



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CONCORD HIGH SCHOOL
DBN (i.e. 01M001): 31R470
Principal: RONALD J. GORSKY
Principal Email: RGORSKY@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: LISA PILASKI

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
Ronald Gorsky	*Principal or Designee	
Michael Sobel	*UFT Chapter Leader or Designee	
Michele Pickering	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Marisa Rodriguez Alex Moore	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	
David Ashe	Member/ Staff	
Antonia Prescia	Member/ Staff	
Nancy Steinfeld	Member/ Staff	
Janet Lago	Member/ Parent	
Jeanna McKinney	Member/ Parent	
Ernestine Avera	Member/ Parent	
Erin O’Connell	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the average credits earned by all students who are admitted to Concord High School during the 2013-2014 school year will increase by **25%** from their former school year from 2.79 to 3.49 per semester.

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.

A leading indicator of student achievement is credit accumulation – particularly in a transfer school where students are expected to accelerate their credit earning. The students at Concord High School are over-age and under credited. As indicated on our Progress Report for 2012-2013, 67% of our students are considered to be over-age and under credited. Our students therefore, would not be successful if we provided the same model and instructional program as they had experienced in their former school. The typical student who attends our school has not been successful in earning credits at traditional high schools and we provide intensive support to help students pass their classes and earn credits toward graduation. We are successful if we can motivate and support each student to earn credits toward his/her diploma. Comparing each student's credits earned **before** they came to our school, versus their credits earned **after** they attend our school is significant. We will provide student specific data that will illustrate the 'before and after' credit progress of our students admitted this year. We will review their transcripts in January and again in June to capture each semester's credit data.

Instructional Strategies/Activities

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

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

1. Credit accumulation will be improved through offering high interest courses and an extended split session program. The school day has 11 periods and lasts until 4:08pm. Study hall opportunities to complete assignments and projects will keep the students focused on their class and homework. Online coursework through our participation in iLearn will supplement coursework that our school cannot provide.
2. Every student will be adopted by a staff member – given adoption certificates - and will develop a supportive relationship with an adult in our school.
3. Partnerships with Rhinoceros Productions and Sundog Theatre are generating a great deal of enthusiasm and have motivated our students to get involved in interesting clubs and teams. Our Graphic Design and Culinary Arts programs help to re-engage students and keep them interested in school.
4. We will continue our work with Mindfulness training which has proven to be an effective strategy to improve self-esteem and acceptance.
5. Creating a supportive school in which students are successful can be directly attributed to ongoing events such as team days, spirit weeks, awards assemblies, class luncheons, trips and workshops for students and parents..
6. A comprehensive tutoring program during and after school will be developed to support students in need of additional academic support to help them pass their classes and earn credits and pass their regents exams.

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

1. Purchase online coursework through vendor so that each student can have a license to complete additional courses for credit. Some teachers work a later schedule as we are on a split schedule to provide an extended day – which in turn offers more classes for credit.
2. All school personnel including secretary, school aide, etc. participate by adopting a student and providing support.
3. Contract with outside vendors to provide teaching artists and motivate our students. Culinary arts and graphic arts teachers also help engage students.
4. All teachers participate in Mindfulness training that increases attention and self-acceptance which translates into improved grades and focus.
5. Our COSA – Coordinator of Student Activities organizes a Leadership Team that promote school spirit activities.
6. All teachers participate in a comprehensive tutoring, regents prep and enrichment program during and after school

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

1. Success will be determined by monitoring student progress through progress reports, teacher grading systems like Skedula and each report card given to students and parents at the end of the marking periods. There are 3 report cards each semester that culminate in January and June when credits are earned with grades of 65 or higher. Report cards are reviewed at the end of each marking period and at the end of each semester when credits are awarded.
2. Adoptive parents and members of our PPT will convene when necessary. Credits are earned in January and again in June.
3. Teaching artists provide enrichment throughout the school year and students' grades will improve in these classes.
4. Research assistants from Hunter College will track student data throughout the year to determine impact of mindfulness.
5. Participation in spirit days and awards assemblies will improve student motivation as indicated by surveys to students.
6. Attendance to tutoring sessions and correlation to success in classes and exams will be analyzed.

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

1. Extended day and split session begins in September and ends in June.
2. Students are adopted twice a year – once in October and once in March.
3. Teaching artists provide in-class support and motivation in the fall and spring semester.
4. Mindfulness training happens every day in most classes throughout the year.
5. Student rewards, trips and assemblies are ongoing – usually at the end of each marking period. Spirit days occur each week throughout the fall and spring terms.
6. Ongoing support; with a focused tutoring program in the weeks before the regents exam in January and again in June. PM school provides credit earning opportunities continue throughout the year.

