



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THOMAS A. EDISON CAREER & TECHNICAL EDUCATION HIGH SCHOOL

DBN (i.e. 01M001): 28Q620

Principal: MOSES OJEDA

Principal Email: MOJEDA3@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: JOE 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
Moses Ojeda	*Principal or Designee	
Vivian Nobile-Esposti	*UFT Chapter Leader or Designee	
Jacqueline Grodger	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Rafiya Alam Rajesh Ramkaran	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alison Bruce-Alexander	Member/ Parent	
Maria Concolino	Member/ Parent	
Sandra Hernandez	Member/ Parent	
Marilene Silva	Member/ Parent	
Victor Silva	Member/ Parent	
Luz Thalassinis	Member/ Parent	
Patricia Minogue	Member/ Administrator	
Gabriella Triola	Member/ Administrator	
Patricia Lewis	Member/ Teacher	
Margaret Savitzky	Member/ Teacher	
Pamela Sharma	Member/ Teacher	
	Member/	
	Member/	
	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
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 70% of teachers will utilize curricula by incorporating mini tasks aligned to CCLS as summative assessments to further prepare students for the next generation assessments.

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 learning environment survey indicates that the level of rigor for summative tasks need to be increase in order to more greatly align with the demands of the common core, especially the area of research to present knowledge.

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

Strategy- All teacher will participate in Professional Development aligned to implementing researched based skill sets aligned to the Common Core.

1. Activity – Select teachers will be attending Cluster and Network workshops that will train teachers on ways to teach students to synthesize multiple sources on a subject.
2. Activity – Monthly meetings will take place with an in-house Common Core Team who guides teachers in the process of selecting appropriate topics for a research based task.
3. Activity – Most teachers will be part of a Teacher Teams and use this opportunity to reflect on student progress in accordance with the CC tasks. In addition, they will modify assessments as needed.

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

1. Assistant Principal's, Common Core Team, and Teacher Leaders in respective areas will provide support related to incorporating mini tasks aligned to CCLS as summative assessment.
2. Assistant Principals will provide feedback to teachers rate summative tasks as key artifacts in a teachers overall evaluation.
3. Common Core Team will meet on a monthly basis and plan for workshops.
4. Teacher Leaders will provide feedback on an ongoing basis.

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

1. By the end of the 2013-2014 school year all constituents will determine the effectiveness of the newly revised Common Core tasks as measured by student performance.

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

1. In the spring term, all teachers will begin in to implement the newly revised CCLS performance assessments.
2. February 2014 to June 2014

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

1. The school has a CCLS Team consisting of teachers from the following content areas; ELA, MATH, SCIENCE, SOCIAL STUDIES, ISS, and CTE. The team will meet monthly to discuss implementation strategies and share best practices. The team will utilize the budget allocated, TL Citywide Instructional Expectations, in Galaxy.

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 PTA will conduct a workshop and present regarding the common core tasks so that parents can engage in at home to support their students.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of teachers will be normed in understanding of the competencies and the component rubric from Charlotte Danielson's Framework for Teaching. Improve pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques by incorporating professional development and workshops.

Comprehensive Needs Assessment

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

In our last Quality Review one of the areas for improvement was noted as follows:

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.

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

Strategy-All teachers will participate in professional growth practices that shift teaching practices.

1. Activity-All teachers will be observed in the classroom to detect practices across the four domains.
2. Activity-All teachers will engage in self-reflection practice with evaluators and fellow teachers in regards to their practice within specified domains.
3. Activity-All teachers write a highly effective lesson in accordance with the Danielson rubric.

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

1. DOE Talent Coach will meet with all department chairs (7) and administrators (3) on implementing the Teacher Effectiveness Rubric.
2. Assistant Principals will hold monthly department and faculty meetings with all teachers in each department to address concerns and promote best practices observed.

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

1. By the end of the 2013-2014 school year all constituents will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in the classroom represents Highly Effective, Effective, Developing, or Ineffective across the competencies.

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

1. All teachers will be observed, both formally and or informally depending on the evaluation selection process, on a rolling basis throughout the year.
2. By February, all teachers will have engaged in the self-reflection practice.
3. Beginning in September 2013 and ending in June 2014, evaluators will hold monthly department and faculty meetings.

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

1. Common prep periods once a week will allow evaluators to hold meetings based on the needs of teachers performance.

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 PTA will conduct a workshop and present regarding the use of higher order questions techniques that parents can engage in at home to support their students.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the work based learning opportunities for our CTE students will be increased by of 5% as compared to last year.

Comprehensive Needs Assessment

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

In order for our students to experience the college and career ready initiative and to develop workplace readiness skills. Real world opportunities need to be provided for our students to practice their CTE curricula, we need to increase the participation in work based learning for our 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.

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

Strategy-All CTE teachers will facilitate work based learning opportunities for their students.

1. Activity-All 12th grade CTE teachers will implement a career self-assessment to students based on their CTE course of study.
2. Activity-All 12th grade CTE students will be enrolled in a career course to address the area of concerns based on the career self-assessment.
3. Activity-All 11th and 12th grade students will be provided with a work based learning opportunity.

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

6. Assistant Principal of CTE and the Work Based Learning coordinator will be seek college and career opportunities that will consist of internships, job shadowing, mentoring and dual enrollment college courses.
7. Advisory Council will assist in addressing the college and career readiness needs of our CTE students and curricular. Assistance will be provided in the form of funding projects, internships, job placement, guest speakers, and dual enrollment courses.

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

1. By the end of the 2013-2014 school year the number of 11th and 12th grade CTE students experiencing a work based learning opportunity will increase as compared to last year.

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

1. September 2013 to June 2014.

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

1. Retired Principal will mentor the Assistant Principal of CTE in implementing an Advisory Council.
2. Carl D. Perkins Act will help fund in-house and external work based learning opportunities.

