



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE HIGH SCHOOL OF WORLD CULTURES

DBN (i.e. 01M001): 12X550

Principal: DR. RAMON NAMNUN

Principal Email: RNAMNUN@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: MARGARET STRUK

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
Ramon Namnun	*Principal or Designee	
Kenneth Couret	*UFT Chapter Leader or Designee	
Mayra Garcia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Luiciddeny Delgado	Member/ SLT	
Poyane Lu	Member/ Teacher	
Hundeley Ayi	Member/ Student Body President	
Fatoumata Bah	Member/ Senior Class President	
Fatou Samb	Member/ PA secretary	
Rose Deleon	Member/ Treasurer	
Carmen Navarro	Member/ Title 1 Representative	
Anthony Conception	Member/ Title 1 Representative	
Rosana Barbosa	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 12X550

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	388	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	14	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	2	# Music	10	# Drama	N/A
# Foreign Language	27	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.7%	% Attendance Rate			87.5%
% Free Lunch	94.6%	% Reduced Lunch			2.3%
% Limited English Proficient	89.0%	% Students with Disabilities			0.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	3.1%	% Black or African American			10.5%
% Hispanic or Latino	79.1%	% Asian or Native Hawaiian/Pacific Islander			6.1%
% White	1.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	9.17	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			16.6%
% Teaching with Fewer Than 3 Years of Experience	25.8%	Average Teacher Absences			3.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	38.0%	Mathematics Performance at levels 3 & 4			46.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			47.4%
6 Year Graduation Rate	72.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			Yes
Economically Disadvantaged	Yes				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP							
Describe the strengths of your school's 12-13 SCEP.							
The High School of World cultures has been very successful with graduating the students in 5-6 years. We currently have an 88% 5 year graduation rate, and continue to make academic gains with our English Language Learners. In addition, we have very high parent involvement and participation in school wide activities. Likewise, we have had success with both teacher and student attendance.							
Describe the areas for improvement in your school's 12-13 SCEP.							
Our school needs to work on its 4 year graduation rate.							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
As we are an entirely new arrival school, there are many challenges that we face when trying to get our students to acquire the skills necessary to pass Regents exams designed for English proficient students. In addition to this, we have had an influx of SIFE students and have set up specific programs within the 2013-2014 year to address these needs.							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
We were successful with our 12-13 CEP goals and would like to continue them into this school year.							
Were all the goals within your school's 12-13 SCEP accomplished?				x	Yes		No
If all the goals were not accomplished, provide an explanation.							
Did the identified activities receive the funding necessary to achieve the corresponding goals?					Yes	x	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Our anticipated barriers are the same as last year. As a new arrival school we are expected to graduate the students within 4 years. This means that our ESL and SIFE students must pass multiple Regents with the same English proficiency levels as Native English speaking students				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Over the past two years, the High School of World Cultures has seen an influx in SIFE students. We have worked hard to identify this population and to establish a class to help them achieve academically. This includes offering students the opportunities to receive both afterschool and Saturday tutoring.				
Describe how the school leader(s) will communicate with school staff and the community.				
Our staff voted on an SBO to allow for common planning and professional development during their circular 6 periods. During this time teachers are informed of instructional changes and are given quality professional development that is applicable and relevant to their classrooms.				
Describe your theory of action at the core of your school's SCEP.				
To increase student achievement through the use of the CCLS and the utilization of intervention strategies as mentioned in the AIR section.				
Describe the strategy for executing your theory of action in your school's SCEP.				
The CEP will be shared with the staff, particularly team and discipline leaders. These teacher leaders will then follow up with the staff. In addition to this, teachers will be additionally informed of the school goals during their 5 th period C-6 meetings. Furthermore, the CEP will be periodically monitored during cabinet meetings.				
List the key elements and other unique characteristics of your school's SCEP.				
We are an ESL school, servicing English Language learners who are new arrivals to this country. We also have a significant SIFE population.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
The CEP will be shared with the staff, particularly team and discipline leaders. These teacher leaders will then follow up with the staff. In addition to this, teachers will be additionally informed of the school goals during their 5 th period C-6 meetings. Furthermore, the CEP will be periodically monitored during cabinet meetings.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Deepen systematic and reflective ways of examining both teacher work alongside student work using protocols that will impact curricula design, teaching and learning
 In the High School of World Cultures 3% of the population is Dual Language and 97% are new arrivals to the country and English Language Learner (ELL). Our 9th grade consists of SIFE, Dual Language, and ESL blocks;
 10th grade consists of, SIFE, Dual Language, and ESL blocks;
 11th grade consists of SIFE, Dual Language, ESL, and College Board Advanced Placement;
 12th grade consists of SIFE, Dual Language, ESL, and Honors

Strategies/activities that encompass the needs of identified student subgroups
 Our school faculty engages in a common planning period through the strategies listed below:

Review Type:	SQR	Year:	11-12	Page Number:	6	HEDI Rating:	NA
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision	X	2.3 Systems and structures for school development
2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Leaders will include team leaders in bi-monthly extended cabinet meetings and use protocols developed by teacher teams to identify instructional needs for modifying and aligning curricula, and changing classroom practices to promote students achieving higher pass rates on Regents by 3% during the 2012-2013 academic year, as compared to the cohort of 2013’s passing rate and deepen student learning for college preparedness

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Drawing from research (*The Power of Teacher Teams*) analyzing components of effective teacher collaboration, school faculty will implement: departmental inquiry teams meet weekly to analyze student work using departmental tools to identify instructional needs, review item analyses, and analyze interim assessments and mock regents results to inform small group instruction; work is monitored through meeting minutes, attendance log, students’ folders with evidence of individual Regents preparation
2. Departmental advisory teams meet weekly with student groups to set and monitor progress towards their long and short term goals with respect to Regents preparation and college preparedness; work is monitored through a log of interactions;
3. Grade and department teams meet bi-weekly to discuss best practices and strategies for improving student performance; work is monitored through meeting summaries and attendance logs
4. Departmental curriculum teams meet weekly to develop curriculum aligned to CCLS and CIE; work is monitored through departments’ written reports and curriculum draft
5. Extended cabinet meetings, which include administrators, team leaders, UFT representative, guidance counselor, and parent coordinator, will meet bi-monthly to inform, discuss, and recommend possible opportunities to better prepare students for higher learning and refine practices
6. A Professional Development System, administration will train teachers’ monthly in the application of selected components of a research-based framework for quality teaching, enabling self-assessment; work is monitored through teachers’ individual Professional Development Plans
7. A restructuring committee(teachers, Guidance Counselor, and Administrators) that meets every Saturday (9am – 3pm) to create, develop, and review strategies and activities that address diverse student needs

