



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE HIGH SCHOOL FOR CONSTRUCTION TRADES, ENGINEERING, AND ARCHITECTURE

DBN (i.e. 01M001): 27Q650

Principal: LAKEISHA GORDON

Principal Email: LGORDON6@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: NATE DUDLEY

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
Lakeisha Gordon	*Principal or Designee	
Angel Texidor	*UFT Chapter Leader or Designee	
Annamaria Carpinone	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Anthony Medina	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Cathy McCarthy	Member/ Parent	
Martina Hernandez	Member/ Parent	
Laura Sandora	Member/ Parent	
Tameeka Barnes	Member/ Parent	
David Pecoraro	Member/ Parent	
Matthew Dimella	Member/ UFT	
Kenneth Kelly	Member/ UFT	
Karen Wong	Member/ UFT	
Brad Shenkman	Member/ UFT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

Annual Goal #1

By May 2014, 100% of CTEA teachers will collaborate in developing units of study, including rubrics, aligned to the Common Core Standards (CCLS) stated below:

This goal will be evidenced by 75% of students scoring a 3 on least 2 components of the correlating rubrics used to assess the culminating performance-based assessments, as well as collective transformation in practice.

Writing Standard #1

9th and 10th

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

11th and 12th

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

Writing Standard #2

9th and 10th

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11th and 12th

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

We chose this goal to not only further support teachers and students, but to sustain the educational paradigm and scheduling infrastructure we put forth in order for teachers to regularly engage in common planning by content and grade.

Our ongoing professional development will focus on sustaining the interdisciplinary model of instruction and the infusion of academic curriculum with the over-arching

career objectives as explained below.

We are in the midst of creating and implementing interdisciplinary tasks around a central theme. These tasks culminate in hands-on projects that address our three career themes. We provide teachers with weekly built-in *common planning and grade team time* facilitated by school administrators, Department Leads, and Grade Team teachers. We also bring in expert consultants, specifically in differentiated instruction. This has resulted in an enriched educational environment infused with project-based learning that invigorated our teaching staff and stimulates the students' thinking and the ways they learn.

This year we will continue to provide opportunities for teachers to meet not only within disciplines, but across disciplines as well. Our model allows teachers the opportunity to conduct grade-level meetings to not only plan holistically, but to also conduct more student case-conferencing. We have noticed that while teachers are ready and able to develop performance based assessments for their students, there is a need to authenticate these projects with appropriate rubrics, and to utilize these rubrics as guides throughout the duration of the project. This way, teachers can closely monitor progress and provide timely, specific feedback. Additionally, students can better monitor their learning provide meaningful feedback to peers.

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

- Analyze Baseline Assessment Results and student work to identify the gaps between what students currently know and are able to do and the demands of the Common Core. Understanding the gaps between the two will help our teachers determine what our students need to learn and inform their decisions about what to teach in response.
 - Develop Action Plan. The action plan will contain detailed steps, components and goals for our teachers to complete each month.
 - Teachers will work with their grade teams to develop a Literacy interdisciplinary Performance Based Assessment Task (PBAT) that is aligned to the Common Core Standards.
 - Teachers will develop common rubrics, and formative assessments (student work, exit slips, parking lots) to frequently assess their students' mastery of the Common Core Literacy Skill(s). Formative assessment slips will be differentiated based on the evaluation of our baseline and sub-group data. For example, teachers will begin to make more intentional moves to include Universal Design for Learning assessments inclusive of level 3 and 4 Depth of knowledge Assessments. Task will also intentionally be created for our growing Special Education population of students.
 - Design differentiated tasks for higher performing and lower performing groups
 - Conduct inter-visitations and provide feedback on low inference observations using the Danielson framework to strengthen school-wide coherence. For example, since we are implementing component 3.B. Using questioning and Discussion techniques, questioning will be one of our lens used as a tool to create a common language across departments and grade levels.
 - Collect and examine student work and assessments to determine students' mastery of the literacy skill(s) using an agreed upon protocol. Students' work will be evaluated through a protocol inclusive of Depth of Knowledge to ensure that all tasks are intentionally aligned to all student data. For example, our high performing students will continue to be challenged by tasks created from level 3 and 4. At the same time, students who are struggling with skill(s) or concept(s) might continue to complete tasks from level 1 or 2. At the end, we want all students completing level 3 and 4 tasks.
 - Revise CTEA 2012/2013 professional development plans based on teacher need. In addition to teacher need the plan will continue to be revised based on student data and data collected through our informal and formal observation using the Danielson framework.
 - Analyze Interim and Formative Assessments to determine if the students have mastered the Common Core math/literacy. If the data reveals low performance in any specific standard, the teacher will collaborate with their common planning team and implement a new instructional strategy or resources to teach the skill.
1. Target students for mandatory tutoring if the data indicates that they have yet to master the Common Core math/literacy.

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

1. Department Leads, Administrative Team, Aussie Coach for Science
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Baseline Assessments, Interim Assessments, Final Assessments, Observation Reports, Lesson and Unit Plans, Regents Data, Advanced Placement Scores, Progress Reports
D. Timeline for implementation and completion including start and end dates
1. September 2013 until June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Department Meetings, Common Planning Time, Targeted Professional Development, and Science Aussie Coach

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).

