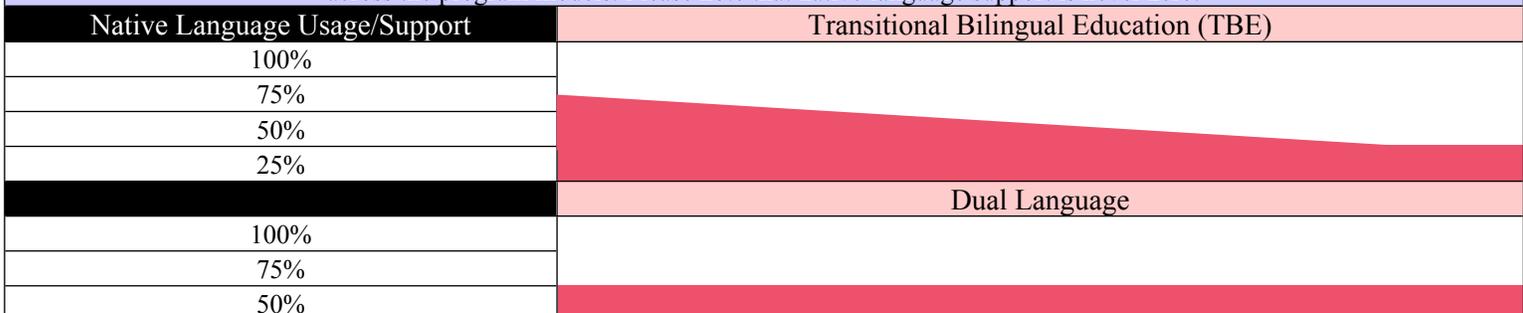
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 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.



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

10. 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.

Paste response to question here:

A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.

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

Paste response to question here: N/A

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

Paste response to question here:

A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.

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

Paste response to question here:

There are no ELL programs that have discontinued in the school this year.

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

Paste response to question here:

All students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to any student in their grade level. Students are able to attend the after-school program where they will work on ELA, Math, Science, Social Studies and communication.

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

Paste response to question here:

Technology plays a big role in our program. The teacher has access to IPADS, computers and SMARTBOARD to support ELL students. The NYSESLAT and Beyond is another program that is used to build students in the different modalities.

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

Paste response to question here:

The Native Language of our students is embraced in the ESL program. Different activities celebrating the students' native language are also used in the ESL program. Dictionaries and thesauruses in the students' native language and English are provided to assist the students in the class where appropriate.

17. Do required services support, and resources correspond to ELLs' ages and grade levels?

Paste response to question here: N/A

18. Describe activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Paste response to question here:

Our parent workshop series are offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.

19. What language electives are offered to ELLs?

Paste response to question here: Spanish is the only language elective that is offered in the school.

20. For schools with dual language programs:

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

Paste response to question here: N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development will be offered to teachers of ELLs 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.

Paste response to question here

:Our teacher receives professional development through the network. Professional development will be provided to every teacher in our school building on a regular basis by the Assistant Principal and Principal. All of our teachers will be provided with common preparation periods during which the Principal will engage teachers in study group activities and best practices. These workshops are held on a weekly basis on all areas of the curriculum. The Principal, will also provide the teachers with professional development in Literacy and Mathematics. Differentiated Instruction is embedded in all lesson planning and workshops.

Lesson planning, thematic instruction and differentiation of instruction are some of the topics on the agenda. This staff development consists of study groups, modeling instruction and outside workshops. Part of the staff development will take place after school hours during the school year. Our teachers also attend professional development activities provided by DOE and by our CFN.

Professional development will be provided to the general education teachers and will receive the 7.5 hours of ELL training as per Jose P. mandate. Some of the topics include basic ELL background, the school ELL intake, initial language learning (phonemic awareness, ohonics, vocabulary and comprehension instructional strategies), academic vocabulary, childhood and adolescent development considerations, technology- based interventions, co-teaching, joint -ESL and classroom teacher goal setting and monitoring, task complexity, levels of questioning, and using data such as NYSESLAT and periodic assessment data to drive ELL instruction. In addition, teachers will attend workshops offered by DOE, and our CFN. These meetings will inform teachers about the compliance issues, identification of students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms. W

The school guidance counselor also helps teachers with ELL students. He helps with the transition from highschool school to college and beyond by involving their parents in the process of learning which schools best meet their child's needs.