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

1. Teacher teams, administrators, students, parent coordinator
2. Guidance Counselors, teachers, and administrators

3. Teacher teams, administrators
4. Teacher teams, administrators
5. Administrators, team leaders, UFT representative, guidance counselor, and parent coordinator
6. Teachers
7. Teachers, Guidance Counselor, and Administrators

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

4. Teacher teams will target the SIFE and ESL students of the 2014 cohort to evaluate the progress, effectiveness, and impact of the above described strategies and activities through inquiry, informed by data from Skedula and student files from small group instruction
5. Instruction reflecting student progress and departmental assessment and analysis tools will be reviewed in collaboration for pre-observation conferences to improve instructional practice
6. Work is monitored through meeting summaries and attendance logs
7. Work is monitored through departments' written reports and curriculum draft
8. Bi-monthly meetings to inform, discuss, and recommend possible opportunities to better prepare students for higher learning and refine practices
9. Work is monitored through teachers' individual Professional Development Plans
10. Work is monitored through the creation, development, and review of strategies and activities that address diverse student needs

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

1. School year 2013-2014
2. Implementation occurs at beginning of the Fall and Spring semesters
3. By May 31, 2014 the full SCEP will be implemented
4. School year 2013-2014
5. School year 2013-2014
6. School year 2013-2014
7. By June 6, 2014 the restructuring committee will review, reflect and begin to plan the upcoming school year

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

1. Innovative Scheduling and budget will be aligned to ensure successful implementation
2. Innovative Scheduling and budget will be aligned to ensure successful implementation
3. Innovative Scheduling and budget will be aligned to ensure successful implementation
4. Innovative Scheduling and budget will be aligned to ensure successful implementation
5. Innovative Scheduling and budget will be aligned to ensure successful implementation
6. Innovative Scheduling and budget will be aligned to ensure successful implementation
7. Innovative Scheduling and budget will be aligned to ensure successful implementation

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs			X	PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

School leaders should ensure rigor and higher order thinking skills, aligned to standards, are embedded in academic tasks across grades and subject areas in order to promote college readiness"

Review Type: SQR	Year: 11-12	Page Number: 5	HEDI Rating: NA
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

College readiness will be achieved through core content teachers' alignment of two units of study to Common Core Learning Standards (CCLS) and the New York City Instructional Expectation in Literacy and Mathematics using a range of strategies to ensure that students are heard and to promote higher order thinking skills, resulting in an increase of the passing rate of the ELA and Math regents for the cohort of 2014 during the 2013-2014 academic year by 3% as compared to the cohort of 2013's passing rate on the ELA and Math regents' exam

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. focus on informational reading, argumentative writing, including listening, speaking, and math modeling; using modes of differentiated instruction such as modified text, visual technology, varied groups, tasks, and questioning; formative and summative assessments evaluated through rubric-based student projects and presentations
2. Promote rigor and higher order thinking of struggling learners through re-teaching an idea or skill, allowing time for student processing, small group instruction, student choice in demonstrating mastery of concepts, and providing materials that reflect a variety of cultures and home settings
3. Promote rigor and higher order thinking of advanced learners through Public Speaking Club, Advanced Placement and Honors courses, Jumpstart Program, and Peer tutoring
4. Teachers meet once a week by content area to analyze students' work and curriculum implementation aligned the Citywide Instructional Expectations; a lead teacher in Math and Literacy attend New Visions CCS in Literacy and Math; these two teachers turnkey during their meeting; Principal meets with Assistant Principals during cabinet meeting to monitor the progress of the performance tasks

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

6. Students, teachers, administrators, office support, and parents
7. Students, teachers, administrators, office support, and parents
8. Students, teachers, administrators, office support, and parents
9. Teachers and Administrators

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

1. Teacher teams will target the SIFE and ESL students of the 2013 cohort to evaluate the progress, effectiveness, and impact of the above described strategies and activities through inquiry, informed by data from Skedula and student files from small group instruction
2. Formative, summative, and interim assessments analysis; performance tasks (unit assessments); department-wide planning for mid and end of term assessments, faculty grade team meetings and student advisory to discuss student progress, parental communication regarding student progress
3. Successful implementation of Public Speaking Club, Advanced Placement and Honors courses, Jumpstart Program, and Peer tutoring
4. Mid and end of term assessments and interim assessments analysis

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

1. School year 2013-2014, Implementation occurs at beginning of the Fall and Spring semesters
2. By January 28, 2014 results from first semester grades and ELA and math Regents exams will inform teacher planning for spring semester
3. Results from first semester grades and ELA and math Regents exams will inform teacher planning for spring semester
4. By June 2014 results from second semester grades and ELA and math Regents exams will inform teacher planning for 2013-2014 school year

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

1. Dictionaries, bi-lingual glossaries, graphing & scientific calculators
2. Access to Laptops & iPads, Castle Learning
3. Skedula online grading system
4. Interactive online bank of questions in Math, Science and English from Operation Exito

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	x	Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core				
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs		X	PF RTI			PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Strengthen and vary checks for understanding in order to better inform instructional decisions											
Review Type:	SQR	Year:	11-12	Page Number:	5	HEDI Rating:	NA				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
	4.2 Instructional practices and strategies				4.3 Comprehensive plans for teaching						
	4.4 Classroom environment and culture			X	4.5 Use of data, instructional practices and student learning						

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
Teachers and Guidance Counselor will periodically examine or reflect on the impact of their instruction, strengthening and varying checks for understanding. This will be done by using on-going formative and summative assessment practices with uniform rubrics aligned to curriculum, analyzing information on student learning outcomes, and using school-tailored tools to adjust instructional decisions at the team and classroom level.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Departmental planning, inquiry, and development of curriculum and units; grade and course meeting to analyze student work; frequent review of individual student progress through regular use of questions, prompts and assessments to diagnose evidence of learning by individual students, as determined through uniform rubrics measuring students' class participation, home-works, projects, and tests/quizzes;											
2. Skedula and Castle Learning to collect data and advise students; verbal and written class summaries; Socratic seminars classes; performance tasks											
B. Key personnel and other resources used to implement each strategy/activity											
1. Teachers, parents, guidance counselor, administration											
2. Teachers, parents, guidance counselor, administration											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1. Teacher teams evaluate the student progress, effectiveness, and impact of the above described strategies and activities through inquiry, informed by data from Skedula and student files from small group instruction; these teams target the eighty-one off-track SIFE and ESL students of the 2013 cohort and place them in groups of four to five to be peer-tutored by the eighteen top-ranking students in the 2014 cohort											
2. Teachers are involved in the decision-making regarding the use of academic assessments through benchmarks, analysis of student performance, rubrics, inter-visitation, teachers' self-assessment based on a selected component from the Danielson Framework for Teaching											
D. Timeline for implementation and completion including start and end dates											
1. School year 2013-2014: Implementation occurs at beginning of the Fall and Spring semesters and at the end of each semester's three marking periods.											
2. By January 28, 2014 results from first semester grades and ELA and math Regents exams will inform teacher planning for spring semester, by June 2014 results from											

second semester grades and ELA and math Regents exams will inform teacher planning for 2013-2014 school year