Parental involvement takes place during parent-teacher conferences, School Leadership Team meetings and PTA. Parents are also kept informed by newsletters that are sent out on a monthly basis. Each newsletter contains information regarding the school's academic and extra-curricular programs, and other important news concerning the school. Furthermore, teachers, school aides, and administrators are in frequent contact with parents regarding issues related to attendance, instruction, and/or extra-curricular opportunities.

Parents attend open houses and parent information sessions, where they have the opportunity to meet with our leading partners. Parents are also involved in numerous after-school activities sponsored by our PTA, such as Family Fun Nights and Multicultural Festivals, where they share their culture's food, fashion, music, etc.

Our Parent Coordinator works closely with our PTA in order to plan additional events for and with our parents. These include parent support workshops in such areas as how to talk with your child about his or her school needs, as well as strategies for monitoring and supporting your child's studying needs in the home.

We also provide each parent with a handbook that describes all the programs and policies of our school, contact information, and tips for academic success.

Budget and Resource Alignment

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

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

The following items are required in order to support the above:

- **TL Fair Student Funding HS, Contract For Excellence HS allocation.** Common planning time for all teachers within each grade team that occur on a weekly basis throughout the year.
- **TL Fair Student Funding HS, Contract For Excellence HS allocation.** Per session for after-school instructional planning and professional development.
- **TL Fair Student Funding HS-Aussie Coach**
- **TL Fair Student Funding HS-Funding** to support registration and travel to attend professional development conferences.
- **TL Fair Student Funding HS and VTEA**-Instructional materials and resources for hands-on projects.
- **TL Fair Student Funding HS-Funds** to support student field trips (e.g. transportation, entry fees).
- **VTEA, TL Fair Student Funding, HS Contract For Excellence HS allocation** Compensatory time for teachers in the role of Grade Team Leaders.

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, 80% of students in the 9th grade Integrated Co-Teaching (ICT) cohorts will pass 80% of their core academic classes evidenced by the School scholarship Report 2013-2014

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.

CTEA was identified as a Phase 1 school with students of special needs representing an increasingly larger part of the school's total population of 944 students. This is our second year of implementation with an ICT program.

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

- ICT students will have a point person who assists with their learning and checks on their progress in Algebra, English, Social Studies and Living Environment on a daily basis.
- The point person will also be charged with writing and facilitating their IEP meeting.
- ICT students will identify their learning goals through the help of their point person and will meet weekly to discuss their progress towards these goals.
- ICT students will be recommended for targeted tutoring on Saturdays and after school.
- ICT students will be recommended for a weekly progress report that will help to ensure effective communication between teachers and parents/guardians.
- Use grade team and advisories to encourage students to attend tutoring.
- Use charts to monitor testing accommodations, credit accumulation, and related services after each semester and monitored by the students point person.
- Schedule professional development for teachers to assist in differentiating instruction and grading for all students.
- We will develop a common language and expectations across the classes.
- Weekly team meetings discuss students who are falling behind, curriculum development and Planning.
- Administrator in charge of Special Education monitors grades, progress reports, scholarship and assessment data to recommend intervention.

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

1. Department Leads, Administrative Team, and Science Aussie Coach

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

1. Baseline Assessments, Interim Assessments, Final Assessments, Observation Reports, Lesson and Unit Plans, Regents Data, Advanced Placement Scores, Progress Reports

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

1. September 2013-June 2014

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

The CTEA Parent Coordinator has partnered with and outreached to the community to assist with any school-based issues and which fall into the category of NCLB programs (i.e. violence prevention programs, nutrition programs, housing programs, vocational and technical education, etc. The school provides workshops and training through programs/organizations such as:

- Resources for Children with Special Needs, Inc.
- UFT
- The Metropolitan Parent Center of Sinergia, Inc.
- Special Olympic Soccer League and Training Clinic
- CUNY

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).

Parental involvement takes place during parent-teacher conferences, School Leadership Team meetings and PTA. Parents are also kept informed by newsletters that on a monthly basis. Each newsletter contains information regarding the school's academic and extra-curricular programs, and other important news concerning the school. Furthermore, teachers, school aides, and administrators are in frequent contact with parents regarding issues related to attendance, instruction, and/or extra-curricular opportunities.

Parents attend open houses and parent information sessions, where they have the opportunity to meet with our leading partners. Parents are also involved in numerous after-school activities sponsored by our PTA, such as Family Fun Nights and Multicultural Festivals, where they share their culture's food, fashion, music, etc.

Our Parent Coordinator works closely with our PTA in order to plan additional events for and with our parents. These include parent support workshops in such areas as how to talk with your child about his or her school needs, as well as strategies for monitoring and supporting your child's studying needs in the home.

We also provide each parent with a handbook that describes all the programs and policies of our school, contact information, and tips for academic success.

Budget and Resource Alignment

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

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

- **TL Fair Student Funding HS-2** SPED teachers hired.
- **TL Fair Student Funding HS-**Funding to support attendance at professional development conferences and training.
- **TL Fair Student Funding HS-**Compensatory time positions (Grade Team leaders and Department Leads) to support grade teams and ongoing monitoring of student progress.
- **TL Fair Student Funding HS-**Per session to compensate teachers for attending after school meetings, workshops and conferences.

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.

Annual Goal #3

By June 2014, 100% of CTEA teachers will strategically use select Common Core standards to teach writing within their departments (see below). We are therefore exposing 100% of our students to the skills and strategies needed to write effectively and confidently communicate in High School, college, and their professional and personal lives.