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

1. We have an SBO for an extended day which provides every student the opportunity to take more classes and earn more credits. We also provide every student with a laptop computer which enables students to do extra work, research and projects, and take an online class if necessary. Every student is individually hand-programmed meaning that they are only scheduled for classes they need.
2. Our COSA, along with her Leadership Team, will survey the students and staff, and generate a list of different activities and themes to involve and engage students such as Spirit Weeks and special assembly presentations.
3. Our electives and teaching artists supplement our mandatory curriculum offering to help engage and motivate student participation.
4. We will purchase the Datacacion platform for all teachers, students and parents to use, communicate and monitor student progress. Working with Rhinoceros Productions, we will re-introduce a mindfulness program and develop a research project to evaluate its results.
5. A warm, friendly atmosphere has been created and maintained. This atmosphere created will continue to lead to a very safe and secure learning environment
6. During the school day and after school tutoring and regents prep and enrichment opportunities for students to make up work, get assistance and prepare for exams. Schedules are mailed home and students are required to attend.

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).

PupilPath will provide current data regarding student progress for parents with individual password-protected access. Our website, concordhs.net also allows parents to receive information and email specific teachers regarding their child. Teachers are encouraged to call home and update parents on student progress. Minutes of all SLT/PTA meetings will also be posted online. Parents are also provided workshops to help their child navigate their

college and career options.

Budget and Resource Alignment

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

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

Resources will include Tax Levy funds, and Title I SWP and grant funds to support students' efforts to pass their classes and earn credits. Our transfer school provides additional opportunities for under-credited students to graduate. Our school-based budget is aligned to meet this fundamental goal of our transfer school.

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, the average attendance percentage of students who entered Concord HS during the Fall 2013 term will increase by 5% compared to their previous year's attendance from 67.4% to 70.8%.

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.

As a transfer school, we continue to be challenged by students' apathy and their lack of a psychological connection to the school, making it easy for students to stop attending school. Student apathy includes not attending classes regularly, not finishing assignments, not handing in homework assignments, and not attempting essays on a standardized test. Students often have low self-esteem or often feel that they cannot substantially affect their environment. A review of attendance data for students prior to attending Concord HS indicates that attendance is major concern that has challenged our students and impacted their success. We reviewed the RESI report to identify our new admit attendance data to get a baseline for our new students. We have found that all of our students (except for a handful of exceptions) have entered Concord after "failing" in another school. Their failure in part is due to their poor attendance. Our new admits' attendance was 67.4% last year. If students are going to succeed in our school, they must improve their attendance. School activities are planned throughout the school year with little involvement by students. Though we have seen some improvement in recent years, our ongoing efforts to engage and motivate students to attend school regularly to earn their diploma are varied and attempt to address our most significant need.

Instructional Strategies/Activities

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

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

1. Expectations will be communicated clearly during intake interview with parents and students.
2. Adopt-a-student program will provide each student with a staff mentor, who will monitor student progress.
3. Attendance conferences will be conducted for students who are not attending school regularly and whose absences are undermining their success.
4. Planning and implementation of an Advisory program to support all students • Advisory classes will provide instruction that focus on attendance issues.
5. Students with improved and excellent attendance are recognized at our school wide assemblies and awarded with a certificate of achievement in attendance. Students with good attendance will be eligible to participate in clubs, activities, work internships or independent study. Students who demonstrate excellent attendance receive positive reinforcement incentives, such as, trip to Brooklyn Nets games, pizza party, New York Mets tickets