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

1. Scheduling to ensure departmental meetings can occur on schedule,
2. Purchase of Skedula online grading software to aid in the collection of data.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	X	PF Inquiry Teams	PF NYS Standards and Assessments
PF Positive Behavioral Management Programs	PF RTI	PF Parent Engagement	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen classroom practices to reflect levels and learning styles of the diversity of learners in order to maximize learning opportunities and increase engagement

Review Type:	SQR	Year:	11-12	Page Number:	5	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	5.3 Vision for social and emotional developmental health
	5.4 Safety	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Students' engagement and learning opportunities will be maximized to produce meaningful student work products through community/family involvement, guidance support, peer supports, and teacher classroom practices that are consistently differentiated, aligned to the curriculum, developed from a coherent, school-wide set of beliefs about how students learn best, and informed by students' home environments and social-emotional developmental health, resulting in a 2% overall increase of students' attendance and course passing rates during the 2013-2014 academic year as compared to 2012-2013.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Strategies: The school's common commitment to place children first, give no excuses, and maintain high standards is fulfilled through: Student-led planning committees (i.e.: yearbook, senior trip, community service, fashion and talent show, fundraiser) and community service facilitated by the Student Government advisor and the community service teacher-coordinator and a faculty who prioritizes the overall well-being and personal development of students, with vital support provided by the guidance counselor, who among many tasks analyzes and updates student transcripts and the parent-coordinator, who among many services provides students with a welcoming, safe space
2. Activities: Student awards: Students' academic and attendance achievements are publicly celebrated through school-wide ceremonies that recognize Perfect Attendance (awarded each semester), the Assistant Principals' Honor Roll (awarded each semester to students by grade level who have achieved an 85% or above GPA), and the Principal's Honor Roll (awarded annually to students by grade level who have achieved a 90% or above GPA and successfully passed the year's Regents exams) and Extra-curricular activities: Student government, Senior government, community service, Campus wide health clinic, Valentine's Day dance, afterschool clubs (peer-to-peer, book, newspaper, culinary, photography), movie nights, fashion and talent shows, Yearbook, Senior trip,

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

1. Personnel: Students, teachers, administrators, office support, parents,
2. Parent coordinator, parent Association, guidance counselor, and attendance team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Student advisors meet weekly with Student and Senior Governments to exchange ideas, develop proposals, and seek approval for activities which buildup school spirit and support the socio-emotional well-being of the student body
2. Student advisors meet weekly with Student and Senior Governments to exchange ideas, develop proposals, and seek approval for activities which buildup school spirit and support the socio-emotional well-being of the student body
D. Timeline for implementation and completion including start and end dates
1. 2013-2014 School Year
2. 2013-2014 School Year
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Key partnerships (Hunter College, Museum of Natural History, New Visions for Public Schools, Boys and Girls Harbor, Omni Learn, SOBRO, Parks and Recreation, Operation Exito, International Leadership Program)
2. Parent Association, attendance team, Guidance Team

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
School will increase parental involvement and engagement through parental monitoring of his/her child's performance, attendance, homework and class participation from home and will be able to communicate with the teachers when needed			
Review Type:	SQR	Year:	12-13
		Page Number:	3
		HEDI Rating:	NA

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
During the 2013-2014 academic school year, we will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by sharing information about the school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. The school atmosphere will become more welcoming and foster feelings of belonging and trust, thus increasing parental involvement by 3% compared to the previous school year.	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
A. Strategies/activities that encompass the needs of identified subgroups	
1. Monthly parent meetings to inform them about students' activities, general event of the schools, information sessions, Grade Meeting; 9-12 and opportunities for	

parents' involvement. Parent-teacher conferences are conducted each semester, during which the individual child's achievement will be discussed as well as how this Student-Parent Compact (page 22 of this document) is related. Holiday and spring concerts, school-wide math/science (Operation Exito) competition are ways to bring students, parents, school and community together. Saturday (9/2013 and 2/2014) Parent Breakfasts provide translated (French, Spanish, Bangla, Chinese, Arabic) informational sessions to advise parents of our grading system, code of conduct, and to meet some of the school's faculty and staff

- Educational opportunities are provided through workshops in: "Substance Abuse"; "Gang Prevention"; "How to Negotiate with Your Teenager" additionally; ESL and Citizenship classes. School Leadership Team allows the parents to have a voice through the president of the Parent Association. 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

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

- 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 provides 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 maintains a log of events and activities planned for parents each month and file a report with the central office
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee; this includes providing technical support and ongoing professional development, especially in developing leadership skills

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

- Create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians. Assist parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times are scheduled so that the majority of parents can attend). Support parental involvement activities as requested by parents.
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy

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

- School year 2013-2014 Monthly Meeting
- Saturday (9/2013 and 2/2014) --- Beginning of the Fall and Spring semesters

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

- Scheduling of Parent meetings and funding for events
- Establish qualified facilitators for the scheduled events and workshops

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	Mcgraw Hill SRA, Fontas and Pinnell assessment, QTEL strategies, repeated readings, interactive writings, interdisciplinary unit sharing	Classes designed especially for the SIFE and Long Term ELLs, including small group instructional strategies, enhanced phonics, and individualized learning goals	Services are provided during the school day, as well as after school, and on Saturdays
Mathematics	Interactive curricula, as well as Operation Exito, a program aimed at helping students prepare for the math Regents.	Small group instruction both within the instructional day and for after school programs	Services are provided during the school day, as well as after school, and on Saturdays
Science	Omni-Learn provides interactive Labs to students.	Small group instruction both within the instructional day and for after school programs	Services are provided during the school day, as well as after school, and on Saturdays
Social Studies	Interactive readings, and specific student groupings	Small group instruction both within the instructional day and for after school programs	Services are provided during the school day, as well as after school, and on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students meet with counselors on an as needed basis. When students are identified as high risk, the Guidance Counselors meet with the appropriate personal	Small group instruction both within the instructional day and for after school programs	Services are provided during the school day, as well as after school, and on Saturdays

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

5. All elements of the *All Title I Schools* section must be completed*.
8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
9. 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.

At the High School of World Cultures, High quality teachers are employed using the NYC DOE open market, hiring fairs, and through relationships built with educational institutions that train highly qualified teaching professionals. While employed at the High School of World Cultures, teachers are given opportunities to improve their craft through on-going professional development. These opportunities for professional development contribute to our teacher retention rates, as well as, ensure that the teachers employed are highly qualified. Teachers that show no growth over time, regardless of repeated efforts and individualized plans are counseled out.