Strategies to Increase Parental Involvement

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

The PTA will conduct a workshop and present the college and career readiness opportunities available to their students.

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

Carl D. Perkins Act

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.

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.

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

1.

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

6.

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

1.

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

- 1.
- 5. 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.					

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.

- 1.
 - **Strategies/activities that encompass the needs of identified subgroups**
- 1.
 - **Key personnel and other resources used to implement each strategy/activity**
- 6.
 - **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
 - **Timeline for implementation and completion including start and end dates**
- 1.
 - **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	Ramp-Up, ICT (Integrated Collaborative Teaching), Accelerated Reading/Accelerated Writing, Tutoring, and Saturday School	Double period classes of read aloud, think aloud, and talk aloud. Classroom instruction with 1 Gen Ed English teacher and 1 ISS teacher. Supplemental classes in which students are offered the opportunity to practice reading /writing skills across the content areas. Small group instruction and individualized tutoring. Small group instruction.	During the school day and Saturday school.
Mathematics	Tutoring and Supplemental Advanced Placement calculus class.	Peer-to-peer tutoring, teacher tutoring and additional instructional period(s).	During the school day and before the school day.
Science	ICT (Integrated Collaborative Teaching), Science Honor Society, Tutoring, and Circular 6 assignment.	Classroom instruction with 1 Gen Ed Science teacher and 1 ISS teacher. Peer-to-peer tutoring, Teaching tutoring, One-to-one tutoring, and Small group tutoring.	During the school day and on Saturday.
Social Studies	ICT (Integrated Collaborative Teaching), Tutoring, In-class preparation, Teacher professional development.	One-to-one tutoring, Peer-to-peer tutoring, Teacher tutoring, Accommodate students with resources, sample exams and review books, Teacher instruction focus on State curriculum, Edu-game software utilized in the classroom, Ongoing meetings on test-taking strategies and topics that appear on exams, On-line course, After school courses, Classroom instruction with 1 Gen Ed Social Studies teacher and 1 ISS teacher.	During and after the school day and Saturday. Two weekends of intense preparation focused on regents.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual counseling and/or group counseling, Tutoring, Interdisciplinary meetings, Access of records and Referrals, 504 accommodations, and Interventions.	Services are provided based on assessment of data culled for each student and response to referrals made by other professional staff members. Report cards, transcripts, attendance and deans' records are reviewed to identify strengths and weaknesses. Weaknesses are addressed with student and/or parent. Peer-to-peer tutoring. Teacher tutoring. Meeting with guidance counselor, student, parent, and on occasion, staff member. Teacher, student, parent, social worker and psychologist	During the school day, after school (PM school) and Saturday.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Although we have over 90% of highly qualified teachers, we will continue to reach out to obtain only those teachers that are qualified to teach in New York City. This includes attending job fairs, as well as reaching out to our Human Resource contact in our Network. We have developed a strong relationship with the local colleges and have increased our student teacher program. We will continue to work with our industry partners.

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).

Professional Development is ongoing for our entire staff. The focus is questioning, student engagement, assessments and common core mini tasks. Staff is trained by outside vendors as well as by the administration. We also utilize our CFN to assist in planning high quality professional development to meet the needs of our staff.

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.).

Our school provides all students with a career and technical education pathway. All of our school's programs are state certified and many students graduate with a state approved industry certification.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Through department, faculty seminars and teacher teams the focus has been on developing uniform department midterms and finals. The teachers then assess the results to improve instruction and student outcomes. The inquiry team have been working to improve the achievement of individual students.

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. Thomas A. Edison CTE HS 620, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is creating and implementing a Parent Involvement Policy to strengthen the connection and support of student achievement between our school and the families. Thomas A. Edison CTE HS 620'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, Title I Parent Advisory Council, and ISS committee as trained volunteers and welcomed members of our school community. Thomas A. Edison CTE HS 620 will support parents and families of Title I students by:

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

The Thomas A. Edison CTE HS 620 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 THOMAS A. EDISON CTE HS 620 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association (PTA), as well as parent members of the School Leadership Team (SLT), 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, THOMAS A. EDISON CTE HS 620 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 distributed and 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, Parent-Teacher Association, Title I Parent Advisory Council and ISS Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide workshops through the Parent Academy 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 for Family Engagement and Advocacy (OFEA);
- Conduct parent workshops with topics including: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; technology training; and college and career information 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, Daedalus and ARIS);
- Host the required Title I Parent Annual Meeting approximately 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 morning, evening or weekends), to share information about the school's educational programs 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; and
- Conduct an Annual Title I Parent Event where all parents are invited to attend formal presentations and workshops that address their student's academic skill needs and what parents can do to help.

THOMAS A. EDISON CTE HS 620 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities throughout the school year; (i.e. Welcome back to School Conference; Parent/Teacher/Student Empowerment conference, Student/Parent Orientations, College Information Events and Annual ISS Dept. welcome back to school meeting).
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association, Title I Parent Advisory Council and the ISS committee;
- Supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center; providing instructional materials for parents.
- Hosting a workshop to encourage males to assert leadership in education on behalf of their children (parents/guardians, grandparents and foster parents);
- Encouraging more parents to become trained school volunteers by providing information about participation on School Leadership Teams, Parent-Teacher Association, Title I PTA Committee and ISS committee including by-laws, roles and responsibilities;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and maintaining a Parent Website designed to keep parents informed about school activities; student progress and District wide workshops
- 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

Thomas A. Edison CTE HS, [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. Thomas A. Edison CTE HS staff and the parents of students participating in activities, services and programs funded by Title I part A of the Elementary and Secondary Education Act (ESEA), agree that this Compact outlines how parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2013-2014

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Thomas A. Edison Career & Technical Education (CTE) High School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student academic achievement standards as follows:

- Respect cultural, racial and ethnic differences
- Frequently review and revise curriculum in all content areas. These curriculums comply with State standards and requirements.
- We have incorporated technology, assessments and Regents review into all of our curriculums. This has helped to meet the needs of many of our students.
- Teachers receive ongoing professional development, especially in the areas of assessment, technology, and differentiated instruction.
- Provide Saturday School tutoring, lunch time tutoring, and before and after school tutoring and PM school to ensure that students receive all the support they need to achieve.
- Provide instruction by highly qualified teachers and when this does not occur, notifying Parents as required by the No Child Left Behind (NCLB) Act. In all instances where students are being taught by under credited or not highly qualified teachers, parents will be notified by a Right to Know Letter.