2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Attendance team which consists of our AP, Family Para, Dean, Guidance Counselor and School Aide. Meetings and interviews with parents at intake and throughout the year reinforce our expectations. Automated phone calls to parents. School Aide makes absence and lateness phone calls each day. All staff members who adopt new students are involved in supporting their child's attendance Attendance team members (listed above)including relevant teachers meet with students and the family. CBO counselors who run our Advisory program. PPT lead by our Social Worker identifies attendance issues and develops intervention plan with key staff members COSA coordinates reward incentive program for good attendance.
8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Upon admission to Concord HS, we identify each student's attendance percentage from the prior year in their former school. We set individual attendance goals upon admission and schoolwide attendance goals for all students. At the end of each marking period (6x/year) we calculate perfect and excellent (90%) attendance and reward these students and their parents. We also post these students' names on a recognition board in the front of the school to serve as a reinforcement and inspiration for all students.
9. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Conferences start on Sept 9th, the first day of school with our intake conference with parents-and continues throughout the year. We adopt our students in October and in March. Conferences and attendance team meetings are scheduled weekly on Wednesday at 10am. PPTs are scheduled throughout the day and at our staff meetings each Friday afternoon throughout the year. At the end of each marking period we recognize student attendance 6 times a year.
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Administrators hold an admission conference with parent and student and make them aware of school's expectations. Each teacher's class rules and grading policies are signed by parent that include attendance requirements. All new students are adopted by a staff member in a 'draft' held twice a year. Each adoptive parent is responsible for follow up and support for their children. Attendance team will provide outreach to parents concerning school attendance, lateness and cutting issues and will: <ul style="list-style-type: none"> Attendance teacher will make home visits and contact all parents and students to reinforce our policy of 90% attendance Follow up with students who have dropped out of school and provides them with assistance in returning to school or finding additional placement Recruits parents to participate in attendance improvement plans. Family Para will: <ul style="list-style-type: none"> Coordinate and organize all 407's and outreach efforts to LTA students and their families Make phone calls to parents of students who are absent daily Sends letters to notify parents of student absences Makes home visits to students who are truant Utilize our Global Connect messaging system with automated calls to parents of absent students. Our grant with DHMH provides for 2 counselors from a CBO called Camelot that assist us in our comprehensive efforts to improve attendance. Student surveys are distributed online thru surveymonkey and responses are analyzed by our Leadership Team led by our COSA. Students indicate their preferences to activities and rewards and events that would be an incentive for achievement and attendance. These activities happen throughout the school year.

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).
Certificates to parents of students with improved attendance; 2 phone calls are made each day to absentee students – one live during the school day and one recorded message which is made in the evening; Attendance teacher makes weekly home visits; Attendance meetings are held in school with the parents after a series of letters are mailed home alerting the parent or guardian to the issue

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants

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

Resources to achieve this goal will include the use of Tax Levy funds, Title I SWP and grant dollars – in addition to the part time use of an attendance teacher provided by our network. These funds will support our schoolwide efforts to improve attendance for our over-age students.

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.

The percentage of students obtaining a passing score on the ELA Regents this year will increase by 5% from 60% (June 2013) to 63% (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.

Creating a complete curriculum that will be aligned with the Common Core Standards in ELA will be an ongoing challenge this year – as well as preparing our students for the (non-common core) ELA Regents. Last June, only 60% of our students passed the ELA exam with a grade of 65 or higher. This is unacceptable. We need to help more students to pass the ‘old’ ELA regents while preparing our students for the new Common Core assessments.

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

Our ELA Department will utilize a variety of strategies to improve our student outcomes on the ELA Regents exam. Here are just a few of the strategies that our teachers and school will implement toward meeting this goal:

1. Displaying students’ work that meets standards will provide examples for students to model and reward students who excel by recognizing their accomplishments • Assigning students to student groups and creating sessions for peer tutoring encourages collaboration • Students have more fear of the critical lens essay, than the multiple-choice problems. • Creating tasks aligned with the CCCS which will reinforce these critical thinking skills necessary for college success • Critical thinking is the most important ELA skill and needs to be reinforced and taught on a regular basis, instead of always focusing on procedure. • Using technology in the classroom not only exhibits uses of technology for students to model from, but also displays material and activities in a more organized and interesting way for students to absorb. • SmartBoard utilities allow students and teacher to interact throughout the learning process as well as organizing information. • Mock exams will be given to students throughout the schoolyear • Regents-format exams allow students to become comfortable and confident with the exam before the test is administered. • Using common planning time will allow teachers to continually reevaluate progress toward objectives within the ELA department. • Using word walls in classroom can improve students’ content area vocabulary. • Dedicating per session resources for staff to provide tutoring and enrichment activities before and after the school day will better prepare all students for the exam – as well as passing their ELA courses. • Department conferences on Friday afternoons will provide common time to review and plan intervention strategies – as well as case-conferencing specific student concerns and brainstorming ways to improve student outcomes.

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

3. Not only is our ELA staff responsible for preparing our students to pass the ELA Regents exam. There will be a comprehensive initiative across the curriculum to improve students’ writing. All teachers, therefore, contribute to increasing reading and writing skills – with a focus

on non-fiction and content-based literature. Literacy and common core coaching and professional development will assist the teachers' efforts to support their students. Network achievement coaches also support our staff and resources will be provided for teachers to work after school to provide extra tutoring and regents prep.