Writing Standard #1

9th and 10th

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

11th and 12th

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

Writing Standard #2

9th and 10th

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11th and 12th

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Reading Standards for Literacy in History

Reading 9th and 10th

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Reading 11th and 12th 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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.

Comprehensive needs assessment

Student performance trends indicate a first year graduation rate of 90.4% and 97.9% second year graduation rate according to the Progress Report. This has been one of the greatest accomplishments over the last couple of years. However, as a school community, we would like to see our students graduate with distinction of their diplomas. We would like to increase the science Regents exam grades by incremental percentage points in reaching this goal.

The passing rate in Chemistry and Physics courses has been a barriers to the school's continuous improvement so in an effort to create a trend of students passing both the Physics & Chemistry with grades of 65% or higher as a school community, we have done the following:

- Created a Department Lead position to further enhance the Professional Learning Community (PLC) within the science Department.
- Develop a common rubric to ensure that all teachers use the same tools to assess their students' writing to strengthen student outcomes in Science.
- Develop a writing benchmark checklist to ensure that teachers and students are aware of the writing skills and techniques that students are taught at each grade level.

These on-going strategies have been implemented to continue to increase the graduation trend at CTEA and represents significant aids to the school's continuous improvement toward distinctive diplomas at graduation.

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

- All 9th grade students will take a Freshmen Writing Course.
- 100% of our History and English teachers will align writing by using the same resources and methodologies for teaching writing.
- Hold student information sessions to peak interest in advanced placement courses
- Have teachers attend Advanced Placement seminars to be proficient in Advanced Placement teaching methods
- Create CTEA's writing center to ensure that all students receive additional support with their writing assignments.
- Collaborate with the Good Children's First Network team to discuss and implement best practices for using the Common Core Standards to align writing within the History and English Department.
- Attend Good Children First Network Professional Development Meetings (Principal's meeting, AP meeting, Data Specialist Meetings, Teacher Leader Meetings) to ensure that we are receiving and providing our teachers with continuous support.
- Develop a common rubric to ensure that all teachers use the same tools to assess their students' writing.
- Develop a writing benchmark checklist to ensure that teachers and students are aware of the writing skills and techniques that students are taught at each grade level.
- Develop a baseline assessment to ensure that each teacher and student is aware of their students' writing strengths and areas of growth.
- Develop interim assessments in nine-week cycles to enable teachers to analyze and measure individual student results and progress.
- Utilize data from assessments to design and implement intervention strategies; such as re-writing the curriculum, targeting small group instruction in class and during tutoring, and re-teaching specific lessons.
- Students who require remediation will be identified and the curriculum will be developed to differentiate their learning.
- Create a calendar of common planning time meetings for all teachers.
- Use Common Planning Time and the Grade Team to develop standards' based unit plans, lesson plans, and strategies for each subject based on the data from the interim assessments and the Common Core Standards.
- Writing Specialist will provide targeted professional development opportunities based on the needs of the students and teachers as demonstrated on assessments and observations reports.

- Administrative Team and instructional coaches will conduct classroom walkthroughs, inter-visitations and/or observations and feedback to teachers to determine the effectiveness of strategies introduced.

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

The CTEA Parent Coordinator has partnered with and outreached to the community to assist with any school-based issues and which fall into the category of NCLB programs (i.e. violence prevention programs, nutrition programs, housing programs, vocational and technical education, etc. The school provides workshops and training through programs/organizations such as:

- Resources for Children with Special Needs, Inc.
- UFT
- The Metropolitan Parent Center of Sinergia, Inc.
- Special Olympic Soccer League and Training Clinic
- CUNY OFEA

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

1. Baseline Assessments, Interim Assessments, Final Assessments, Observation Reports, Lesson and Unit Plans, Regents Data, Advanced Placement Scores, Progress Reports

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

1. September 2013 until June 2014

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

1. Faculty Meetings, Department and Grade Team Meetings, Common Planning Time

Strategies to Increase Parental Involvement

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

Parental involvement takes place during parent-teacher conferences, School Leadership Team meetings and PTA. Parents are also kept informed by newsletters that are sent out on a monthly basis. Each newsletter contains information regarding the school's academic and extra-curricular programs, and other important news concerning the school. Furthermore, teachers, school aides, and administrators are in frequent contact with parents regarding issues related to attendance, instruction, and/or extra-curricular opportunities.

Parents attend open houses and parent information sessions, where they have the opportunity to meet with our leading partners. Parents are also involved in numerous after-school activities sponsored by our PTA, such as Family Fun Nights and Multicultural Festivals, where they share their culture's food, fashion, music, etc.

Our Parent Coordinator works closely with our PTA in order to plan additional events for and with our parents. These include parent support workshops in such areas as how to talk with your child about his or her school needs, as well as strategies for monitoring and supporting your child's studying needs in the home.

We also provide each parent with a handbook that describes all the programs and policies of our school, contact information, and tips for academic success.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
<ul style="list-style-type: none"> • TL Fair Student Funding HS-Training will consist of CFN403 Support and Professional Development • TL Fair Student Funding HS-9th Grade Writing Course and 10th Grade Science Literacy Course will further enhance the skills and strategies that they will need in order to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. • TL Fair Student Funding HS-Tax Levy will be used for Saturday and after school courses • TL Fair Student Funding HS-Advanced Placement training for teachers and administrative team 						

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.