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).

Teachers at the HSWC meet on a daily basis to discuss and work with the target population. These meetings are dedicated to professional development and student-centered activities, including a SIFE committee and inquiry groups. HSWC has a weekly allotment of 3 hours and 45 minutes embedded in the school week for collaborative planning/professional development focused on the entire student population of ELLs. A school-based planning team will meet weekly to discuss and plan the implementation and execution of grant activities. In addition, this committee will track professional development growth and will also redirect the focus when it is needed. These sessions are designed to focus on the CCSS and strengthen teacher interdisciplinary planning.

*HSWC will train the entire staff during PD sessions. Teachers will be trained in SIFE and ESL strategies at workshops both on and off site.

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

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

All funding sources are combined to ensure the intent and purpose of the programs is met.

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.

All teachers fully participate in all decisions regarding the use and selection of multiple assessments measures in use at the school and the professional development required for their use through their participation in our school wide professional learning communities.

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)**

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;
- 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 550
School Name The High School of World Cutlures		

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 Dr. Namnun	Assistant Principal Ms. Pappas
Coach	Coach
ESL Teacher Ms. Maehlum	Guidance Counselor Ms. Rosado
Teacher/Subject Area Lucidenny Delgado	Parent
Teacher/Subject Area Kathy Luke	Parent Coordinator Maria Rondon
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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)	398	Total number of ELLs	304	ELLs as share of total student population (%)	76.38%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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%)										1	1	1	1	4
Freestanding ESL														
Discrete ESL class										3	3	3	3	12
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	304	Newcomers (ELLs receiving service 0-3 years)	267	ELL Students with Disabilities	0
SIFE	178	ELLs receiving service 4-6 years	35	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	0	0	0	0	0	0
Dual Language	25	15	0	10	5	0	0	0	0	35
ESL	81	146	0	9	11	0	0	2	0	90
Total	106	161	0	19	16	0	0	2	0	125

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 Spanish	21	0	25	0	21	0	14	0	81	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	21	0	25	0	21	0	14	0	81	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										47	94	78	28	247
Chinese												2		2
Russian														0
Bengali										7	11	2	4	24
Urdu														0
Arabic										3	3	1		7
Haitian														0
French										3	6	1	1	11
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										7	3	3		13
TOTAL	0	0	0	0	0	0	0	0	0	67	117	87	33	304

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)										27	31	23	5	86

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)										35	60	41	13	149
Advanced (A)										2	21	21	15	59
Total	0	0	0	0	0	0	0	0	0	64	112	85	33	294

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	165		31	
Integrated Algebra	288	122	64	
Geometry	40	0	14	
Algebra 2/Trigonometry	5		1	
Math				
Biology				
Chemistry				
Earth Science	71	26	13	
Living Environment	151	68	61	
Physics	1		1	
Global History and Geography	159	110	41	
US History and Government	106	73	38	
Foreign Language				
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)	5	8	9	7	1	5	7	7
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.

The school uses the Lab R exam, interim assessment in ELA, and teacher prepared assessments, NYSESLAT and NYS Regents scores to assess the students. Based on the data analyzed the Inquiry/Data Team and Curriculum Writing Team make recommendations on instruction, materials, and curriculum writing. For example, our ELA interim assessment in the Fall of 2013 illustrated that students performed significantly better on questions related to inference, cause/effect, and author's purpose than on questions on detail and vocabulary related to inference. Therefore, the Inquiry team has recommended that the curriculum writing team develop performance tasks that help develop vocabulary and scaffolding activities that will develop students' understanding of vocabulary when related to inference questions. In addition, the assessment of the NYSESLAT scores illustrate some disparity with regard to ability in writing and reading and speaking and listening. It has been recommended that all students be encouraged to write responses in classes and share out as a daily practice in order to develop both skills simultaneously.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Although there are students that illustrate a disparity in their listening/speaking and writing/reading scores on the NYSESLAT and Lab R, the majority of the students score similarly in these sections. There is also a higher number of students scoring intermediate and advanced in the 11th and 12th grades on the NYSESLAT.

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](#))

Since the analysis of the NYSESLAT scores illustrate some disparity with regard to ability in writing and reading and speaking and listening. It has been recommended that all students be encouraged to write responses in classes and share out as a daily practice in order to develop all skills simultaneously. Instruction will include daily formative assessments throughout the lessons. Differentiated instruction is an important tool for the teachers to use to improve student performance in helping to develop these skills.

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?

4. a. Students initially do better when taking tests in their native languages. It seems that in the higher grades more of them perform equally on English tests.

4. b. The school leadership and the teachers use the results from the periodic assessment to drive instruction and make curriculum decisions as described above, by making recommendations to the Curriculum Writing Team and in Faculty and departmental meetings. At these meetings, administrators share and discuss the statistical analysis completed on all tests. Together, all stakeholders engage in shared-decision-making about how to drive instruction. Differentiated Instruction is discussed and developed and new resources are assessed.

4. c. The trends have indicated that there is a need to focus on the language objectives and the communication arts. In addition the writing skills improve after the speaking and listening skills. The Native language is always used to support the development of English and to present content information. All students are issued word-to-word translation dictionaries in an attempt to develop vocabulary in the Native language as well as English, as some of our SIFE students also are in need of native language development.

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](#).)

We guide instruction for ELLs with response to intervention by organizing our students into instructional blocks- consistent with student need. For example, students who are SIFE (have an interrupted formal education) are placed in a SIFE block. In these blocks, students receive Native language support as well as a variety of remedial and supplementary instruction

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

Students are placed in blocks that are dependent upon their native languages. We have four instructional blocks 1) mixed, advanced English 2) Mixed (non-Spanish speakers) 3) Dual Language, and 4) SIFE. Teachers use native language to build background knowledge and help students to excel in English.

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?

7. a. In the dual language program, students are assessed in English in all classes except the Advance Placement Spanish Literature Class. They are always encouraged to use their native language with the use of classroom resources.

7. b. Our dual language students are excelling in their second language. By the 12th grade, they are able to pass the NYS Regents exams in English and take College Now classes in preparation for college.

7. c. Our 12th grade dual language students have all passed all required NYS Regents exams. They are excelling academically and are currently applying for college scholarships, as their GPA's are admirable.

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

We rate the success of our programs on our students' ability to achieve academically in school as well as on city and state assessments. We continuously analyze the results of these and recommend changes as necessary. Our graduation rate, attendance, and school spirit are a testament to the effort that the school places on high standards for all our students, especially because of the linguistic obstacles they have had to overcome.

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](#).)