D. Parental Involvement

1. Describe parent involvement in your school, including 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?

Paste response to question here:

In our school parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowledge about school events, activities and important information as well as strategies to assist their child with homework. Every effort is made to communicate in the parent's native language. Our goal is to encourage families to be actively involved in the learning community of our school. The principal, staff and outside agencies will provide multiple workshops throughout the year to engage parents in the education of their children. If we have parents of newly enrolled ELL students, they will be provided with two orientation sessions. These sessions include the necessary information regarding their choices for the Transitional Bilingual, ESL or Dual Language Programs. These orientation sessions are separated and apart from regularly scheduled parent meetings and are conducted by the staff and the principal. Some topics that are covered: State standards, assessments, school expectations and general program requirements. Parents are invited to attend these workshops during the second week of September and/or June. A plethora of workshops are provided for the parents in English and Spanish. We occasionally invite community based organizations to send in special speakers and offer their services to our parents. We will evaluate parental needs by having parents fill out surveys indicating the type of workshops and/or services they would like us to offer.

Part V: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									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 Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0		
Geometry	0	0		
Algebra 2/Trigonometry	0	0		

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0			
Physics	0			
Global History and Geography	0			
US History and Government	0			
Foreign Language	0			
Other	0			
Other	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0	0		

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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to question here:
Our school has always used its in-house assessment to determine the literacy level of our ELL students. This year, we used beginning of the year K-12 skills assessment. We also use a reading placement assessment. The school uses the 2013 NYSESLAT results and K-12 skills assessment to assess ELLs. The assessments indicates students overall strength and weakness in Phonemic Awareness and reading comprehension. This data helps inform our school's instructional plan by indicating that a significant portion of instructional time should be dedicated to phonemic awareness as well as letter and word recognition.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
N/A
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
Paste response to question here:
Upon examining the results of the NYSESLAT modalities, students need to improve their reading, writing, and listening skills. This can be done by first making sure that students understand what it is that is being taught in the classroom. Having students repeat orally what is expected of them will help build on this skill. Teaching students how to pay attention to verbal instruction and lesson is also very imperative.
4. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework. (see [RtI Guide for Teachers of ELLs.](#))
Paste response to question here:
N/A
5. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here: N/A
6. For each program, answer the following:
 - a. Examine student results. 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?
 Paste response to question here:
ELL's especially new-comers demonstrate needs for both academic contents and second language acquisition. Making sure that lesson and instruction carries dual objectives such as content objective and language objectives. Differentiated activities and material requiring different linguistic readiness are included. The following methods should be used to support all ELL students: scaffolding, the use of various ESL strategies, vocabulary development, grammar and phonics.
7. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 Paste response to question here: N/A
8. Describe how you evaluate the success of your programs for ELLs.
Paste response to question here:
The success of our ELL program is determined by scores on the NYSESLAT. The movement a students make from one performance level to another over several years is another indicator of the effectiveness of the ELL program. We are clearly focused on the students' scale score and performance level on the ELA Regents and Math Regents exams. In addition, classroom progress and student's participation is another indicator of the success of the programs for ELL.

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: <u>Townsend Harris High School</u>		School DBN: <u>25Q525</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Barbetta	Principal		11/15/13
Ms. Veronica York	Assistant Principal		11/15/13
Dafne Manhart	Parent Coordinator		11/15/13
	ESL Teacher		1/1/01
Ms. Jen Medina	Parent		11/15/13
Ms. Paola Sierra	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Justine Singer	Guidance Counselor		11/15/13
Mr. Joseph Zaza	Network Leader		11/15/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q525** School Name: **Townsend Harris High School**

Cluster: **2** Network: **201**

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.

We download a report from ATS that informs us of the home language of a student. We also ask through PTA(Parent Teacher Association), Parent Teacher Conference, and guidance conferences which parents would like to request translation services.

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.

We alert parents to the translation and oral interpretation services through mail, email, our parent coordinator and guidance department. Although we do not have any ESL students, we do have parents that request translation services.

Part B: Strategies and Activities

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

When requested and needed we send school information through mail. We use both in-house services, parent volunteers, and the services provided by the Department of Education.

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.

When parents attend PTA meetings or school conferences we have in house staff and parent volunteers readily available for oral interpretation services.

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

During our student and parent orientations and welcome packets, we alert parents to our translations services. We also notify our students of the services available to their parents.