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

1. Formative assessments will be reviewed to monitor student progress and skill development. Mock Regents exams will be graded and students will receive feedback on areas of strength and weakness. Attendance for tutoring sessions will be monitored throughout the year. And ultimately, we will review test results in January and again in June and analyze the data to see if students improved their scores by 5%.

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

1. Ongoing formative and summative data will be analyzed in every classroom and in January 2014 and in June 2014.

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

1. We are programming a double period ELA intensive literacy seminar to help students. We are also offering a READ 180 course for those students that require a differentiated approach and have scored a 1 or 2 on their ELA. Creating a Common Core aligned curriculum across English 1 – 8 will provide continuity and consistency of expectations. We have 3 ELA teachers – our largest department – dedicated to improving literacy. Additional tutoring and enrichment time will be scheduled during and after school to assist students. We have entered into a partnership with St. Johns University to 'test' their Scholar Program – which will be used to assist students in their writing and revision of essays.

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).

- Pupil Path / Skedula information will be accessible to all parents and will help them monitor their child's progress in ELA classes. Phone calls, progress reports and report cards will alert parents to their child's academic success and behavior. PTA meetings will address and inform parents about some of the strategies we will employ to support our students. We've created a Facebook page for our school and an App to be downloaded on parents' mobile devices.

Budget and Resource Alignment

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

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

Title I funds, along with Tax Levy dollars will support our efforts to improve our regents results in ELA. Funds will be used to provide team teaching, tutoring and regents prep after school.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

- 3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. 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	3 ELA classes vertically scheduled to provide purposeful grouping, individual feedback and support, use of Scholar program from St. Johns Univ.	Small group, individual, tutoring	During the school day and after school
Mathematics	Double period of Algebra regents class, tutoring during lunch and after school	Small group, tutoring	During and after school
Science	Double period of Living Environment and Earth Science regents class, tutoring during lunch and after school Double period of Algebra regents class, tutoring during lunch and after school	Small group and individual tutoring	During and after school
Social Studies	Double period of Global History and US History regents class, tutoring during lunch and after school	Small group and individual tutoring	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SW provides counseling to at-risk non-mandated students in addition to caseload, CBO counselors provide Advisory and counseling to all new students	Small group and individual	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We will utilize the DOE partnership programs that attempt to recruit qualified teachers through Teach for America, Teaching Fellows, AmeriCorps, etc. We are also able to dedicate a portion of Title I funds for tuition reimbursement for staff that is required to take courses toward certification. Teachers will be provided with opportunities to take the HOUSSE exam to become highly qualified in the subject area in which they are teaching. In addition, through our SBO, we provide weekly Professional Development sessions on topics such as classroom management, Danielson competencies, teacher effectiveness, common core curriculum alignment, etc...

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).
All teachers have been introduced to the CCSS. We will continue this work by engaging in conversations around the elements of lesson planning and engaging students in activities that are aligned with these standards. Our SBO provides for weekly common planning time or time for professional development. In addition to the citywide days set aside for this work, we will roll out a comprehensive plan of support for all teachers in the areas of CCSS and teacher effectiveness. Through our walkthroughs, we will continue to provide ongoing feedback to staff and support their efforts.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination of federal, state and local funds are necessary to provide a comprehensive plan of support for all of our students including students with disabilities, English Language Learners, students in temporary housing, etc. Our budget in Galaxy is reviewed consistently to ensure that we maximize our cost effectiveness while ensuring that all students receive the supplies and support they need to be successful.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our SBO provides for weekly collaboration and professional development. Teacher teams, departments and whole school meetings occur formally each week – along with informal collaborations throughout the day. Teachers identify and select appropriate assessments for their classes – with an emphasis on differentiation. Resources and tools have been discussed at PD sessions and every teacher has received these resources to help guide their planning and implementation of differentiated instruction and assessment.

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

Concord High School creates and implements this 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. Our parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee. We 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;
- conducting and analyzing Parent Surveys; developing parent/guardian information sessions and workshops;
- 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, *(ie providing access and training in the use of PupilPath/Skedula to monitor their child's progress and attendance)*;
- 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 *(ie translating all announcements and mailings into languages other than English, developing an App to download, hosting a web page and a Facebook page)*;
- 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;

Concord High School's Parent Involvement Policy is 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 conducts 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 is maintained by the school.