Since High School of World Cultures (HSWC) is a 100% English Language Learner school, all students who are referred to us are screened as possible ELLs. Therefore, the steps of the identification process described below apply to all new students. First, the school secretary (Blanca Torres) checks the student's referral letter and introduces the student and their parents to the principal (Ramón Namnun). Next, the principal conducts the informal home language interview with the student. After that, the student and parents are sent to the parent coordinator (Maria Rondón), who begins a CUM file containing the following documents: ATS Registration/Transfer form, McKinney/Vento Act, ethnic identification form, Consent to Photograph/Videotape, and Emergency Contact. One of two pre-identified ESL teachers (Mrs. Andrade or Ms. Luke) is notified of the new student. The teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview to assess the student's level of speaking and listening proficiency in English. The ESL teacher, Assistant Principal or Principal (based on availability) shows the Program Placement video and answers any questions that the parents have about bilingual or ESL programs. At that point, parents are asked to complete a program selection form. They are advised that they can change or void their selection based on the results of their student's initial assessment(s). HLIS, program selection, and parent survey forms are kept in both the CUM and in an intake binder.

The LAB-R is administered within ten days of registration on a rolling, bi-weekly basis starting in the beginning of August. Due to the large volume of new ELL students, the Reading, Writing, and Listening tests are administered in large groups, if possible. The Speaking test is administered individually. Mrs. Andrade and Ms. Luke are responsible for conducting the initial screening and administering the HLIS and LAB-R. Both are licensed ESL teachers.

A pre-identified Spanish teacher (Mrs. Delgado) is responsible for administering the Spanish LAB.

In April and May, all students are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Students take the Reading, Writing, and Listening sections in their self-contained ESL classroom, where it is administered by a licensed ESL teacher (Kathy Luke, Isabel Andrade, Emilia Perlwitz, Kimberly Hunter, Vhianna Boncy, and Bertrand Fils-Aimé). The Speaking test is administered by these same teachers to individual students over several consecutive days.

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.

In order to ensure that the parents understand the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) they are shown the video. Further explanations are given by the principal during the interview process. The ESL teacher, assistant principal, and guidance counselor are available during the intake process to make any clarifications. Further, parents are encouraged to continue their inquiry with the parent coordinator.

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 parent survey and program selection forms are returned to the ESL pedagogue who completes the intake process. They are kept on file in the CUM and AP Intake binder with the HLIS. In order to ensure that parents return these, they are given appointments by the Parent Coordinator, Mrs. Rondon. She, along with the Principal, Assistant Principal or ESL teacher (depending on availability) meets with the parents, keeps a copy of the surveys and selections in her office and a copy is kept with the assistant principal. Upon the completion of the LAB-R and Spanish Lab tests, parents are mailed entitlement letters.

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.

Using the results from the LAB-R exam, students are identified as beginners, intermediate or advanced students. If students are beginners, they are programmed for three units (540 minutes a week) of ESL, intermediate students are programmed for two units (360 minutes a week) of ESL and advanced students are programmed for one unit (180 minutes) of ESL instruction. This information is communicated to the parents by our parent coordinator, Ms. Rondon. Ms. Rondon is bilingual Spanish, therefore, she is able to communicate to all the Spanish-speaking parents. For parents speaking French, we use one of our French speaking staff members, Mr. Fils-Aime or Mr. Sow. If parents speak other languages, we use available translators in the building.

The assistant principal compiles and analyzes the data on program choice in an Excel spreadsheet. This spreadsheet is updated continuously and shared with staff. During the enrollment period of summer and fall 2013, there was a total of 122 parents/guardians that completed the program selection. Of these parents, eight selected the Dual Language option while 45 selected the Freestanding ESL program

The program models offered at our school are aligned with parent requests. Since the majority of parents have chosen the Freestanding ESL program, this program is the largest. We also offer the Dual Language program for the small group of parents that have made that choice. We track the number of parents that want a Bilingual Program, so that when a cohort of 20 is reached, we can begin that program. So far, we have not reached that number, therefore, we do not have the bilingual program offered as of yet.

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.

The NYSESLAT will be administered by our ESL teachers. The total student population will be divided and dispersed based on the total number of ESL teachers divided by the number of students to be tested. We will keep track of the student tested via a live Excel spreadsheet.

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. 

Since all our students are English Language Learners, all our parents enjoy full access to all parent activities. Parents are involved in numerous ways in the school community. They participate in Parent Association Meetings which are usually held on the third Thursday of every month in the 5th floor cafeteria from 5:30 to 8:00 PM. The meetings boast high attendance due to the enthusiasm and participation of the parent coordinator (Mrs. Maria Rondon), and our community associate (Mr. Cruz), who provide the parents with refreshments and Metrocards. The meetings are conducted in Spanish and English and translators are made available for parents that may require translations in other languages.

In addition, parents participate in the School Leadership Team meetings which are held the third or fourth Wednesday of every month in the conference room 526 from 4 to 7:00PM. As with the other meetings, parents are also provided with refreshments and Metrocards.

The school provides English classes to the parents on Saturdays in order to provide parents with the tools they need to become

more involved in their children's academic success. When services are needed in the area of healthcare, we refer parents to Montifiore Medical Center, as well as other social needs (as career and economic opportunities) are referred to SoBro, South Bronx Overall Economic Development Corporation.

The needs of parents are assessed with surveys that are given during Parent Association meetings, Parent-Teacher Conferences, Saturday classes and the DOE Parent surveys. Their needs are assessed by administration and decisions are therefore made based on the findings. For example, in order to best service the parents with classes, a survey was taken during the Parent Association meeting regarding the best time for the classes. The information illustrated that most parents preferred classes on Saturday afternoons. Moreover, during the classes, parents were asked what their needs for classes were and based on their feedback; the curriculum was written for the parent classes.

The activities provided for the parents are based on the needs of the community as illustrated in the surveys conducted.

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])?

Student are also put into blocks, or instructional groups based on their English proficiency levels and native languages. These blocks include Students are placed in blocks: 1) mixed, advanced English 2) Mixed (non-Spanish speakers) 3) Dual Language, and 4) SIFE. Teachers use native language to build background knowledge and help students to excel in English.
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)?

Using the results from the LAB-R exam, students are identified as beginners, intermediate or advanced students. If students are beginners, they are programmed for three units (540 minutes a week) of ESL, intermediate students are programmed for two units (360 minutes a week) of ESL and advanced students are programmed for one unit (180 minutes) of ESL 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.