- 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.						

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.

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

Academic Intervention Services (AIS)

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

Description

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	Before school and after school tutoring. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on. Teachers also case conference in their weekly grade team meetings to support students who are at risk. Teachers write action plans for each student who has failed their class.	Small Group Instruction	Before school and after school tutoring
Mathematics	Before school and after school tutoring, Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on. Teachers also case conference in their weekly grade team meetings to support students who are at risk. Teachers write action plans for each student who has failed their class.	Small Group Instruction	Before school and after school tutoring.
Science	Before school and after school tutoring. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on. Teachers also case conference in their weekly grade team meetings to support students who are at risk. Teachers write action plans for each student who has failed their class.	Small Group Instruction	Before school and after school tutoring.
Social Studies	Before school and after school tutoring. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are	Small Group Instruction	Before school and after school tutoring.

	<p>targeted based on the skills each student needs to work on Teachers also case conference in their weekly grade team meetings to support students who are at risk. Teachers write action plans for each student who has failed their class.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling Services i.e. peer relations, adult relations, self control, coping skills, decision-making, self evaluation, mediation, etc.</p> <p>Guidance counselors also case conferences in their weekly grade team meetings to support students who are at risk.</p> <p>Savitri Hiralall provides mandated Counseling Services i.e. peer relations, adult relations, self control, coping skills, decision-making, self evaluation, mediation, etc.</p> <p>She also see's students who are at risk.</p>	<p>Differentiated based on student need</p>	<p>During school hours</p>

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.		
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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

2013-2014

SCHOOL RESPONSIBILITIES

1. The **HS for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
 - The school will incorporate this parental involvement policy into its school improvement plan.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

2. **HS for Construction Trades, Engineering and Architecture** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

- This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.

Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

3. **HS for Construction Trades, Engineering and Architecture** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
 - The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies
4. **HS for Construction Trades, Engineering and Architecture** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and school-parent compact in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency has limited literacy, or is of any racial or ethnic minority background).

Additionally, the school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (via activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
5. **HS for Construction Trades, Engineering and Architecture** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
 - Parents will be invited to attend culminating celebrations marking their child's success at the school.
 - Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
 - School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.

- The school calendar will be disseminated each month by mail to all parents, one week before the start of the month.
- Computer workshops will be held for parents.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

6. **HS for Construction Trades, Engineering and Architecture** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - **Professional Development:** Monthly professional development for parents will focus on school life for students, curriculum standards, assessments, health and medical issues for families and college support services such as financial aid
 - **Professional Development** is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.
 - **Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.
7. **HS for Construction Trades, Engineering and Architecture** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
8. **HS for Construction Trades, Engineering and Architecture** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Via School Messenger: automated phone service
 - **ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.
 - **Professional Development – Students with disabilities:** Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

PARENT RESPONSIBILITIES

Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

STUDENT RESPONSIBILITY

Students will share the responsibility to improve their academic achievement and achieve the State's high standards. Specifically, students will:

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools or learning-pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's /class rules of conduct
- Ask for help when we do not understand
- Do our homework everyday and ask for help when we need to
- Study for tests and assignments
- Read at least 30 minutes every day outside of school time
- Read at home with out parent / or guardian
- Get adequate rest every night

Additional School Responsibilities

High School for Construction Trades, Architecture and Engineering will:

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way;
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing and timely way;
- Hold annual meeting to inform parents of the school's participation in Title I part A programs, and to explain the Title I , Part A requirements and the rights of parents to be involved in title I Part a programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students) , and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that included a description of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels student are expected to meet.
- On request of parents, provide opportunities for regular meetings for parents to formulate suggestions, such as a Parent Focus Brunch Meeting and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- On request of parents, students have a right to transfer to other high schools that are not identified as SINI or CA;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least English language arts and mathematics; and
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

La Keisha Gordon, Principal _____

Parent /Signature's Signature _____

Student's Signature _____

**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 27	Borough Queens	School Number 650
School Name The High School for CTEA		

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 Lakeisha Gordon	Assistant Principal Kathryn Stahl
Coach N/A	Coach N/A
ESL Teacher Jason Salamonca	Guidance Counselor Rahim Osman
Teacher/Subject Area Marie Damico	Parent N/A
Teacher/Subject Area Yvonne Johnson	Parent Coordinator Audrey Graves
Related Service Provider NA	Other NA
Network Leader(Only if working with the LAP team) Nate Dudley	Other NA

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	0	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)	945	Total number of ELLs	4	ELLs as share of total student population (%)	0.42%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	4	0	0	4
Total	0	0	0	0	0	0	4	0	0	4

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>3</u>
	Other: <u>1</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)											1	1		2
Total	0	0	0	0	0	0	0	0	0	0	2	1	0	3

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0
READING/ WRITING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste respon 1. All students are given a Baseline assessment to determine their academic level in all content areas. The data that we receive helps us design our instructional program and the interventions that we implement for our ELL students. This year we are utilizing the Common Core Standards to emphasize the literacy skills that our ELL students have not yet mastered. Additionally, we will start using the Slosson as a tool to measure reading and will share this info with all of the teachers.se to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the data, it is reveal that our ELL student needs additional support in academic literacy.
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 patterns across the NYSESLAT modalities further emphasize the importance of literacy across all content areas. We have since added an additional 9th grade writing class based on our results.