In developing our Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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;
- ensure that teachers and support staff all do their part and serve as liaisons between the school and families. *Without a Parent Coordinator, it is essential that we all work to ensure that our school environment is welcoming and inviting to all parents;*

- pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- conduct parent workshops including a special Mother's Day celebration of Health and Wellness, 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, on an ongoing basis with flexible times, such as meetings in the morning or evening, to share information about Concord's educational program, the Common Core Learning Standards, diploma requirements, 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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 470
School Name Concord High School		

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

Principal Ronald Gorsky	Assistant Principal David Ashe
Coach type here	Coach type here
ESL Teacher Leslie Chow	Guidance Counselor
Teacher/Subject Area Ida White	Parent Michele Pickering
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	169	Total number of ELLs	2	ELLs as share of total student population (%)	1.18%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	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)	2

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
Dual Language							0	0	0	0
ESL							2	0	0	2
Total	0	0	0	0	0	0	2	0	0	2

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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	1	0	0
	P										0	0	1	0
READING/ WRITING	B										0	0	0	0
	I										0	0	1	0
	A										0	1	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	2		0	
Integrated Algebra	2		2	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	2		0	
Living Environment	1		0	
Physics	0		0	
Global History and	2		2	
Geography	0		0	
US History and	1		1	
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.
We use a variety of assessments to assess the early literacy skills of our students, including:
Read 180 assessment test
NYC DOE Performance Assessments
Teacher made Local assessments
We use the data from the test results to adjust student schedules, groupings, and make sure students have access to the curriculum.
Student supports are individualized as needed
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our population of ELLs is too small to track patterns across proficiency levels.
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](#))
Our population of ELLs is too small to track patterns across NYSESLAT modalities
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?For the past few years our ELL population has opted to take their exams in English only. We have not used the ELL Periodic Assessments
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
We review data from students' LAB-R exams, NYSESLAT, classroom grades, regents grades, and teacher anecdotal information to help us understand each student's language ability and to inform our instructional decisions. Our ESL teacher collaborates with content area teachers to provide appropriate supports for second language development. These supports include: bilingual glossaries, graphic organizers, print materials in student's native language (when available,) translation services, etc.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of our ELL program is evaluated through a thorough data review of our ELL Students results including:
Attendance rates
Graduation rates
Credit accumulation
Regents exam scores
NYSESLAT results
Career and College readiness
Progress report data
College enrollment and retention

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](#).) All new admits to Concord High School meet with either the Principal or the Assistant Principal before student begins their first day of classes. During this meeting we hold the informal interview with the students and their parents. If necessary a translator will be provided to assist with native language support. Students new to the New York City Department of Education are given a Home Language Identification Survey(HLIS) to elicit information regarding the language spoken in the student's home. If the HLIS (Home Language Survey) indicates a language other than English, then we administer the LAB-R to assess English proficiency. For all students whose home language is Spanish, we assess students using the Spanish LAB-R. Students who need to take the LAB-R are all tested within the mandated 10 days of being admitted to our school. The ESL teacher administers the LAB-R exams. At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. At the conference we will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Upon admission to Concord High School, parents will be given a parental choice letter and provided with the choice of picking a program that best serves their child's needs. The pedagogue conducting the informal interview is responsible for distributing and collecting the survey forms and Program selection forms. These forms are maintained in the students cumulative records file folder. If deemed necessary, we will provide the Lab-r in both English and Spanish.

We offer a Freestanding ESL program to meet our students needs. We describe the three programs offered at the Department of Education schools to parents.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. At the conference we will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Upon admission to Concord High School, parents will be given a parental choice letter and provided with the choice of picking a program that best serves their child's needs. If a Transitional Bilingual or Dual Language program become available, we will send a letter to the family in both English and the native language to inform parents of their options.
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 [\[see tool kit\]](#).) The pedagogue conducting the informal interview is responsible for distributing and collecting the survey forms and Program selection forms. These forms are maintained in the students cumulative records file folder.
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. Parents choose one of three different programs available for ESL students in NYC. They can choose from Transitional Bilingual , Dual Language and Free Standing ESL programs. Our school offers a Freestanding ESL program currently to meet the requests of parent choice. During our orientation, we explain the three programs that are offered and provide interpreters. We show the Department of Education's video that is available in 13 languages to our parents during orientation. All information from the parent choice process is entered into ATS (via the ELPC screen). This is done within the required 20 days of student's entry. All communications with parents, including continued entitlement letters, are sent in English and the native language. Copies of these letters are maintained in the student's cumulative record.
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.

