



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PERFORMANCE CONSERVATORY HIGH SCHOOL
DBN (i.e. 01M001): 12X262
Principal: EULYNIS MATTHIAS-FRIDIE
Principal Email: EMATTHI2@SCHOOLS.NYC.GOV
Superintendent: DENISE HALLETT
Network Leader: STEVEN CHERNIGOFF

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Eulynis Matthias-Fridie	*Principal or Designee	
Jared Achieng	*UFT Chapter Leader or Designee	
Luz Lopez	*PA/PTA President or Designated Co-President	
Lillian Nieves	DC 37 Representative, if applicable	
Latiefah Stewart Essence Harris	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	
Latica Greer	Member/ Teacher	
Suzy Baptiste	Member/ Teacher	
Anthony Stewart	Member/ Parent	
Delores Byfield	Member/ Parent	
	Member/ Parent	
	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, based on each student individual plan, 80% of the students will accumulate the minimum number of credits either to graduate or to meet the requirements for a transfer school.

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.

Because we are a Phase Out school, we did not have incoming students in the 2012 – 2013 School Year. Based on the 2012 – 2013 Progress Report, 39% of students earned 10+ in their 3rd year. There was a 6% increase in students accumulating credits in their 3rd year.

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) **Curriculum (QR 1.1):** For example, Credit Recovery includes a web-base program, such as Aventa, Summer School, and Independent Study or courses during the school day. Teachers will work during Common Planning every day to scaffold and target instruction to meet the needs of all learners including ELLs, Special Education students and students on the bottom third.
- 2) **Pedagogy (QR1.2):** Teachers will receive professional development from the Network and consultants to improve their instructional strategies. Throughout the school inquiry team, teachers have the opportunity to collaborate and share best practices by the means of analyzing student data.
- 3) **Assessment (QR2.1):** Teachers will administer uniform assessments and periodic assessments to identify students needs and to plan for improvement accordingly. Guidance counselor will identify at-risk students to provide students with additional interventions.

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

1. Teachers, Lead Teachers, Guidance Counselor, Principal, Network

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

- 1) Analysis of Making Report Cards.
- 2) Monitoring of daily attendance report.
- 3) Classroom Observation Reports.
- 4) Analysis of Periodic Assessments including interim assessments, performance base assessments, and the city-wide performance assessment D

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

September 2013 – June 2014.

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

- Classlink Consultant: 5 hours per day/twice a week: 43,000 a year.
- Achieve 3000 Software \$9800.
- Expendable resources: \$7,000 a year.
- Credit Recovery Program [Aventa] 6,000 – 10 site licenses through Title 1 Funds.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parental 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).

- During the monthly PA meetings, Principal will explain the use of the transcript and Diploma/College Readiness worksheet to demonstrate the necessary qualifications for Regents' Diploma and Career/College Readiness, including the opportunity for their child to test out of certain college remediation course by scoring an "80" on the Math Regents in high school.
- School administrators will provide information at PA meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.
- During the December, January, May, and June PA meetings the focus will be Regents Preparation.
- The structure and its importance of our credit recovery program will be discussed with parents by the principal and guidance counselor.
- During PA meetings, tutoring and credit recovery schedules will be distributed to parents.
- Special Education Coordinator will send out weekly attendance progress reports to targeted Special Education students achieving less than 70% daily attendance rate. Family Assistant will outreach to parents of students who do not show signs of improvement in attendance.

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.											

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 school will establish systems to enhance attendance policies and procedures, which will impact our overall attendance rate to a minimum of 75%.

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.
Based on the 2012-13 Progress Report, only 61.3 % of students earned 10 or more credits during their third year of high school. In order to achieve a higher score on our Progress Report in the Student Progress section we need to increase the number of students in our General Education and Special Education categories in accumulating credits.