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?

A The current 10th grade students have taken and passed two regents.All 4 of our ELL students are passing their classes. All teachers are are currently using their interim assessment data to determine the three academic areas where they will need additional support.

4B. We use the Periodic Assessments to modify our classroom instruction and to develop intervention programs and strategies based on the invidual needs of our students. All teachers write bi monthly instructional plans.

4C. We are learning that in order for our students to demonstrate proficiency in English, literacy and writing has to be emphasized and taught in each content area.Hence, all 9th graders are taking writing and all tenth graders Science Literacy.

5. N/A

6. We use interim assessments, the scholarship report, Regents' exams, and monitoring of student goals to evaluate the success of our program for ELL. :

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.](#))

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. We use interim assessments, the scholarship report, Regents' exams, and monitoring of student goals to evaluate the success of our program for ELL. : Paste response to question here:

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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We use interim assessments, the scholarship report, Regents' exams, and monitoring of student goals to evaluate the success of our program for ELLs.

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](#).)
P Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher or Administrator conducts interviews with new enrollees. The informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. They will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment. If the LAB-R or Spanish Speaking LAB R needs to be administered, it will be conducted by a spanish speaking pedagogue or the ESL teacher. Mr. Salamanca administers the NYSESLAT to all four of our ELLS. We use the RESL (ATS) to identify students required to take the NYSESLAT. We use RLAT (ATS) report to get the raw scores. The results of our NYSESLAT and Lab R 9 (if we had a student who took it, which thus far this year we have not) have shown that our studnets consistently fall in the Advanced area in the listening/speaking and reading/writing. We concentrate on all four of these areas when planning and executing our curriculum and instruction.aste response to question here:
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.
To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file in the studnets cumulative folder and. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, transitional bilingual program is chosen by default, and they will not be admitted into our school, since we do not offer that program. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school. Mr. Salamanca will meet with the parents to go over all of the information and will give the HLIS survey to the parents at the initial screening.
Letters to parents will se sent out annually to inform parents who have previously chose TBE/DL program when the program becomes available. Thus far, this has not been prevalent.aste response to question here:
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 [\[see tool kit\]](#).)
ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, ESL is chosen by default. Mr. Salamanca will meet with the parents to administer the HLIS and go over all of the paperwork at the initial screening. All letters will be kept in the studnets cumulative folder. Paste response to question here:
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.
See questions 1-3
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.

Although parents are informed about the variety of ELL programs, they mostly choose ESL because that is the program that we offer at our school and appropriate for their child's needs. 100% of the parents that we have interviewed selected Free Standing ESL. Because we have so few ELL students, the trend for ESL has been consistent.

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.  Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for TBL and Dual Language in case the interest arises in the future. Paste response to question here: Paste response to question here:

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])? Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as the TAP, Music, and Art, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school.
- CTEA implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in

achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate.
 - To incorporate recognized and researched based ESL instructional strategies across content subject areas.
 - To give students the skills to perform at city and state grade level in all subject areas.
- a. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years. Our curriculum is aligned to the CCLS which pushed for literacy across all the content areas.
- b. Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as TAP, Art, and Music Clubs, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school. Additionally, our Freshman writing and Science literacy classes also help to ensure that all students are exposed to more literacy tasks.

CTEA implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years. All 4 students are supported in the push in and pull out structure.

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 the Freestanding ESL component we have students, from grades 9-12. They range from Advanced and Proficiency levels.

a. They receive from 180 minutes a week of ESL support their content area. All ESL students participate in a push-in ESL model for their ELA classes to ensure continuity of rigorous instruction. 90 minutes are in direct instruction pull out ESL and the other 90 minutes is a push in into Science literacy, Freshman Writing, and ELA.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.

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.

At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some

aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

ELL students are given ESL instruction in accordance with the mandated number of minutes for ELL students. Advanced students receive 180 minutes per week.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Every student is assessed every 9 weeks. We analyze our Baseline, Interim, and Final Assessments to ensure that all students are gaining proficiency in each content area.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Every student is assessed every 9 weeks. We analyze our Baseline, Interim, and Final Assessments to ensure that all students are gaining proficiency in each content area.
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).

Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as the Drama Club and Newspaper Clubs, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school.

Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many SIFE students have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFES are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFES, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFES. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE. Paste response to question here: Paste response to questions here:

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?

Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing

accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient. We currently have 7 students who made a Proficient score for the NYSESLAT.

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

Our school recently increased the number of content and academic intervention courses that we offer our students by extending the number of periods that we offer from 7 to 8 periods. Additionally, all 9th grade students take two periods of English and a double period of Algebra.

Services for SWD happens half of the time as a push in into their ICT classroom.