During the school we run the RLAT and RELC to make sure all students who are eligible for the NYSESLAT exam are scheduled to take the exam. The school testing coordinator schedules the exam, based on the testing dates central provides, and selects the staff to administer the exam. We provide training for our teachers to administer the exam following the mandated testing procedures.

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. 
- We describe the three programs offered at the Department of Education schools to parents. We offer a Freestanding ESL program based on parent choice. All of our parents for the past several years have selected the Freestanding ESL. The parents of the two current ELLs have selected ESL as their program of choice.

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*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?
- Concord High School provides all eligible ELL students support through a freestanding ESL program, where students receive all instruction in English, emphasizing English Language acquisition. We use a self-contained ESL instructional model. Our period lengths are 39 minutes

Students in Beginning (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction. Students in Advanced (A) ESL classes receive 1 period per day of ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction.

Students' proficiency levels are determined by their scores on the Lab-R or NYSESLAT exam. These students are split into three categories, beginner, intermediate and advanced. The following chart breaks down the proficiency levels by grade.

In accordance with the New York City Department of Education, the goals of the ESL program are to:

- Provide academic subject area instruction in English using ESL methodology and instructional strategies
- Incorporate ESL strategic instruction
- Assist students to achieve the state-designated level of English proficiency for their grades
- Help each ELL meet or exceed New York State and City Standards

Based on each student's NYSESLAT or Lab-R scores, we place students in one of the three ESL levels: Beginning, Intermediate, or Advanced.

The Beginning ESL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar. Listening, reading, writing, and speaking are the four components of an ESL lesson.

All ESL and ELA instruction includes literature and content-based instruction which is aligned explicitly to Common Core State Standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.

Content Area Instruction

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the Common Core State Standards. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the Common Core State Standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction

Support for Newcomers (ELLs in US schools less than three years). - At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

Support for Students with Interrupted Formal Education(SIFE) - All ESL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE students are

Concord High school offers a smaller learning environment than the traditional high school setting. Our school culture and learning environment gives use the opportunity and flexibility to differentiate intruction for all of our ELL students . The learning and social emotional needs of our students are met on an individual level, whether that student is a new Ell, 4 to 6

years ELL, or LTE.

Support for long term ELLs and Extension of Services

- After school tutoring services;
- Scaffolding of instruction;
- ESL Library;
- Professional development for staff in the use of ESL instructional strategies and differentiated instruction;
- Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
- Use of “Workshop Model” and “Balanced Literacy” strategies in ESL and content area classes;
- Interns from St John’s University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
- Additional Resource Room classes are available to support content area instruction and language development;

Special Education - At this time Concord High School has no special education ELL students. However, all support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. The guidance counselor will review the records of all ELL-SWD's to make sure they receive all services mandated on their iep, as well as spending the maximum amount of time spent with non-disabled peers.

All instruction for ELL-SWD includes literature and content-based instruction which is aligned explicitly to New York State learning standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students’ culture that will connect to the students’ prior experiences.
- Appropriate grade level materials will be made available as needed.

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)?

Students in Beginning (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction. Students in Advanced (A) ESL classes receive 1 period per day of ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction.

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

The Beginning ESL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar. Listening, reading, writing, and speaking are the four components of an ESL lesson.

All ESL and ELA instruction includes literature and content-based instruction which is aligned explicitly to the Common Core State Standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students’ culture that will connect to the students’ prior experiences.

Content Area Instruction

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction

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

Paste response to question here:

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

A variety of assessments are used to evaluate all four modalities of English acquisition throughout the year. The ESL teacher is continually assessing students progress in all four modalities through classroom observations of students, teacher made tests, review of student work and portfolios. In addition, formative and summative assessments are administered within all classrooms by the content area teacher in collaboration with the ESL teacher.

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).

Support for Newcomers (ELLs in US schools less than three years). - At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

Support for Students with Interrupted Formal Education(SIFE) - All ESL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE students are provided with opportunities to attend tutoring sessions to provide targeting interventions as determined through ongoing assessment.

Concord High school offers a smaller learning environment than the traditional high school setting. Our school culture and learning environment gives use the opportunity and flexibility to differentiate instruction for all of our ELL students, whether that . The learning and social emotional needs of our students are met on an individual level, whether that student is a new Ell, 4 to 6 years ELL, or LTE.