2. Provide Parents reasonable access to staff

Specifically, staff will be available for consultation with parents as follows:

- Thomas A. Edison CTE School holds parent Teacher conferences twice per year.
- Our staff helps to meet the needs of parents in assisting their students. Throughout the school year, parents can request individual conferences with teachers and guidance counselors. Guidance counselors are also available to meet with parents on Saturday from 9:00 AM-12:00 PM.
- Teachers are always willing to meet with parents before, during, and after the school day, provided an appointment has been made. Teachers will also be encouraged to offer email contacts to parents.
- Parents are provided with the procedures to arrange appointments with their child's teacher or other school staff member;
- The Parent Coordinator acts as a liaison between the parents and the teachers.
- Staff are provided with access to interpretation services in order to communicate with limited English speaking Parents effectively
- Activities are planned for Parents during the school year (i.e. Workshops; Welcome back to School Conference; Parent/Teacher/Student Empowerment conference, College Information sessions; Annual ISS Dept. welcome back to school meeting and Student exhibitions/Performances).

3. Provide parents with frequent reports on their children's progress

- Parents are provided with many different reports on their child's progress. Specifically the school will provide reports as follows:
- Parents will be provided with **timely** information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- Six report cards are distributed throughout the school year. Parents are notified when report cards have been distributed.
- Six progress reports are mailed to parents. These reports can also be assessed online as well.
- Parents have access to ARIS and Daedalus which allows parents to view their child's past and present progress.
- The Guidance Dept/teachers will outreach to the student and then Parents/guardians, in order to initiate an improvement plan for students at risk of failure (described as dropping below 75% or Promotion in doubt).

4. Support home-school relationships and improve communication by:

- Convening the Title I Parents Annual Meeting prior to December 1st of each school year, to inform Parents of the school's Title I status; funded programs and their right to be involved.
- Involving Parents in the planning process to review evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact.
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with Parents each year.
- 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 by:
- Providing information related to school and Parent programs, meetings and other activities to Parents in a format and to the extent practicable, in a language that Parents can understand.
- Arranging meetings at flexible times (e.g., morning, evening, weekends); and provide (if necessary and funds are available) transportation, child care or home visits for those Parents who cannot attend a regular meeting.

5. Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Thomas A. Edison CTE asks parents to volunteer for school trips and other school activities such as science fair, multicultural events and during Parent-Teacher conferences.

6. 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;
- After Parents/guardians sign in, directing them to the Parent Coordinator who will provide a welcoming environment. Upon meeting with the Parent Coordinator, Parents/guardians will be directed to the appropriate office.
- Providing Parent leaders with written notice and email when Safety Committee meetings are taking place so that parent representatives can participate.
- Informing Parents of safety measures that are in place and provide notification when necessary of any safety concerns in the area surrounding the school.

- Assisting Parents in understanding the academic achievement standards and assessments; how to monitor their child's progress; and preparing their child for post-secondary schools and careers by
- Providing professional development opportunities, i.e. literacy classes, Parenting skill building, computer proficiency, ESL etc. Times will be scheduled so that the majority of Parents can attend;
- Ensuring that the Title I funds allocated for Parent involvement are provided timely and utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- Providing Parents with specific information on how to access School plans, budgets, evaluations (i.e. Galaxy budget, Title I budget, School Safety budget, Plans; the CEP etc.);
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting Parental involvement activities as requested by Parents;
- 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.

I. 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;
- Ensure that my child reviews/studies class work each day (for a minimum of 20 minutes per subject) Check and assist my child with homework tasks, when necessary;
- Set limits to the amount of time my child engages in recreational technology usage, watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day Saturday 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. I will also:**

- communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child by reading executing and returning school subject contracts ;
- Contact the Guidance Dept. three weeks in advance for an extended progress report before the marking period ends to take timely action on preventing a failing grade. These measures are to be taken when a complete progress report can not be obtained online.

This Parent Involvement Policy was updated on November 18, 2013 .

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

II. 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;
3. 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 28	Borough Queens	School Number 620
School Name Thomas Edison CTE High School		

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 Moses Ojeda	Assistant Principal Patricia Minogue
Coach	Coach
ESL Teacher Ismene Petroustos	Guidance Counselor Kristin Bellomo
Teacher/Subject Area Nicole Bellomo/ISS	Parent
Teacher/Subject Area Nancy Lavin/English	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	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)	2196	Total number of ELLs	33	ELLs as share of total student population (%)	1.50%
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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 <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"/>

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										1	1	1	1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	23
SIFE	6	ELLs receiving service 4-6 years	10	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	13	3	7	10	2	7	10	1	6	33
Total	13	3	7	10	2	7	10	1	6	33

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										6	2	2	9	19
Chinese										2		2		4
Russian														0
Bengali										3		1	2	6
Urdu										1				1
Arabic										1			1	2
Haitian														0
French														0
Korean														0
Punjabi												1		1
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	13	2	6	12	33

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)										6			4	10

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	2	1	5	9
Advanced (A)										5		5	4	14
Total	0	0	0	0	0	0	0	0	0	12	2	6	13	33

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		1	
Integrated Algebra	12		3	
Geometry	3		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		1	
Living Environment	9		1	
Physics				
Global History and Geography	9		3	
US History and Government	5		1	
Foreign Language				
Other				
Other				
NYSAA ELA	1		1	
NYSAA Mathematics	5		2	
NYSAA Social Studies	2			
NYSAA Science	5		2	

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.