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.
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1. Strategies/activities that encompass the needs of identified subgroups
1)Stage 1: <ul style="list-style-type: none">From the first day of absence the automated School Messenger will telephone the students' home.Teachers are responsible for calling absent students; If students are absent four days consecutively, from day 1 through day 4, teachers will make telephone calls notifying parents. Teachers maintain phone logs to conference with students.
2)Stage 2: <ul style="list-style-type: none">Guidance counselor will make daily outreach to students' home.Guidance Counselor documents out via phone logs and Ilog.Guidance counselor collaborates with Family Worker to track daily attendance.Guidance counselor conference with students to establish achievable attendance goals.
3)Stage 3: <ul style="list-style-type: none">The Attendance Teacher and the Family Worker collaborate in making outreach and home visits to absent students.The Attendance Teacher maintains attendance records and document outreach into Ilog System.
4)Stage 4: <ul style="list-style-type: none">407s are implemented by the Family Worker and supported by the guidance counselor. Attendance teacher is responsible for organizing and implementing follow-up on 407 once it is generated at the school level.
5)Stage 5: <ul style="list-style-type: none">Planning Interview: Explore educational options for students, and develop next steps.All documents are reviewed and signed by school officials.
6)Stage 6 Incentive Program: <ul style="list-style-type: none">Guidance Counselor will establish monthly bulletin boards to celebrate students with exemplary attendance. Students will earn various rewards from attendance certificate to gift cards to McDonald.
2. Key personnel and other resources used to implement each strategy/activity
1. Teachers, Lead Teachers, Guidance Counselor, Support Staff, Principal, Network
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none">Daily Attendance Rosters.

- Phone Logs and home visits logs.
- Records of Monthly Perfect Attendance
- End of Marking Period's Line Grades.

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

1. September 2013 through June 2014.

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

- Achieve 3000 Software \$9800.
- Expendable resources: \$7,000 a year.
- Credit Recovery Program [Aventa] 6,000 – 20 site licenses through Title 1 Funds.
- PM School \$ 8,000.

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).

- During the December, January, May, and June PA meetings the focus will be Regents Preparation.
- Credit Recovery, the structure and its importance will be discussed with parents by the Principal.
- During PA meetings, tutoring and credit recovery schedules will be distributed to parents, and school grading policy will be discussed.
- Guidance counselor, Assistant Principal, and teachers' will consistently outreach to parents of struggling students.
- Progress Reports will be provided along with State school report cards.
- Administrators will provide information at PA/SLT meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.
- Special Education Coordinator will send out weekly attendance Progress Reports to targeted Special Education students achieving less than 70% daily attendance rate. Family Assistant will outreach to parents of students who do not show signs of improvement in attendance.

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.											

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, there will be a 2% increase from the previous year in the number of under-credited students transferring to alternative educational settings as reflected by ATS Report RADP.

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.

- Performance Conservatory High School is currently in the midst of Phasing Out by June 2014. It is thus imperative that its over-age and under-credited students are transferred to more appropriate educational settings by that deadline.
- During the 2012-13 SY, 7% of our over age and under credited student population transferred to alternative schools.

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

- No student will become a code 39 discharge unless all exhaustive methods to bring student back to home school or transfer to other viable schools have been attempted.
- Attendance team will aggressively focus on the transfer school/YABC option for all potential dropouts.
- Academic Intervention Plan to assist at-risk students with passing their classes and State exams to increase transfer school opportunities.
- Teacher teams and administration will analyze transcripts, teacher progress reports, marking period scholarship reports and ATS attendance reports to identify potential candidates for

transfer, if appropriate, and only if other reasonable methods to bring student back on track have failed, i.e. ranging from daily differentiation instruction to the consideration of credit recovery programs.

- Use common planning time for guidance conferencing with teachers, parents and over age and under credited students.
- Guidance counseling with over age and under credited students to identify best transfer school options.
- Parent Conferences with guidance counselor and/or principal to discuss academic history of child as well as the transfer school/YABC option.
- Transfer School Fair for identified students and their parents.
- Network-led College and Career Fairs for over age and under credited students seeking to transfer to transfer schools.

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

1. Support Staff, Guidance Counselor, Principal, Network

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

- RADP monthly reports, monthly teacher team meetings and administration review reports, Ilog, attendance during Parent-Teacher Conferences.
- Individual student weekly attendance rate for students enrolled in our Attendance Team.
- Student marking period report cards and weekly progress reports.
- Teacher feedback and reports on at-risk students during common planning time.