Support for long term ELLs and Extension of Services

- After school tutoring services;
- Scaffolding of instruction;
- ESL Library;
- Professional development for staff in the use of ESL instructional strategies and differentiated instruction;
- Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
- Use of “Workshop Model” and “Balanced Literacy” strategies in ESL and content area classes;
- Interns from St John’s University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
- Additional Resource Room classes are available to support content area instruction and language development;

Former Ell's are provided with any supports deemed necessary by our instructional staff. All former Ell's will receive their test modification for two years.

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?

At this time Concord High School has no special education ELL students. However, all support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. The guidance counselor will review the records of all ELL-SWD's to make sure they receive all services mandated on their iep, as well as spending the maximum amount of time spent with non-disabled peers.

All instruction for ELL-SWD includes literature and content-based instruction which is aligned explicitly to COMmon Core State Standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.
- Appropriate grade level materials will be made available as needed.

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

ELL-SWD's will receive instruction in the least restrictive environment as determined by the school assessment team, giving them the opportunity to maximize time spent with non-disabled peers. All students are individually scheduled, allowing us the flexibility to meet their individual needs and help them to achieve their IEP goals.

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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

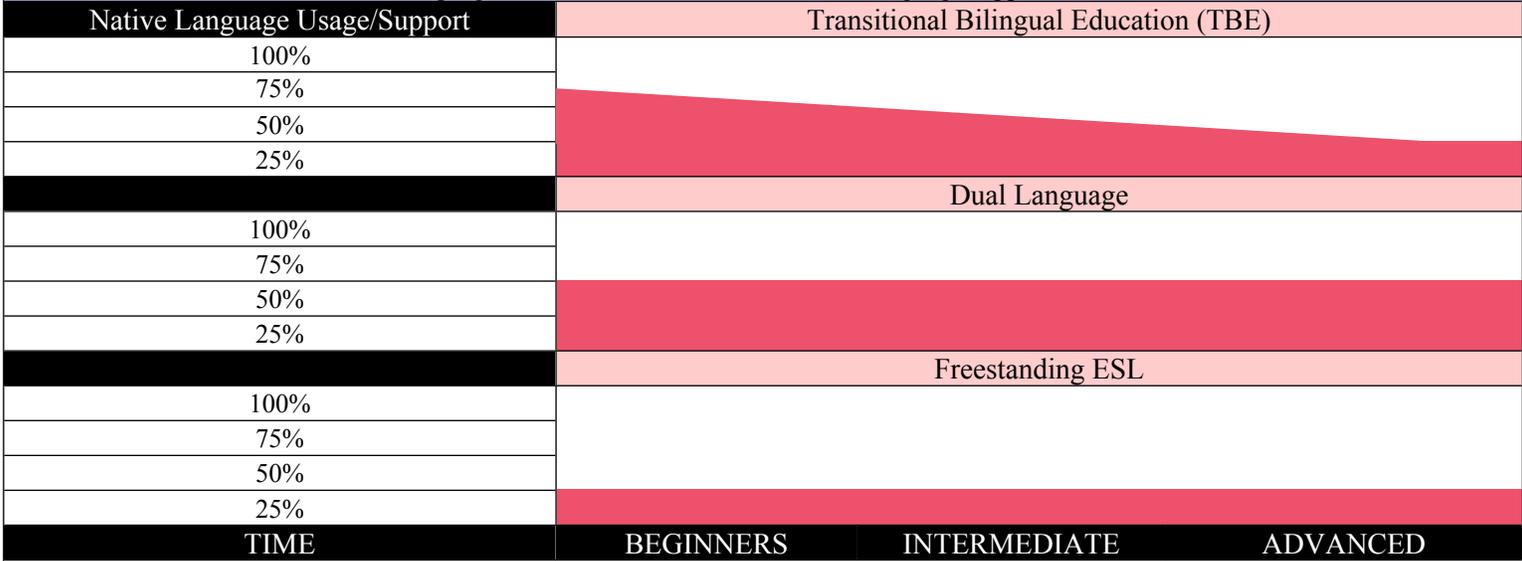
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Content Area Instruction is aligned directly to the Common Core State Standards

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction

Targeted intervention for all subject areas (ELA, Math, Social Studies, and Science,) is delivered in English though a variety of methods:

After-school and lunchtime tutoring

Teachers scaffold academic language and complex content to support student participation in content areas

Language functions and structures are taught within the context of the lesson.

Teachers use a wide range of visuals and print materials to develop English language proficiency

Teachers model the use of the language in ways in which the students are expected to participate.

Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.

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

With an extremely small ELL population, we focus on providing instruction designed to meet the needs of each individual student. This works extremely well, because it allows each content area teacher and our ESL teacher to work together, to get to know each student's individual strengths, weaknesses and design specific strategies, and instructional supports to meet the students' needs.