Once identified as English Language Learners and enrolled in the ESL class, the students are evaluated with the Achieve 3000 assessment tool. In addition, ARIS is consulted for each student's academic history; this includes their 8th grade scores in ELA, math, science and social studies. In addition to the above data, the students' transcripts are consulted to review the results of each student's Regents exams. Students' programs are then checked to ensure they are properly programmed into classes where differentiated instruction is a priority. In addition, they are offered assistance in preparing for the Regents exams for which they are scheduled to sit in January or June.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing the NYSESLAT data, it is evident that at least half of the students scored in the proficient range for the "Listening/Speaking" segment of the exam. In contrast, a limited number of students scored "Proficient" in the "Reading/Writing" modalities.
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 success of the ESL program is first evaluated on the results of the NYSESLAT exam. During the course of the years, students have successfully met the rigorous criteria of the exam, and many have been designated proficient. The ELL population is not counted towards the school's AYP due to the low ELL enrollment in the cohort. We did not meet the required number of forty seniors for the accountability status.

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?

The patterns across proficiencies and grades show that the majority of our beginners are enrolled the 2017 graduating class. The 2014 graduation class closely follows this. In addition, the majority of Intermediate students fall into the upper-class enrollments. The Advanced Level is evenly distributed among the 9th, 11th and 12th grades. In further reviewing the NYSESLAT results, it is noted that overall, the students scored higher in the listening/speaking sections of the exam in comparison to the reading/writing sections. Finally, in reviewing the New York State Regents Exam results, no exams were taken in the students' native languages. Based on these results, The English Language Learners are experiencing some difficulty in passing these exams. More concentration needs to be placed on this area.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
There are a number of ways in which the students' second language development is considered in instructional decisions. These include: (1) dictionaries in the students' native languages, (2) downloaded glossaries from the students' native languages with a direct translation into English, (3) use of strategic homogeneous linguistic grouping. In addition, a number of students are guided through content area classes with the assistance of a bilingual paraprofessional who assists them by translating concepts into their native language when necessary. Additionally, the ESL teacher/coordinator is attempting to acquire content area texts that mirror the books that the ELL's use during the course of their school day.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ESL program is first evaluated on the results of the NYSESLAT Exam. During the course of the years, students

have successfully met the rigorous criteria of the exam, and many have been designated proficient.

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](#).) Parents and students are initially interviewed by a member of the Guidance Department. Those students whose Home Language Identification Survey (HLIS) indicates that the child speaks a language other than English are administered a LAB-R Exam within ten days of enrollment. The names of the new admits are obtained through ATS on the RLER report. The ESL Coordinator, who holds an ESL License, individually tests each newly admitted ELL candidate. This is an on-going procedure as new entrants are admitted throughout the year. Each student who is classified as an ELL student is administered the NYSESLAT Exam during the spring term. This process requires a number of weeks as a team of trained professionals test the students individually for the speaking section of the exam. The reading and listening sections are graded by an outside source and the writing section is graded by a team of educational professionals at the school. It should be noted that the teacher of the ESL students who are being tested is not part of the grading process.
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.
A letter is sent home to the parents of newly admitted ELL students. These parents are invited to attend an orientation meeting, which is held within the first ten days of the school year. During this meeting, the parents are introduced to the three programs for ELLs through a DVD which is presented in their native language. Based on this information, parents are given the option to select a Bilingual Program, Dual Language Program, or Freestanding ESL Program.
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 previously stated, parents are encouraged to attend a meeting for newly admitted ELL students and parents. In the past, at least one of the parents from the families that were invited attended the meeting. Therefore, program selection forms were completed and submitted the night of the meeting. The ESL Coordinator is responsible to store the selection forms in-house.
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.
During the initial meeting parents are given information in their own native language. The ESL Coordinator speaks individually with the parents, explaining the contents of the letter. Parents are then asked to complete the form and submit it to the ESL coordinator. Additionally, guidance counselors reach out to parents, contacting them regarding their child's progress. In addition, translators are available when needed. The LAB-R Exam identifies the placement for the student. Depending on the score, the student is placed into ESS31/ESS31QQL, which is an intermediate level or ESS32, which is an Advanced Level.
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 year the students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) during the spring term. A team of trained professionals are enlisted to assist with the administration of this exam. The speaking segment of the exam is administered to the students by this team; they are also responsible for the scoring of this section of the exam. The listening, reading and writing components are administered in group settings. The assistance of the team members is

again solicited to score the writing segment of the NYSESLAT. Two readers are required to score this section of the exam. The listening and reading segments of the exam are scored by an outside agency.

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.  As in the past, the parents have requested the Freestanding ESL Program. If a parent should not accept this program, they would be directed to the nearest public high school which houses the program of their choice. As previously stated, the parents have requested that their children be enrolled in the Freestanding ESL program which is offered at our school. At the high school level, there must be twenty or more students of the same home language and on the same grade level to open a bilingual program. As our school does not have the sufficient number of students of the same home language and on the same grade level who have requested a binlingual program, one does not exist in our school. Should a parent adamantly want a bilingual program, the request would be sent to ELLProgramTransfers@schools.nyc.gov.

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])?