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

6. Ongoing throughout the 2013-14 SY

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

1. Our network will assist in coordinating transfer fairs for our at risk population. Guidance staff will build relationships with the guidance staff of alternative schools and they will provide opportunities for these students to re-connect with schooling through enrollment at specific transfer schools that caters to the specific interests of said students.

Strategies to Increase Parental Involvement

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

- During the monthly PA meetings, Principal will explain the purpose of transfer schools, discuss different programs available, and distribute transfer school brochures, i.e. the focus will also be on Performance's Phase Out standing and the significance of all students to be on track to graduate by June 2014 and, if not, other viable options available to these students such as transfer schools, YABS, CO-OP Tech, and ACCESS programs.
- Transfer School Night: invite over-age and under-credited students and families for info-session.

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.							

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

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

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.

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.

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. **1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
2. **2. Key personnel and other resources used to implement each strategy/activity**
- 6.
3. **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
4. **4. Timeline for implementation and completion including start and end dates**
- 1.
5. **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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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	Students that are identified as at-risk and/or lowest third in the area of ELA are programmed for after-school AIS session. Instruction is based on acquiring the reading, writing, listening, and speaking skills necessary to become a successful ELA achiever, both in the classroom and on standardized exams .	Small group tutoring	Sessions are held on Mondays and Wednesdays for 37 1/2 minutes per session. After school
Mathematics	Students that are identified as at-risk and/or lowest third in the area of Mathematics are programmed for after-school AIS session. Mathematics sessions are focusing on improving the basic mathematics skills needed to successfully complete high school level course work, the Algebra and Geometry Regents exams, and become college ready in the area of math. Instruction is based on acquiring the computational, reasoning, algebraic, computer and calculator skills necessary to become a successful mathematics achiever, both in the classroom and on standardized exams.	Small group tutoring	After school, Sessions are held on Mondays and Wednesdays for 37 1/2 minutes per session.
Science	Students that are identified as needing additional support in the sciences are given opportunities to do so during small group tutoring and make up laboratory sessions. Science department teacher evaluates student progress on a bi-monthly basis. Individual students that display a deficit receive a progress report. In addition, eligibility for taking the NY State Regents exams in science is determined cumulatively. Students deemed ineligible based on lab completion percentage receive a status report for lab class. Make up lab sessions are offered weekly during the school day and after school.	Small group tutoring	After school, during Lunch Science teachers conduct review science lessons, small group tutoring, and lab sessions during 50 minute AIS sessions on Tuesdays and Thursdays, afterschool.
Social Studies	PM School offered to students in order to provide an opportunity to make up coursework in a timely manner.	Small group tutoring	After school

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

Guidance Counselor:

- Provides crisis intervention services for students
- Collaborates with teacher teams on planning and implementing special programs to address the needs of the students population
- Consults with school administrators, guidance staff, and /or classroom teachers concerning individual students
- Provides short term counseling for students in need
- Provides individual and group long term counseling

Collaborates with the school psychologist and special education staff to complete all evaluations, services, and referrals in a timely manner

One on one

Method for delivery of service ranges from Individual conferencing to small group instruction

Before, during, and after school

As needed or during Lunch, before or after school.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
IABS is a phase-out school in the second year of a three-year phase-out; accordingly, recruitment and retention are extremely difficult and excessing, in preparation for the eventual closing of our school, is done annually based on license seniority. If applicable, new teachers that are considered for job openings are screened by our network and school administrators. Professional development opportunities based on the 22 components of the Danielson teaching rubric and the common core instructional shifts are provided. Teachers are encouraged to seek out external opportunities that are subsidized by the International Arts Business School set-aside monies. Our school is implementing the City-Wide Instructional Expectations for the 2013-14 SY providing a crucial common denominator with all other schools despite our phase-out classification. Our Transition Support Network has also developed and assisted our school with strategies for recruitment, retention, support and professional development.