Instruction is delivered in Self Contained Classes. ESL Classes are constructed around a 90 minute block, with students receiving a third class in ESL writing. All content area subjects are taught with ESL methodology and strategies. All classroom teachers are trained in QTEL (Quality Teaching of English Learners). Program models consist of Homogenous grouping based upon ESL level. The guidance counselor receives yearly training and directions to program the students according to the mandated number or instructional minutes. Student programs are reviewed by the pupil personnel team to ensure compliance. Explicit minutes are delivered through a double period block with a supporting singleton. Content area teachers deliver material though scaffolding and ESL strategies and techniques

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

Students are placed in blocks that are dependent upon their native languages. We have four instructional blocks 1) mixed, advanced English 2) Mixed (non-Spanish speakers) 3) Dual Language, and 4) SIFE. Teachers use native language to build background knowledge and help students to excel in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers' are expected to produce unit plans that specifically highlight how the Common Core Learning standards will be infused with the various teaching modalities. These unit plans are reviewed by the designated departmental Assistant Principal.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students receive additional tutoring and support through block 4 classes. In addition, there are Saturday SIFE classes available. Specific teachers are trained in SIFE strategies through the office of English Language Learners.

b. Newcomers receive Academic Intervention Services in the form of Prep courses to enhance success on the Regents examinations. Long term ELL's and ELLs receiving service for 4-6 years are placed in tutoring, assigned a mentored and scheduled for Saturday School Academy.

c. Students who are identified as 4-6 year ELLs are placed in after school tutoring classes. In addition to these after school classes, these students also receive supplementary instruction on Saturdays.

d. Long term ELLs are also offered after school and Saturday tutoring. In addition to these efforts, Teachers have been trained in data analysis, helping them to identify these ELLs, as well as how to move them forward.

e. Students who become "proficient" are placed in Dual language and/or honors classes. These classes allow them to excel in their language, as well as content abilities. In addition, students are encouraged to participate in college level and after school classes *Note: these advanced programs are also available to our ELLs.

**The PM School for SIFE and long-term ELL's will continue to run Monday through Thursday from 4:15-6:15 pm. Students

will use, in addition to current classroom resources, ebooks, SRA reading labs, and Operation Exito to promote reading and content comprehension. Rosetta Stone will also be used to develop verbal fluency and to improve writing across all grade levels. Students will also have access to computers (IPads) in order to facilitate their learning and to better educate them in using technology.

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?
N/A
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?
N/A

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	4		NLA	Spanish
Social Studies:				
Math:				
Science:				

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

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

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

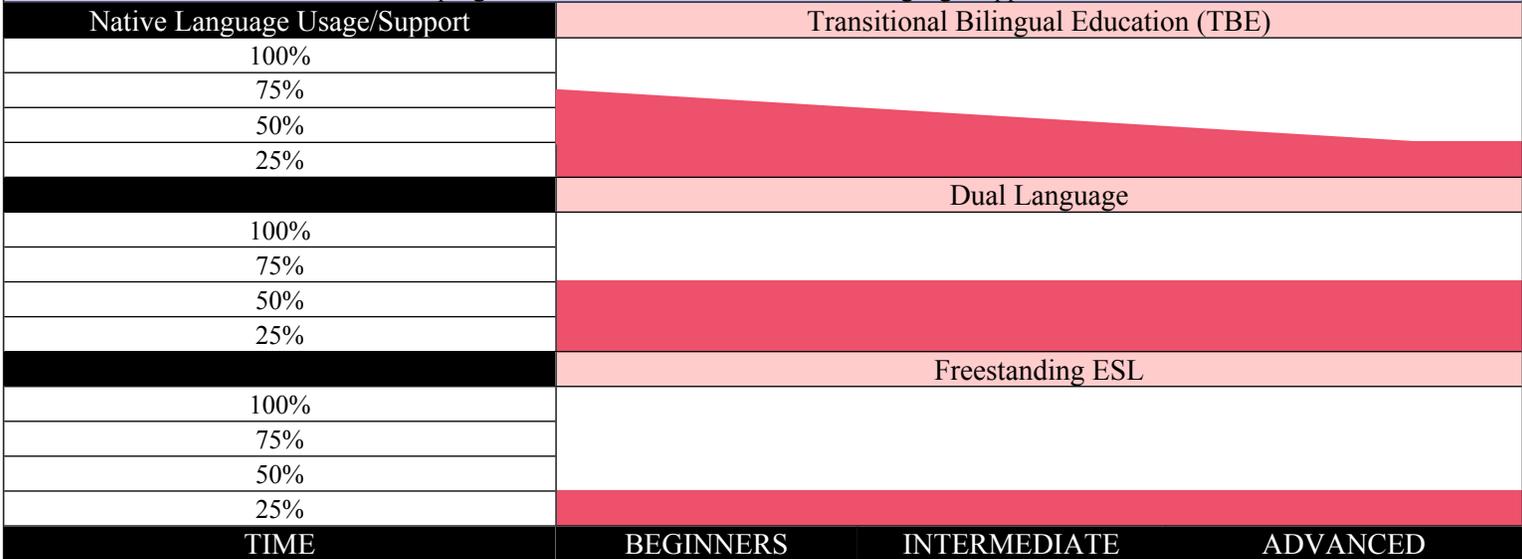
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Teachers at the HSWC meet on a daily basis to discuss and work with the target population. These meetings are dedicated to professional development and student-centered activities, including a SIFE committee and inquiry groups. HSWC has a weekly allotment of 3 hours and 45 minutes embedded in the school week for collaborative planning/professional development focused on the entire student population of ELLs. A school-based planning team will meet weekly to discuss and plan the implementation and execution of grant activities. In addition, this committee will track professional development growth and will also redirect the focus when it is needed.

*HSWC will train the entire staff during PD sessions. Teachers will be trained in SIFE and ESL strategies at workshops both on and off site.

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

Since the analysis of the NYSESLAT scores illustrate some disparity with regard to ability in writing and reading and speaking and listening. It has been recommended that all students be encouraged to write responses in classes and share out as a daily practice in order to develop all skills simultaneously. Instruction will include daily formative assessments throughout the lessons. Differentiated instruction is an important tool for the teachers to use to improve student performance in helping to develop these skills

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

HSWC has a significant population of SIFE students who have expressed a desire to learn the English language and to go to college. Currently, HSWC has several programs that address these students. First, in addition to offering our students 90 minutes of ESL instruction, students are also provided with differentiated writing instruction. These classes equip students with accelerated opportunities to build their English literacy skills. Secondly, students are also offered a variety of enrichment college prep and college level classes. HSWC has paired up with Bronx Community College to provide our students with these opportunities.

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

No programs have been discontinued at this time. We have added supplementary programs to align to the Common Core Learning Standards and College Readiness.

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

N/A 100% ESL

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

Spanish and French native speaking students are also programmed to receive additional instruction in their first languages. This allows students the opportunities to build and enrich their primary languages so that they may transfer their learning over to English. Furthermore, students speaking other languages are given native language support through heterogeneous classroom groupings and access to various instructional supports in their native languages. For example, HSWC has a very strong partnership with Operation Exitó. This program delivers high level thinking questions to students in their native languages. Students are offered incentives through this program to master content objectives that include an opportunity to travel to Puerto Rico and possibly win a 100,000 college scholarship.