Students are homogeneously divided into three self-contained programs: the first is for the Beginner ELL students, the second is for the Intermediate ELL students and the third is for the Advanced ELL students. The Beginner ELL student has three periods of ESL instruction while the Intermediate ELL student has a double period of ESL instruction. Finally, the Advanced ELL student has one period of ESL instruction and one period of English instruction provided by a licensed English teacher. In addition to the ESL materials such as English, Yes!, the Globe Literature Series, Voices in Literature, Multi Cultural Workshop, and Reflections, Scholastic Action magazine, and Easy English are some of the materials that are incorporated into the ESL classroom.

b) The program is an ungraded homogeneous program in which the students at the Beginner level sit for three periods of ESL instruction, the Intermediate level students take the double period ESL class together and the students at the Advanced level participate in one ESL period together. The grade levels for the students in each class vary.

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)?

In our Freestanding ESL Program the Beginner Level students sit for three periods (135 minutes per day) of ESL instruction, the Intermediate Level students sit for a double period (90 minutes per day) of ESL instruction. The Advanced Level students sit for a single period (45 minutes) of ESL instruction, and a single period (45 minutes) of ELA instruction. All classes meet five days per week. Therefore, the Beginner Level has 675 minutes of ESL instruction per week, the Instructional Level has 450 minutes of ESL instruction per week and the Advanced Level has 225 minutes of ESL instruction and 225 minutes of ELA instruction weekly.

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.

Content subject areas are given glossaries in each subject area. In addition, dictionaries in each language are available in the various native languages. Computers are housed in the ESL classroom. Students are encouraged to use these computers to research material in all subject areas. Students are permitted to use their native language when researching in the various subject areas. Again this year, one of Edison's initiatives is to increase students' vocabulary. Therefore, students are required to maintain a vocabulary section in their notebooks for all classes. To complement this, word walls are found in all classrooms. Vocabulary is previewed daily before reading the text. Also, many visuals can be found in the ESL classroom. These include maps of Asia, the United States, and the world. In addition, students are encouraged to attend lunch-time tutoring as well as Saturday School enrichment classes. The standards of the Common Core are met through various methods. As with the rest of the school population, the English Language Learners are required to participate in Common Core research projects in which they are obligated to compose an argumentative essay. In addition, students are required to read demanding texts as well as submit rigorous assignments. Students have met with success through the scaffolding that is provided by the highly qualified ESL teacher.

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

N/A

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

ELLs are evaluated in the four modalities with the NYSESLAT exam each Spring. Throughout the year, ELLs are assessed on an ongoing basis using teacher-created formative and summative assessments that include read-alouds, listening tasks, oral presentations, and a variety of reading and writing tasks such as completing graphic organizers to monitor comprehension of text paragraph and essay writing and tasks that monitor vocabulary acquisition. Furthermore, ELLs' reading is assessed through an

Achieve 3000 level set test (as a diagnostic tool) and achievement test twice a year (January and June). Achieve 3000 provides us with information on each individual student's progress in reading throughout the school year.

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).

a) For SIFE students, their native language is incorporated into the lessons. Books and materials such as writings by Sandra Cisneros are included in the lessons. These materials help to promote literacy in both languages. In addition, a bilingual paraprofessional works with the SIFE students in all content areas.

b) The learning environment for ELLs in school less than three years ensures that the materials are relevant. Graphic organizers are used to advance their writing. Curriculum planning immerses students in language activities that incorporate listening, speaking, reading and writing on a daily basis. Academic language is used to help students prepare for Regents exams. Units that include cultural elements are included in the curriculum. Weaker students are assigned buddies to facilitate their learning and increase their self-confidence and comfort level. Computers, dictionaries in native languages, word walls that foster word recognition and reference encyclopedias are accessible in the classroom. Additionally, ARIS results are analyzed to determine student strengths and weaknesses in order to design support based areas of need.

c) For ELLs receiving service 4 to 6 years, more writing, advanced reading, and oral presentation projects to improve speaking skills are integrated into the curriculum. ARIS results from previous grades are considered and collaborative groupings are varied to address the diversity of learning styles, cultural backgrounds, and educational experiences. Tutoring during lunch periods and Saturdays is also available and encouraged. Computers, dictionaries in native languages, word walls, and reference encyclopedias are accessible in the classroom.

d) The curriculum for Long-Term ELLs provides for the teaching of test-taking, study and organizational skills. A further goal of instruction is to familiarize the students with the formal state assessments that measure progress toward English proficiency. Students are encouraged to attend tutoring during lunch periods and Saturdays.

e) Former ELLs who have recently exited the program (in years one to two after testing proficient) are provided with specific testing accommodations for all exams. This includes classroom tests as well as standardized exams. These students are permitted to take all exams in a separate location. In addition, they are given time and a half for all exams as well as standardized tests. Finally, a program to assist these students is being developed; this class will meet twice per week to offer former ELLs the support that is needed to maintain success in their academic programs.

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?

In addition to working closely with the ISS/Life Skills teachers, the ESL teacher uses various materials and strategies to provide access to academic content area as well as accelerate English language development. This includes a class subscription to Easy English News as well as Scholastic's Action magazine. The ELL students will be working on a Common Core project, entitled "Are trendy brands worth high prices?" For this project as well as other tasks, graphic organizers are included in the lessons. Additionally, the students participate in Achieve 3000; this program is included in the ELLs' summer assignments. Rosetta Stone will be utilized this year for the Beginner students. The ESL teacher is aware of her students and their programs. She is an advocate for their interests. As such, she ensures they are receiving the best possible educational experience. Various strategies are also included by the instructor in the ESL classroom. These include careful scaffolding as well as the use of the paraprofessionals to assist students when necessary as well as pairing struggling students with those who are adept in various academic areas.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are programmed for the same ESL classes and general education ELLs, as per their proficiency level. SWDs are expected to complete the CCLS-aligned tasks that general education ELLs also complete. SWDs are supported through various methods: flexible grouping (heterogeneous and homogeneous), assistance from paraprofessionals or general education peers, scaffolding using a variety of graphic organizers, as well as teaching specific skills (ie. citing textual evidence, quoting, paraphrasing, and summarizing) in preparation for completing a research-based task, and differentiation for content (usually text complexity), process (or a variety of graphic organizers) and product as appropriate.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