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

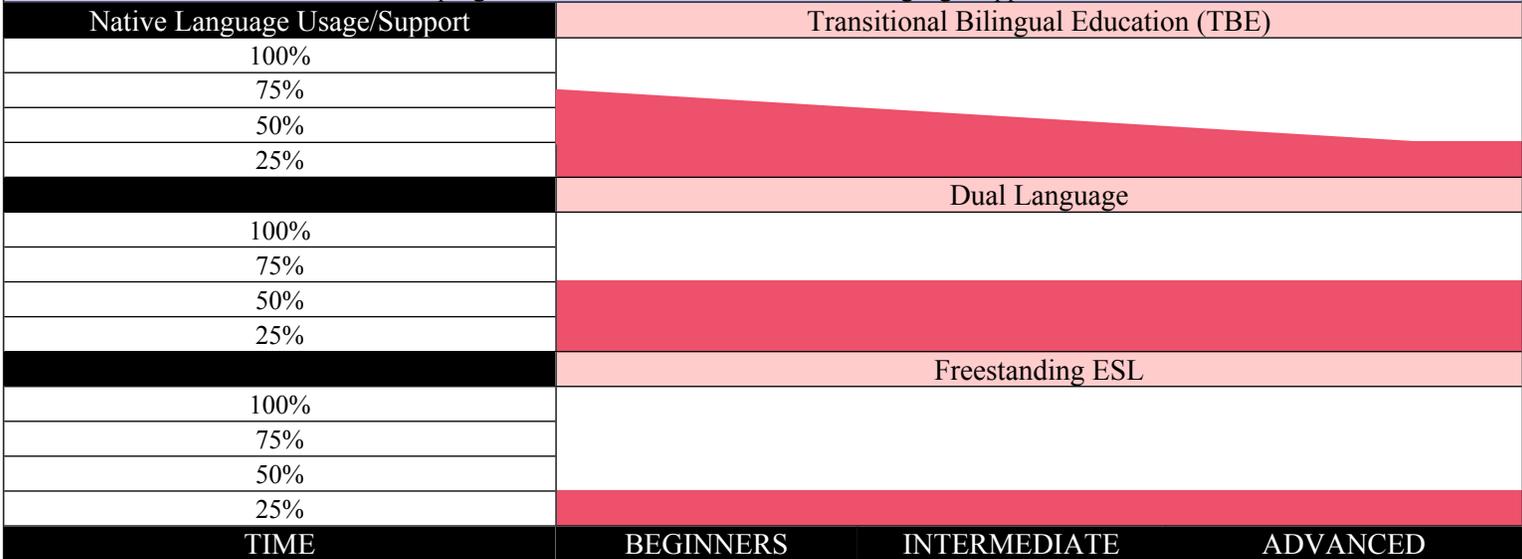
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and English for a number of Saturdays during each semester.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Latino Film Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school.

. Each teacher at CTEA administers a Baseline assessment, Interim assessments, and Final assessments. These exams are administered and analyzed every 9 weeks. A copy of each assessment is submitted to each department Assistant Principal for review and approval. The goal is to ensure that all assessments are ready and finalized before the start of the school year. This enables all teachers to plan their lessons for mastery of the skills and key Common Core Standards that will be assessed on the Regents and Advanced Placement exams.

In order to ensure that our teachers have sufficient planning time to collaborate with their colleagues and develop assessments, analyze their results, and develop instructional plans, each teacher is assigned to a Common Planning team for each subject and grade that they teach. During this time, teachers analyze our school's previous Regents' results and determine which key Common Core Standards, skills, and content need further emphasis in their instruction. During this time teachers set specific goals and continuously monitor their results to determine the modifications and improvements that must occur in their classrooms and during targeted tutoring. Teachers also rely heavily on this information to determine how and when to differentiate their instruction and develop interventions and extending thinking activities for their students that reach all our subgroups. After each assessment, teachers case conference with their students to share their results and continuously monitor their individual student goals. This information is also shared with the grade team and students who are not meeting their individual goals as well as their teacher's goals are further supported. Students reflect on their own data to determine how they performed on their assessments. We use this opportunity to give students time to self reflect on their goals. Teachers Include targeted students for tutoring and remediation in their Instructional plans. If an ELL student needs remediation, they will be required to attend tutoring before or after school as well as Saturday school academy.

Ee have implemented inquiry team projects, where all teachers are engaging in department wide learning problems, and a couple of the ELL students are included in the subgroups.

In addition to our regular ESL program, our SWD-ELL students are provided mandated counseling (if applicable), one-on-one tutoring, and additional social service support as needed. All of our transfer SWD-ELLs are carefully evaluated at intake by our committee on special education and in careful consultation with the student and family are placed in the least restrictive environment. Paste response to question here:

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 our data, all of our programs have been successful.

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

We increased the amount of time that our students spend in their Algebra and Algebra 2 courses.

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

No programs were discontinued.

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

your building.

Our school offers a range of intervention services in ELA, math, and other content areas to target ELL subgroups properly. Students receive services on a differentiated basis. Each student receives AIS through an individualized plan. In addition to AIS classes, test accommodation training and counseling (i.e. dictionary and glossary workshops,) for all ELL subgroups before Regents exams to ensure student can utilize services. Native Language glossaries and accommodations for all ELL subgroups are available. There daily tutoring in all content areas for all subgroups to maintain grade level proficiency in content area. The school will continue to target Long-Term, SIFE and 4-6 year ELLs who are at-risk for drop out and create a monitoring system using a team of pedagogues and counselors to intervene. We will create peer groups that target individual needs of students via AIS. Our ELL students are afforded all of the same opportunities as other students.

Our Clubs are:

Robotics

Art

Better Earth

Music

Chess

Dance

Amname

Yearbook

Philosophy

Additionally, all ELL students are encouraged to attend both before and afterschool tutoring as well as Saturday School.