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

Native language support is available for students in the SIFE block, block 4. Students in other blocks can receive additional language instruction afterschool and on Saturdays.

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

9th & 10th Graders are blocked in 4 classes per grade: 1 class of Dual Language (English -Spanish), 1 class of SIFE students (Spanish), 1 class of non-Spanish Speaking students and 1 class of mixed language students with some level of English. All students in addition to the mandated instruction receive an extra hour of writing. Students who failed a class will repeat it in PM program unless the student failed more than 4 credits then those students will repeat all classes during the morning program. We have Regents Preparations during Saturdays throughout the school year. 11th and 12th graders have double period of transitional ESL/ELA afternoon ELA Regents Preparations The HSWC has a school-wide grade nine through twelve ESL program. The students are given three 40-minute periods of ESL, two of those classes are double period English classes and the third is an

English Writing class. Classes are taught in accordance with the language allocation policy. The entire staff has been trained in ESL methodology. ESL methodologies are used in all academic areas. The minutes of instruction are in accordance with CR Part 154 mandated units of service. Students are given the Lab-R within the first ten days of arrival and the NYSESLAT exam annually. The identification of ELL students begins with an entrance interview and evaluation including well-structured parent and student orientation sessions. Parents and students complete the home language survey. The Lab R results are used to determine if a student should be placed in an ELL program. The NYSESLAT exam is used to determine the level of English language proficiency. Students are considered General Education, Advanced, Intermediate or Beginners as a result of the NYSESLAT Exam. There is a dual language component to our program where students are taught part of the day in English and Spanish for the remainder of the day. The HSWC uses a DYO Design Your Own interim assessment in Mathematics and ESL/ELA, which is used by the respective departments, the teachers and the school for planning instruction. Two Assistant Principals and one Principal supervise the ELL Program.

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.

When students enter the school they meet with Dr. Namnun. During this meeting students review their transcripts with the principal and talk about the next steps. Students also meet with their bilingual guidance counselor to select the appropriate block and classes needed to succeed academically.

18. What language electives are offered to ELLs?

At our school, students are given the option of talking either Spanish or French classes. In addition to this, they are also offered music and swimming classes.

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)?

a. For our dual language program, students receive instruction in Spanish and English at a 50/50 ratio.

b. English Proficient Students and ELLs are not separated, but rather receive integrated instruction dependent upon their block.

Students needing remedial services are assigned to our after school program while students needing supplementary instruction are moved into our honors program and given college preparatory classes.

c. Students receive instruction in all of their content area classes in English. These classes are taught using ESL strategies and target various learning modalities. Students also receive Native Language classes and foreign language classes.

d. We use a self-contained model.

e. Both English and Spanish are taught simultaneously.

C. Professional Development and Support for School Staff

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

1. All classroom teachers are trained in QTEL (Quality Teaching of English Learners). Program models consist of Homogenous grouping based upon ESL level. The guidance counselor receives yearly training and directions to program the students according to the mandated number or instructional minutes. Student programs are reviewed by the pupil personnel team to ensure compliance. Explicit minutes are delivered through a double period block with a supporting singleton. Content area teachers deliver material through scaffolding and ESL strategies and techniques. Our licensed ESL teachers are Kathy Luke, Isabel Andrade, Emilia Perlwitz, Kimberly Hunter, Vhianna Boney, and Bertrand Fils-Aimé.

2. Teachers meet on a weekly basis during a common prep to align and improve their implementation of the Common Core Learning Standards.

3. As we are a 100% new arrival school, we have supports in place to help our students succeed- especially our SIFE students. These instructional supports were detailed in the Instructional section. Teachers receive professional development with regards to providing quality instruction through weekly workshops offered to the staff.

4. Teachers meet on a daily basis to discuss and work with the target population. These meetings are dedicated to professional development and student-centered activities, including a SIFE committee and inquiry groups. HSWC has a weekly allotment of 3 hours and 45 minutes embedded in the school week for collaborative planning/professional development focused on the entire student population of ELLs. A school-based planning team will meet weekly to discuss and plan the implementation and execution of grant activities. In addition, this committee will track professional development growth and will also redirect the focus when it is needed.

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?

Since all our students are English Language Learners, all our parents enjoy full access to all parent activities. Parents are involved in numerous ways in the school community. They participate in Parent Association Meetings which are usually held on the third Thursday of every month in the 5th floor cafeteria from 5:30 to 8:00 PM. The meetings boast high attendance due to the enthusiasm and participation of the parent coordinator (Mrs. Maria Rondon), and our community associate (Mr. Cruz), who provide the parents with refreshments and Metrocards. The meetings are conducted in Spanish and English and translators are made available for parents that may require translations in other languages.

In addition, parents participate in the School Leadership Team meetings which are held the third or fourth Wednesday of every month in the conference room 526 from 4 to 7:00PM. As with the other meetings, parents are also provided with refreshments and Metrocards.

The school provides English classes to the parents on Saturdays in order to provide parents with the tools they need to become more involved in their children's academic success. When services are needed in the area of healthcare, we refer parents to Montifiore Medical Center, as well as other social needs (as career and economic opportunities) are referred to SoBro, South Bronx Overall Economic Development Corporation.

The needs of parents are assessed with surveys that are given during Parent Association meetings, Parent-Teacher Conferences, Saturday classes and the DOE Parent surveys. Their needs are assessed by administration and decisions are therefore made based on the findings. For example, in order to best service the parents with classes, a survey was taken during the Parent Association meeting regarding the best time for the classes. The information illustrated that most parents preferred classes on Saturday afternoons. Moreover, during the classes, parents were asked what their needs for classes were and based on their feedback; the curriculum was written for the parent classes.

The activities provided for the parents are based on the needs of the community as illustrated in the surveys conducted.

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.

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ramon Namnun	Principal		11/14/13
Themis Papas	Assistant Principal		11/14/13
Maria Rondon	Parent Coordinator		11/14/13
Lindsey Maehlum	ESL Teacher		11/14/13
	Parent		11/14/13
Lucidenny Delgado	Teacher/Subject Area		11/14/13
Kathy Luke	Teacher/Subject Area		11/14/13
	Coach		11/14/13
	Coach		11/14/13
Moraydda Rosado	Guidance Counselor		11/14/13
	Network Leader		11/14/13
	Other		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 550 **School Name: The High School of World Cultures**

Cluster: 5 **Network: 550**

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.

The High School of World Cultures provides parents with translations and interpretation needs through the utilization of multilingual staff members and DoE translators.