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).
Teacher Professional Development Plan, 2013-14 SY
<p>I. PD topics to be covered this year include:</p> <ol style="list-style-type: none"> 1. Danielson Framework for Teaching, with emphasis on certain components as identified during the observation process by administration 2. Common Core-aligned lessons, the common core instructional shifts, unit performance tasks, and curriculum mapping 3. Collaborative Learning 4. Implementation of New Teacher Evaluation and Development System (Advance) 5. Assessing and reviewing rubric-based student work 6. Instructional data analysis <p>II. All teachers will follow our uniform <i>internal</i> professional development schedule, meeting with Lead Teacher Dr. McCallum, during these times:</p> <ol style="list-style-type: none"> 1. Every day.....period 4.....C6 Assignment 2. Every Wednesday.....period 9.....Common-planning time 3. Every 3rd Monday of the month.....period 9Departmental Conferences <p>III. All teachers will have opportunities to attend <i>external</i> professional development provided by our network and/or other vendors.</p> <ol style="list-style-type: none"> 6. Principal will provide periodic information via DOE email 7. Teachers are encouraged to seek out additional external professional development opportunities and request permission to attend.

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.).
Federal, state, and local funds are coordinated and integrated with our school wide programs (STH, AIDP, OASAS, and ARRA) to support the needs of our at-risk student population, under NCLB, and to improve their learning outcomes.
Title I, STH, funds are aligned to our instructional programs and used to purchase instructional supplies, materials, and manipulatives for mathematics and science classes to support students' individualized learning styles, interests, and needs. We also have dedicated teachers in math, science, and ELA as well as a mandated guidance counselor
As many of these students are truant and have cases of substance abuse, our AIDP teacher and OASAS coordinator provide support services to help reengage these students. The attendance teacher visits the home of these students in an effort to reengage them in schooling and our paraprofessional makes daily telephone calls to parents and sends letters to home, and the OASAS coordinator provides

outreach services to help overcome such issues.

In addition, these funds are utilized to support AIS programs, which provide tutoring and regents preparation classes, twice a week, to improve students' academic progress and performance toward graduation standards.

Furthermore, as many of these students are part of the bottom 3rd population for the school and city, ARRA funds are earmarked for inquiry work to align curriculum, instruction, and assessment to the deficient skill sets of this targeted population.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

1. Scantron Performance Series (baseline) to determine deficiency skill sets of students to increase growth and achievement. Pre-Midterm (formative) to inform instruction, re-teach and differentiate. Midterm (formative and interim assessment) to inform instruction in preparation for final exam; determine mastery of concepts and skills; increase student progress towards graduation and accumulation of credits and Regents passing rates. Pre-Final (formative) to inform instruction, re-teach and differentiate. Mock Regents (interim assessment) to determine if students demonstrate mastery of content to increase passing percentages on Regents. Final Exam (formative) end of term exam, demonstrate mastery of content, prepare for summative assessment. Regents Exam (summative) to determine if students met standards, alignment of curricula to CCLS, increase passing percentages on Regents exams, and develop deep understanding of content

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
- A. 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 12	Borough Bronx	School Number 262
School Name Performance Conservatory 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 Ms. Eulynis Matthias-Fridie	Assistant Principal John Moschetti
Coach Ramon Mejia Sanchez	Coach type here
ESL Teacher N/A	Guidance Counselor Latica Greer
Teacher/Subject Area n/a	Parent n/a
Teacher/Subject Area n/a	Parent Coordinator n/a
Related Service Provider Latica Greer	Other n/a
Network Leader(Only if working with the LAP team)	Other n/a

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	25	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
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](#))
Paste response to question here:
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?Paste response to questions here:
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](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Presently, we do not have any ELLs students.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Paste response to question here:

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here:
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.
Paste response to question here:
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. 
Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

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

Paste response to question here:

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?

Paste response to question here:

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).

Paste response to questions here:

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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?