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

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / grade level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

The ESL libraries contain age and language level appropriate texts such as graphic novels, and native language books and dictionaries. We also have two PC computer labs and one Macintosh lab. We also have a number of Smart Boards, five laptops carts, and each classroom is equipped with a computer. We also have a fully stocked library and a full time librarian in our school. Since our ELLs are advanced, the materials and technology are differentiated on a case by case basis.

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

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

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

The required services are based on our ELLs specific academic and social emotional needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our summer bridge program is designed to help all students make a successful transition into our school culture.

18. What language electives are offered to ELLs?

No language electives:

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)?

NA

C. Professional Development and Support for School Staff

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

Our ESL teacher receives high-quality and ongoing professional development to enable all children in the School wide Program to meet the State's student academic standards.

- Professional development curriculum in 2013-14 is focused on teachers creating goals for their students and aligning their curriculum to the Common Core Standards.
- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers are provided by Marisol Bradbury's Children First Network.
- Our Assistant Principal has received LAP, EPIC, Besis and Title III training, and professional development from the OELL.

ALL TEACHERS engage in the following PD's:

Whole Staff, Grade Team, and Dept Teams. (after school), ongoing PLC, Dept Teams, differentiated teacher meetings

Essential Question What are key changes in the new QR Rubric? What are the differences between Proficient and Well Developed?

According to the Danielson rubric, what is highly effective teaching?

What are PBAT's and DOK? How do they relate to CCLS?

What is inquiry work?

Content Examining the new QR Rubric

Introducing and reinforcing the Danielson Framework as a tool for teacher development and observation.

Continuing to modify and improve our practice to ensure that they are moving our school forward. (QR Rubric)

Examination of Instructional bundles/PBAT and DOK.

Understanding and starting the inquiry process.

Reinforcing the Danielson Framework as a tool for teacher development.

Skills Assessing our school using the new QR rubric for the purpose of beginning a QR self-evaluation

Using the Danielson framework a lens for assessing the quality of teaching and student engagement. Modifying and creating CCLS aligned to PBATs.

Using DOK as a lens for assessing the rigor of tasks.

Evidence

Agendas and the beginning of a QR self evaluation

Agendas evidence of Danielson Framework and teacher observation

Department and Grade Team Agenda tied to yearly goals and expectations

Agendas and teacher products from PBAT and DOK PD from Tuesday Department Meetings.

Department and Grade teams should have completed the modification of the PBAT and noting in their curriculum maps when in the year it will be taught.

Short, frequent and formal observation cycles documented in letters to file.

All teachers given differentiated PD in the Danielson Framework at least once.

Next Steps/Assignments

Visit teachers using the Danielson framework

Begin working with PLCs (Grade and Department) to ensure teachers are given differentiated PD in the Danielson Framework at least once. Continuing to modify and improve our practice to ensure that they are moving our school forward. (QR Rubric)

Begin working as Department and Grade Teams to create your own PBATs that are aligned to CCLS and rigor of the DOK.

PLCs research strategies and assignments for teaching students the skills identified.

Administrators continue to see tenured teachers and “re-see” teachers that were given feedback.

Date December 5th, Ongoing PLC, Dept Team and individual teacher meeting Ongoing PLC, Dept Team and individual teacher meetings

Essential Question Does the student work reflect the skills the PLCs are teaching?

Are teacher tasks incorporating DOK and UDL?

What impact does UDL and DOK have on student work?

Are teachers improving on the basis of the Danielson feedback?

Are the teacher leaders building capacity? How can a midyear assessment of goals refocus the school community?

Analyze our January 30th, 2012 QR Self Evaluation to determine if our PD plan need to be adjusted?

How can PBAT and CCLS be used to drive curriculum creation and modification?

How can data be used from the Regents Exams to inform instruction?

Content DOK, UDL, CCLS,

Continue to engage in the inquiry process to analyze student work

Units grounded in PBAT-CCLS alignment

Danielson Framework and feedback Teacher teams present on their work on PBAT and CCLS. Discussing the challenges of DOK and UDL.

Teacher teams presenting student work as evidence of teaching strategies and tasks.

Revisiting the PD plan and school goals.

Reflecting as a PLC leadership and teacher team work.

Skills

Building PBAT aligned to CCLS and curricular needs with a rigorous DOK level

Evaluating the school community to assess the overall quality

Incorporating UDL and DOK into lesson and unit planning

Facilitating teacher teams

Effective teaching Professional presentation of knowledge learned to greater school community.

Examination of student work to determine teaching effectiveness.

Effective facilitation of teacher teams

Smart goals setting and evaluation to create a culture of high expectations

Evidence Classroom observations

Student work

Agendas documenting teacher teams examining student work

Scholarship report

Observations of teacher facilitation Student work demonstrating the skills the PLC inquiry work focused on

Efficient Teacher teams and presentations

Sufficient yearly progress on goals as evidenced in the Regents Scores, January 30, 2012 QR self evaluation, and 1st semester scholarship report.

Department and Grade Teams share PBATs aligned to CCLS

Short, frequent and formal observation cycles documented in letters to file.

All teachers given differentiated PD in the Danielson Framework at least once.

Next Steps/Assignments Continue work with PLCs to improve pedagogy and student learning.

Continue observations and differentiated professional development. Continue work with PLCs to improve pedagogy and student learning.

Continue observations and differentiated professional development.