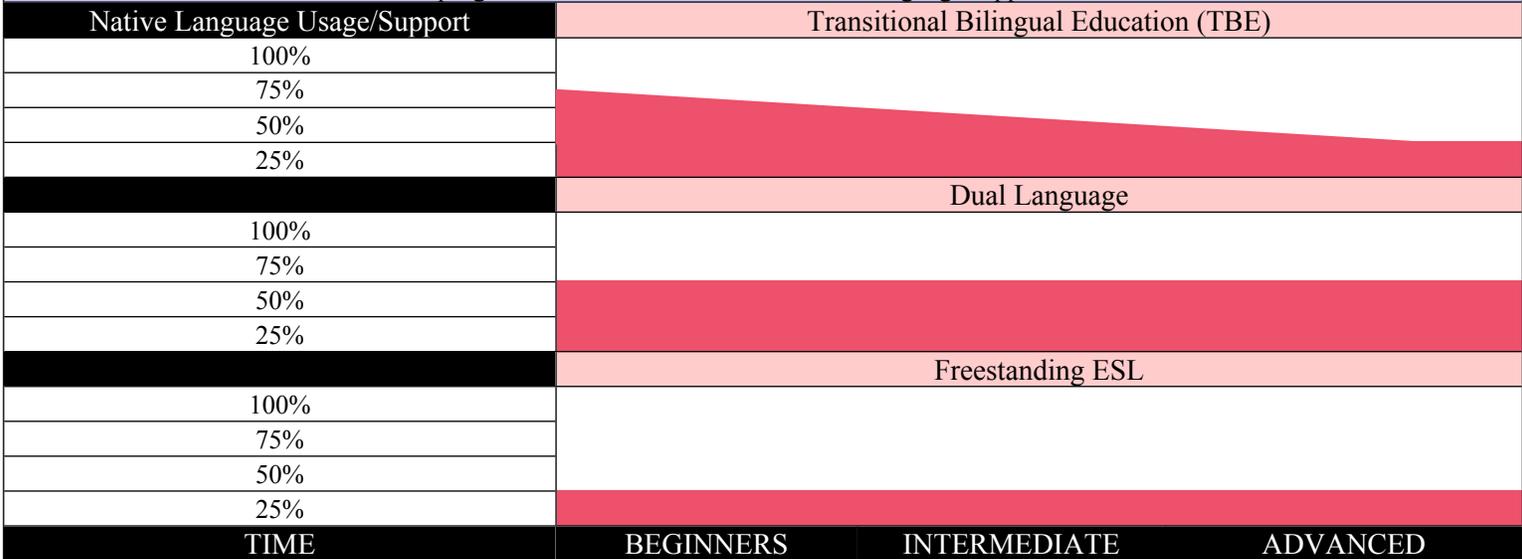
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

ELLs who are also enrolled in the Life Skills program receive individual attention in all academic areas. In addition, a number of the ELL students are enrolled in 15:1 ISS classes in which they are able to receive more individualized attention. Recently, a three week remedial math class was held twice per week to assist the freshmen with the required skills that are needed for the algebra curriculum. In addition, ELLs are encouraged to participate in tutoring sessions that are held after school as well as the Saturday School program. Included in the Saturday School Academic Program are classes that prepare the students for Regents Examinations, notably English and US History and Government. The ESL instructor is constantly collaborating with the content area teachers, explaining the infusion of ESL strategies in their classrooms.

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

Based on the 2013 NYSESLAT Exam, seven students scored proficient and therefore exited the program. In addition, three students improved their scores and moved from the Intermediate to the Advanced level. Finally, one student moved from the beginner to the intermediate level. Two Advanced Placement classes are offered at Edison High School. The junior level course, Language and Composition has thirteen former ELLs enrolled in it while the senior level course, Literature and Composition, has sixteen former ELL students on the roster. In addition, of the eighteen 10th, 11th, and 12th graders 11 of 18 (61.1%) are on track or close to having their required credits. To further explain – 6 of 18 (33%) are on track and 5/18 (27.8%) are within five credits of being on track. The results of the Regents Exams show that additional work is needed in all content area subjects.

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

One new program that is being implemented is Rosetta Stone program, which will be incorporated in the the curriculum for the students who are at the Beginner Level. For the second year, we are again incorporating Achieve 3000 into our ESL curriculum in order to continue to service the students who are enrolled in the Intermediate and Advanced classes. This program provides differentiated texts appropriate for each individual student's lexile level.

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

At the present time, we are not planning on continuing an after-school tutoring program that was previously held during the school week. This decision was made based on the poor attendance record for the various content area tutoring classes. While students were encouraged to participate by both their teachers and the assistant principal as well as contacting the parents/guardians, attendance was minimal.

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

All students, including ELLs are encouraged to attend tutoring sessions during their lunch periods as well as during the Saturday School sessions. Parents are reminded of this unique opportunity via phonemaster messages, direct contact via phone conversations and outreach by the guidance counselors when necessary. In addition, ELLs are encouraged to participate in after school opportunities such as sporting events and clubs in order to enhance their high school experience and provide a well-rounded education for them. Also, parents are encouraged to attend all PTA meetings and they are especially encouraged to participate in the Orientation meeting for incoming students, which is held in late August, before the school year officially begins.

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

There are a number of instructional materials used to support ELLs in their classes. The ESL teacher has incorporated the use of a Smart Board in her lessons to directly support the students' academic achievement. In addition, students have access to laptops while in the ESL class. They are encouraged to use this technology during the lessons, especially when working with the Achieve 3000 program. Recently, the ESL program purchased printers so that the students would have the ability to print their research and student work for their content area classes.