Paste response to question here:

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:	n/a		n/a
Social Studies:	n/a		n/a
Math:	n/a		n/a
Science:	n/a		n/a

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

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

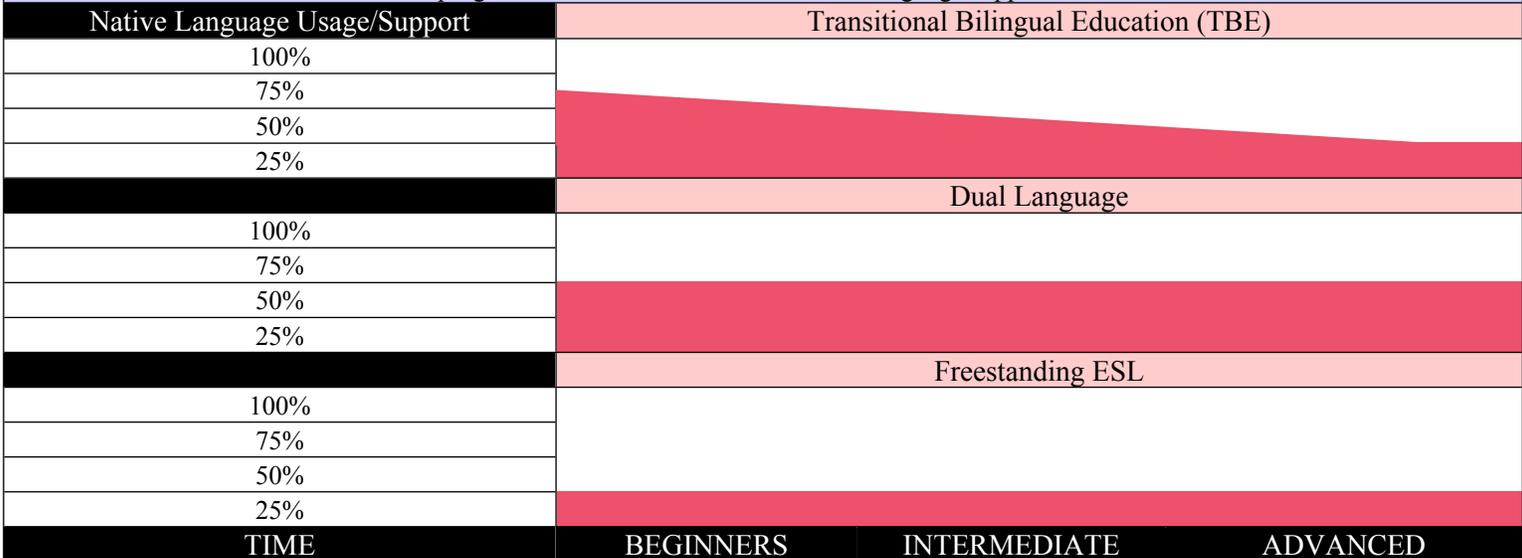
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.
Paste re
Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.sponse to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste
Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste
Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student. response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste resp
Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.onse to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste res
Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.ponse to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste res
Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.ponse to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste res
Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.ponse to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response
Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.to question here:
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.
Paste response
Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.to question here:
18. What language electives are offered to ELLs?

Paste response to questio

Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.n here:

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)?

We do not have any ELLs students at this time.

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.

Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.esponse to questions here:

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?

Paste re

Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.sponse to questions here:

E. Additional Information

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

Paste respo

Please be advised for the 2013 – 2014 School Year, presently there are no ELL Students at Performance Conservatory High School. However, if our current ELL status should change, we will ensure all services are rendered to support the needs of each student.nse to question here:

School Name: Performance Conservatory

School DBN: 12X262

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eulynis Matthias-Fridie	Principal		11/14/13
John Moschetti	Assistant Principal		11/14/13
a	Parent Coordinator		11/14/13
n/a	ESL Teacher		11/14/13
n/a	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
Ramon Mejia Sanchez	Coach		1/1/01
Latica Greer	Guidance Counselor		11/14/13
Steve Chernigoff	Network Leader		11/14/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **12X262** School Name: **Performance Conservatory**

Cluster: **6** Network: **610**

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

Part A: Needs Assessment Findings

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

We have conducted interviews, parents' survey, and workshops to ascertain the language for our parents.

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

Through our findings, we have concluded that spanish is the first language spoken by a large majority of our parents. Consequently, we have utilized our school aide and family worker to ensure parents are given the support that is needed. In the event a parent speaks a language other than spanish, we will access the Translation Interpretation Unit.

Part B: Strategies and Activities

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

Translation will be provided by bi-lingual staff member.

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.

Interpretation will be provided by an in-house staff.

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>.

We do not have any ELLs students.