Ongoing PLC and Dept team differentiated teacher meetings

Essential Question What strategies/tasks will help teach the students the skill identified through the inquiry work?

How do CCLS aligned PBATs contribute to student learning and influence student results?

How does feedback given in the Danielson Framework influence teacher practice?

Based on our inquiry work, what are students learning? How can the QR data help us plan for next year?

How can student work give us information about effective teaching practices?

How do performance based tasks increase the rigor of student work and lead to further engagement?

Can coaching teachers with the Danielson context help them become more effective educators?

Content CCLS, DOK, UDL, PBAT, Danielson QR Data, DOK, CCLS, PBAT, Teacher team inquiry work, Skills

Effective changes in teaching practices as noted by the short frequent observations
Using resources to research and implement strategies to teach the identified skill across the disciplines
Building curriculum designed to push student thinking to high levels of DOK
Effective team facilitation Effective teaching practice
Using protocols to assess whether or not student work demonstrates the skills that have been previously identified as deficient.
Building curriculum designed to push student thinking to high levels of DOK
Using qualitative data to set SMART meaningful goals
Evidence Teacher team agendas
PLC Agenda
Instructional units aligned to CCLS
Classroom observations
Student work Teacher team agendas
Student work
Curriculum units with embedded PBATS aligned to CCLS and demonstrating principals of UDL

Short, frequent observation cycles documented in letters to file.

All teachers given differentiated PD in the Danielson Framework at least once.

Next Steps/Assignments Continue work with PLCs to improve pedagogy and student learning.

Continue teacher observations and differentiated professional development. Continue work with PLCs to improve pedagogy and student learning.

Continue teacher observations and differentiated professional development.

Ongoing PLC, Dept teams, differentiated teacher meetings

Essential Question How did our school, teachers, and students perform this year?

Content Final review of the PD plan

Further work on citywide instructional expectations

Use student work and assessments to determine how well we performed this year

Final evaluation of teachers.

Analysis of Regents.

Skills Continuing to build capacity and a reflective team.

Evidence End of the year evaluations based on Danielson Framework.

Next Steps Create teacher goals based on identified areas of need.

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. Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:
 - Parent Focus Groups with translation services.
 - Parent Surveys are provided in the native language of the student's families.
 - School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, and Arabic. The staff makes daily phone master calls. Content not only includes important notices, but also daily attendance.
 - Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture.
 - Parents are kept informed and meaningfully involved in their students' education through a number of ways. At the main desk, multi-lingual hand-out translations are displayed. Information is disseminated to parents at orientation sessions, monthly PTA meetings, School Leadership Team meetings, monthly mailings and our monthly parent newsletter: SYNERGY. Administrators, counselors/grade advisors/college advisors conduct small group counseling with students and/or with parents; conduct parent meetings; parent-teacher conferences; we
 - organize meetings/seminars for parents on the New Standards, Regents exams, and graduation requirements.
 2. At SLT meetings, data and feedback from teachers is shared and discussed. We also work with our Advisory Board partners to provide extensive samples of reading materials that are relevant to the students' particular career field interests. Our Parent Coordinator also facilitates a parent workshop once a month based on the specific needs of our parent community. We currently are not partnered with and CBO's in relation to the ELL students.
 3. Parent workshops are offered through our Parent Coordinator in a wide range of areas, from academic support practices, to managing stress, to college readiness. The school has put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Act (ESEA). The school provides full opportunities for the participation of parents with limited English proficiency and parents of migratory children by providing school information and reports required under section 1111 of the ESEA. Ms. Graves, our parent coordinator, runs various workshops throughout the year for parents. This year she has conducted one on the new NY state IEP and on CCLS.
 4. The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families is encouraged. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers. He is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved. We have many spanish speaking pedagoguees who help to translate during meetings and phone conversationsaste response to questions here:

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.

NA

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)
Lakeisha Gordon	Principal		11/22/13
Kathryn Stahl	Assistant Principal		11/22/13
Audrey Graves	Parent Coordinator		11/22/13
Jason Salamonca	ESL Teacher		11/22/13
	Parent		1/1/01
Marie Damico	Teacher/Subject Area		11/22/13
Yvonne Johnson	Teacher/Subject Area		11/22/13
	Coach		1/1/01
	Coach		1/1/01
Rahim Osman	Guidance Counselor		11/22/13
Nate Dudley	Network Leader		11/22/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **650** School Name: **The High School for C.T.E.A.**

Cluster: **4** Network: **403**

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.

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

We did not have to administer the Lab R this year so far, as none our new admits appeared or indicated that English was not their first language and during the home language survey and interview process.. Three of our CTEA students made a proficient score in the spring administration of the NYSESLAT.

Part II: ELL Identification Process:

Initial Identification Process:

Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference.

After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home.

At our school, the ESL teacher or Administrator conducts interviews with new enrollees. The informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. They will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment.

To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, our guidance counselor, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be

kept on file. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, transitional bilingual program is chosen by default, and they will not be admitted into our school, since we do not offer that program. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school. ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, a transitional bilingual program is chosen by default.

Although parents are informed about the variety of ELL programs, they mostly choose ESL because that is the program that we offer at our school and appropriate for their child's needs. 100% of the parents that we have interviewed selected Free Standing ESL. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for TBL and Dual Language in case the interest arises in the future.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
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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.

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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>.

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