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

In addition to the above, the English Language Learners have access to glossaries as well as dictionaries in their native languages. The ESL coordinator has reached out to other schools and obtained texts in some of the students' native language. Finally, IPAD's are used in class. Some programs that are included are bilingual dictionaries an app that allows them to locate words in their native language.

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

Various resources are incorporated into the ELLs' school day. Aside from the support given by the ESL teacher as she advocates

for her students, the ELL population is subject to a number of resources such as Achieve 3000 or Rosetta Stone. These materials are specifically designed to enhance the ELLs' lexile range as the pre-assessment determines the course of readings that will be presented to the students.

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.

Before the beginning of the school year, the ELL students are invited to the school for a special orientation. The students are given a tour of the school and informed of the various academic programs that are available to them. In addition, they become aware of the extra-curricular activities in which the students can participate. Shortly before the start of the school year, the parents and students are again invited to the school to meet the administration of the school. During the meeting, they become aware of the expectations of each department and opportunities that exist for the students in the school. Recently, a new ELL student was admitted to the school. The principal interviewed the student and met with her parents. He then gave the three of them a tour of the school and introduced them to some of the new student's teachers.

18. What language electives are offered to ELLs?

Being Edison High School is a Career and Technical Education High School, there is one foreign language taught in the school; this is Spanish.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1) Professional development is strongly encouraged for all ELL personnel. The ESL coordinator and Assistant Principal attended a professional development session for the LAP document. In addition, the ESL teacher attended a professional development session on November 5, 2013. The ESL teacher and a content area teacher are also attending a two day professional development session entitled SIOP this week. In addition to this year's professional development, the ESL teacher attended the "Nuts and Bolts" session last year. Also, the ESL Coordinator is kept abreast of all professional development courses that are offered through oell. The ESL teacher will be providing Professional Development to the teachers during Faculty Seminars. This will take place on February 3, 2014 when she introduces the staff to the ELL students and the challenges they face. Included will be the Translation and Interpretation services of our school to communicate with parents.

2) Professional Development is encouraged for all ELL personnel in the school.

Professional Development will be planned into the school year. Teachers of ELLs are involved in a session that introduces them to the ELL students and the various challenges they face as they progress through the school year.

In addition to formal professional development, the ESL Coordinator meets with the teachers of her ELLs to determine how they can best implement programs and strategies that will help the ELL students in their content areas. Also, the faculty seminars and department meetings discuss professional topics such as the use of assessments and students' varied learning styles. Recently, the ESL Coordinator along with members of the administration addressed the faculty explaining the ESL Program. All members of the staff were required to attend this meeting. This included assistant principals, content area teachers and special education teachers. Attendance was taken at this meeting. In addition, two assistant principals attended a professional development session regarding supervising the ESL program. This was sponsored by the Executive Leadership Institute.

The ESL coordinator has attended a number of Professional Development sessions. Included are: (1) Spring Compliance and Instruction Training, (2) LAP Training, (3) Linking the Common Core Standards to the Danielson Framework - Teaching Academic Language to ELL's (This included complex text and vocabulary.) (4) SIOP, which included the Model of Sheltered Instruction sponsored by Children's Network 201 in cooperation with the Center for Implied Linguistics and (5) Language, Literacy and Disciplinary Knowledge: Ensuring Academic Success for ELL's, The ESL Coordinator/teacher will also be attending the following upcoming Professional Development workshops: (1) BESIS training, (2) Translation and Interpretation, and (3) NYSITELL Training. The Assistant Principal also attended the LAP Training workshop as well as Addressing the Needs of the English Language Learner sponsored by the Executive Leadership Institute. Finally, the Pupil Personnel Secretary attended a workshop entitled The Identification Process during the prior school year.

3) There are many programs offered to help the ELL student transition to the high school. These include student participation in orientation, orientation to Edison High School for the parents and students, as well as inviting families to learn more about the ESL Programs. In addition, students are strongly encouraged to participate in tutoring sessions that are held during the lunch periods and a strong Saturday School program.

4) Teachers are encouraged to discuss information with the ESL Coordinator regarding the education of ELLs in the content areas. In addition, teachers are kept informed of the most recent developments in the Common Core Standards including the ELA shifts and how they apply to their students including the ELL population. Other topics that are reviewed include points of entry, engaging students in instruction, assessing students' learning, questioning techniques, and the application of rigor to the classroom. During this professional development, the application of these strategies to the various students, including ELLs are discussed. In addition, the use of Skedula to keep parents and students abreast of their progress, was also reviewed. Hence, helping the teachers to provide additional information to the families of ELLs. In the near future, the ESL Coordinator/teacher will hold sessions discussing an

introduction to Jose P., the challenges that the ELL students face in the classroom and how to add a language objective to content area lessons as per the SIOP model.

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?
 - 1) All parents are encouraged to attend monthly PTA meetings at the high school. In addition, they are contacted on a daily basis regarding attendance, cuts, discipline, etc. Additionally, they are invited to attend special workshops to promote their child's education. The School Based Leadership Team discussed the CEP and its support of the ELL community.
 - 2) Through the Office of English Language Learners, communication regarding professional development workshops is provided to the parents of ELLs. Parents are also encouraged to participate in workshops offered throughout the city such as the upcoming workshop on parental involvement with Common Core, which will be held in the coming weeks. This was announced at the last general PTA meeting at the school. Progress Reports are sent to the students' parents. These reports are translated into the parents' native languages. In addition, during Parent-Teacher Interviews, translators are provided for the parents.
 - 3) The needs of the parents are evaluated by a number of measures: (1) Input received by the teacher, most notably the ESL teacher. (2) Guidance counselors are aware of the parents' needs. (3) Translators are available during the school day if needed. (4) Parents express their concerns at the initial Orientation meeting which is held during the first ten days of the school year. (5) Parents' needs and concerns are discussed at the Parent Teacher Interviews held during the school year.
 - 4) Parental involvement activities include introducing the parents to various activities. Some of these activities include preparing students for college and careers or the College Fair. Others directly involve the parents such as Defensive Driving or an introduction to computers.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q620 School Name: Thomas Edison CTE High School