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

N/A

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

N/A

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

See above

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

Textbooks with lower level vocabulary to provide students with access to curriculum

Content specific bilingual glossaries are provided to all ELL students

All students are provided with an Apple Macbook to support instruction, language acquisition and academic discourse.

Smartboards are used in classrooms to provide students with visual cues to support learning.

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

Instructional materials are available in students' native language as needed.

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

All service supports and resources are high school appropriate.

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.

At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Advisory program. This program matches each new student with an advisor who will serve as a mentor. The advisor and other advisory class members help the new student acclimate to the school environment and culture.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

All teachers receive PD in the use of ESL instructional strategies, designing Common Core units of study, effective teaching practices, differentiated instruction, multiple intelligences, scaffolding of instruction, etc. PD is provided via weekly Friday meetings, after-school workshops as well as through on-going support provided by the Network Instructional Specialist.

As a transfer High School, students do not transition to us from Middle school, they transfer from other high schools. In order to support the transition for all students, including our ELL population, we provide an advisory class that is mandatory for all new admits.

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?

All new admits to Concord High School meet with either the Principal or the Assistant Principal. At this meeting we encourage parents to take an active role in the PTA and School Leadership team. In addition, parents needs are evaluated at this initial conference as well as through parent surveys. Based upon the needs that parents describe, we design and offer workshops for parents throughout the year.

Community based organizations and colleges, such as the YMCA, The College of Staten Island and St John's University provide ESL services for parents of our students.

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.

Concord High School is dedicated to using a comprehensive approach to provide services for our ELL population from the very beginning stages of language acquisition to English language proficiency. Many students who have been turned away from large high schools because of their age and level of English skills, find a home at Concord who help them acquire language skills and credit accumulation in a safe, friendly, and academic rigorous curricula. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL and ELA methodologies and professional development for our staff, we are working on assisting all students in completing their high school diploma requirements.

School Name: Concord High School

School DBN: 31R470

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ronald Gorsky	Principal		
David Ashe	Assistant Principal		
	Parent Coordinator		
Leslie Chow	ESL Teacher		
Michele Pickering	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **31R470** School Name: **Concord High School**

Cluster: **1** Network: **108**

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.

Concord High school identifies the primary language spoken by the parent of each student through personal interviews upon enrollment. A Home Language report (RHLA) is run in ATS to identify any information that may not have been captured at interview. This information is kept on file, maintained in ATS and recorded on the child's emergency contact card. We have translated many of our school letters into Spanish. The Translation and Interpretation unit will assist us in translating any additional information as needed.

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

We anticipate Spanish as the main language, other than English, that we will need to provide translation and interpretation services. We currently have 16 families that have been identified as having Spanish as the home language. The remaining families are rather diverse with no dominant language group. This information is shared with all of our staff members - teachers and support staff so that everyone is aware of the accommodations we must make to involve and communicate with these families. School information is constantly shared between school and home through the use of mailings and phone calls. Frequent formal and informal conversations and meetings are a by-product of a unique collaborative culture where the exchange of information is encouraged. There have been and will continue to be formal and structured opportunities to share information and provide feedback to the ongoing planning and development of the CEP. For example, there have been frequent parent meetings to elicit feedback from parents. There have been mailings to all parents that do not attend these meetings to provide information about our schoolwide goals and objectives. Our School Messenger service will be used to share information about school programs and plans and will alert parents to special planning meetings and important dates.

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.

We will maintain an appropriate and current record of the primary language of each parent in ATS and on the student's emergency card. We identify all school letters and other written forms of information that need to be translated. All letters and important information will be translated into the parent's primary language. We will use the Translation and Interpretation Unit of the Department of Education when needed. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting written translation.

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

Through the initial admission interview process, we identify parents who are in need of translation services. Oral interpretation services are provided immediately at the intake process and written services are available as well. This information is recorded and maintained in the student's records and the HLIS is included in the student's file folder. In addition, our school messenger phone system will send messages in English, as well as Spanish for those parents who need the interpretation. On-site Bilingual staff members will translate when parents come in for conferences. If an appropriate staff member is unavailable, we will use over-the-phone interpretation services to communicate with a non-English speaking parent with the assistance of an interpreter on the phone. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting oral interpretation services.

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

Concord High School will send written notification to each parent whose primary language is a covered language and who requires assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and on how to obtain such services. In addition, we will post a sign, in the covered languages, indicating where in the school they can go for translation and interpretation services.