Cluster: 02 Network: CFN

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

Part A: Needs Assessment Findings

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

When the child first enters the New York City Public School System, parents or guardians view a video that explains the programs available to ELLs. This is presented in the parent's or guardian's native language. A Parent's Selection Form and Parent's Survey are also discussed with the parents. These forms are printed in both English and the parent's/guardian's native language. The surveys were reviewed. Based on the data, it was determined that translation services would be needed for parents of ELL students. In some cases, translation services are also needed for parents of non-ELL students whose primary language is not English. Should a parent contact a staff member via phone or request an interview, a Spanish, Chinese, or Bengali translator is available during the day. Interpreters are also provided during Parent Teacher Conferences. Finally, Progress Reports with comments written in the parent's/guardian's native language are mailed to the students' home five times during the school year.

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.

Most translations are in the Spanish language. Should a child be listed as an ELL or former ELL, this information will appear on the ARIS class roster. Teachers are informed of the ELL and former ELL population through ARIS. In addition, the ESL coordinator contacts teachers of ELL's with a brief summary of the NYSESLAT exam results. Teachers are encouraged to work with the ESL coordinator to help the ELL to maintain his/her strengths while developing the area in which the student needs improvement.

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.

As stated, progress reports are translated into the parent's/guardian's native language. This service is provided by an outside vendor. In addition, translation services are provided during the school day by school staff, these include Spanish, Chinese, and Bengali.

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

Oral interpretation services are provided by the school on a daily basis. These services include Spanish, Chinese and Bengali interpreters. Oral interpretation in the above mentioned languages are provided by the school staff. The translators assist parents to better understand the school's academic policies, discipline code, and assessments that are used to evaluate the student's progress. These services are extended beyond the school day for Parent Teacher Conferences.

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>.

Parents/Guardians are encouraged to participate in their children's education. So that parents of ELL's can fully participate in their children's education, the school assists in many ways to provide both interpretation and translation services. During the school day, Spanish, Chinese, and Bengali translators are available should the parents require their services. Often, they are called upon to assist staff members with phone contacts to the students' homes. Their services are also available during interviews and/or meetings in which the parents of ELL's might participate. Assistance during Parent Teacher Conferences is also available during the Fall and Spring Conferences. In addition, translation of school documents is available, most notably documents that pertain to students' scholastic performance and behavior. This is particularly evident in Progress Reports that are mailed home five times per year.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>Thomas Edison CTE High School</u>	DBN: <u>28Q620</u>
Cluster Leader: <u>Despina Zaharakis</u>	Network Leader: <u>Joseph Zaza</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Based on the students' LAB scores, NYSESLAT scores and report card grades, the ELL's will be assigned to small group content area tutoring sessions. These sessions meet four times per week - one for each content area. Hence, the sessions meet after school on Monday, Wednesday, Thursday and Friday and will continue to meet until the students sit for the June final exams. All grade level ELL students are serviced in this program, and all instruction will take place in English. The instruction is conducted by certified teachers. In addition, these students meet with a licensed ESL instructor to further develop their listening, speaking, reading, and writing skills in the English language. These sessions meet before school on Tuesday and Thursday mornings and will remain in effect until mid-May. Finally, some former ELL students are preparing for the Regents Exams on Saturday mornings by attending a special Regents Preparation session for one and a half hours. These sessions meet weekly until the Regents Exams in June. In all classes, attendance is taken and the students' work is carefully monitored. These small group instruction sessions assist the students to graduate in a timely fashion.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development is ongoing at Edison High School. The sole ESL teacher and coordinator meets with teachers on an ongoing basis. She informs them of various strategies that can be used to help the ESL student succeed in his/her class. In addition, the ESL coordinator will be attending a Professional Development workshop on November 6, 2012. Last spring, the ESL coordinator attended a workshop on grading the NYSESLAT exam. In addition, two assistant principals will be attending a workshop on the ELL student; this is being sponsored by ELI. In the past, the ESL Coordinator has presented workshops to the members of the staff. Information such as how the ELL is identified, communication between the ELL teacher and content area teachers, and general information regarding strategies that can be incorporated into the classroom that will assist the English Language Learner were discussed. In addition to the above, professional development topics presented at various seminars included: the use of technology to identify ELL's, Questioning Techniques to assist the teacher while scaffolding, the use of high level critical thinking questions in the classroom, engaging the students in learning and analyzing student work. On site support will also be provided by the Network; this will include additional workshops. The ESL teacher/coordinator attends Professional Development sessions offered through the Office of English Language Learners. Onsite support is also offered.

Part D: Parental Engagement Activities

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

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

Begin description here: Before the school year officially begins, parents who are new to the school are invited to participate in a meeting in which the various aspects of school life at Edison are presented. This meeting was held on Thursday, August 30, 2012. During the first ten days that a student has entered the New York City Public School System and identified as an ELL student, the parents or guardians of the students are invited to attend an orientation meeting in which the various programs for ELL students are presented. Parents view a DVD, which is presented in their native language. Parents then ask questions about the three programs – Transitional Bilingual Education, Dual Language, and Free Standing ESL. The Parent Surveys and Program Selection Forms are then carefully reviewed with the parents. Generally these meetings are held at night to accommodate parents’ schedules. Translators are available if needed. Parents are notified of these events via letters, phonemaster messages, and reminders during the school day. In addition, the PTA meets on the second Tuesday of each month.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$11,200</u>	<u>This represents the per session salaries of the tutors for the ELL students. Under this program, students attend small group instruction sessions, which help them with basic communication skills, content area subjects and Regents preparation. The ESL Inquiry Team monitors the students’ progress on an ongoing basis.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		