First off, we offer to parent orientation classes in September and in April. These orientations include breakfast with the principal where he explains the schools policies regarding Regents diploma requirements, discipline code, uniform, and opportunities for students to attend after school, College Now, and other extracurricular activities.

For parent and teacher conferences, DoE translators are hired to relay important information to parents. In addition, parents are encouraged to attend Saturday school where they can learn English.

We will follow the No Child Left Behind Mandate and Children First by involving families by sharing parent-school accountability, offering parent the information for their children's educational options and for the parent to have the capacity to improve their children's achievement.

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.

Approximately 76% of HSWC students are ELLs. The students and their parents need translation services and oral interpretation in the following major languages Spanish, Arabic, Bengali, and French. This population needs translation and interpretation with grades, foreign transcripts, 103 failing senior letters, department progress report letters, NYSESLAT notifications about testing, locations and decisions, LAB-R Testing, Automated telephone messages, attendance outreach calls, guidance conferences, suspension conferences, class trips and parent workshops. These finding were discussed in school leadership meetings and parent association meetings.

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.

1. The Parent/Guardian Home Language is determined by the Home Language Identification Survey. Students who are new to the NYC Schools and those who have been out of the NYC Schools for at least 6 months will have their parents fill out the HLIS at admission. The data on the HLIS will be inputted on ATS by the admissions department and kept in the permanent record.

2. All of our families' home languages are not English. Using PARU + RPOB reports and ARIS, we see the families that need written translation of our documents and oral interpretation services for meetings, parent conferences, and parental outreach. We make sure our written outreach is translated and sent home in a timely manner. The major languages that our families need translation and interpretation services are: Spanish, Bengali, Arabic, and French. These findings were discussed in school leadership meetings, parent association meetings, faculty meetings, and Small Learning Communities

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.

HSWC will provide the following services for oral interpretation:

- a. Parent meetings (one-on-one and large group)
- b. Class trips
- c. Parent Workshops

We will use school staff and parent volunteers for a majority of these services. When we are not able to, we will use the translation unit. The majority of these services will be provided in house by school staff or parent volunteers.

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>.

HSWC will fulfill Section VII by informing parents about our services at the time of registration by our counselors and bilingual staff. In addition, we will have posters hanging up in our school and our website will contain in the different languages the rights to translation and interpretation services and how to access them in our school.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: High School of World Cultures	DBN: 12X550
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Holiday School	
Total # of ELLs to be served: 320	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 14	
# of certified ESL/Bilingual teachers: 9	
# of content area teachers: 5	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The HSWC has a school-wide grades nine through twelve ESL program. The students are given three 40-minute periods of ESL, two of those classes are double period English classes and the third is an English Writing class. Classes are taught in accordance with the language allocation policy. The entire staff has been trained in ESL methodology. ESL methodologies are used in all academic areas. The minutes of instruction are in accordance with CR Part 154 mandated units of service. Students are given the Lab-R within the first ten days of arrival and the NYSESLAT exam annually. The identification of students for the ELL begins with the entrance interview and evaluation including well-structured parent and student orientation sessions. Parents and students complete the home language survey. The Lab R results are used to determine if a student should be placed in an ELL program. The NYSESLAT exam is used to determine the level of English language proficiency. Students are considered General Education, Advanced, Intermediate or Beginners as a result of the NYSESLAT Exam. There is a dual language component to our program where students are taught part of the day in English and Spanish for the remainder of the day. The HSWC uses a DYO Design Your Own interim assessment in Mathematics and ESL/ELA, which is used by the respective departments, the teachers and the school for planning instruction. Two Assistant Principals and one Principal supervise the ELL Program.

The Title III program is serving ___ ELL students. ESL teachers involved with Title III are all properly certified with bilingual or ESL licenses. The purpose of the Title III program is to supplement the regular instructional program for ELLs. Teachers will help the students with regents' prep, SAT prep, and individualized tutoring, and computer-assisted instruction. This will be used for the Title III program and will be supplemental to our day program. Students that are invited to participate in these programs are identified in one of three ways. Their teachers, and guidance counselor either recommends them because they are struggling with the material, they self-identify, or administrators upon review of academic records recommend them. In addition, all students eligible for the NYSESLAT (98 percent of our total population) will be invited to participate in our Raising the Bar After School Program.

The After School program runs two hours per day for 15 weeks from September to January for a total of 60 sessions. Classes offered meet Mondays and Wednesdays and Tuesdays and Thursdays. There are between ten and fifteen students per class and they are taught by eleven certified ESL and bilingual teachers. Students are given the opportunity to take two different course on any given day as some classes are held on Tuesday and Thursday and the others on Monday and Wednesday. This program provides an opportunity for students to recover credits and/or assist in enrichment activities in Algebra, Geometry, English, ESL, and English for SIFE, Global history, U.S. History, Spanish for SIFE and Living Environment.

The Saturday program runs for 3 hours, 9-12pm and will be run by five ESL/Bilingual certified and content area teachers and approximately 75 students in grades 9-12. The program is scheduled to run 11 days in the fall. There are two class periods, which enable students to participate in two different subjects. The classes are for extra support rather than credit recovery. The activities include group activities, response to movies, regents' prep, and the use of technology to assess student understanding.

Part B: Direct Instruction Supplemental Program Information

Various modalities are used to enrich understanding of ELL students in the content area.

During the Christmas and Spring Break, a Holiday Academy program is held. This program is mainly focused on regents' preparation. Five teachers tutor approximately 60 students. It is a three-hour day that includes two class periods so that students can take two classes a day. Preparation is offered in English, Global History, U.S. History and Government, Living Environment and Algebra.

?????

Part C: Professional Development

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

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

Begin description here: Among our professional development plan in support of the Title III programs, we would have English and ESL teachers meet to develop lessons and activities that would address the specific needs of ELL that align with the Common Core Standards. This plan includes daily meetings during our fifth period common planning time. Teachers will develop these based on the QTEL training provided by West End Programs. These programs are based on the principles of 1) sustained academic rigor, 2) high expectations, 3) quality teacher-student interactions, 4) sustaining a language focus and 5) the development of a quality curriculum. New teachers will participate in the Building the Base QTEL training five-day program while the already trained teachers will turnkey their previous training with new staff to enhance their teaching prior to the QTEL training.

In addition, two teachers will also participate in six professional development conferences provided by New Visions Network on the development of performance tasks and the common core literacy standards. These PD sessions will run from October 2012 through May 2013. In addition, two other teachers will participate in the curriculum mapping workshops sponsored by The Bronx Network which has contracted Heidi Hayes Jacobs' Curriculum Designers, Inc., to provide professional development delivered by Dr. Marie Alcock for one Math and one ELA teacher. Dr. Alcock will focus on: 1) Curriculum Mapping, 2) Curriculum 21, 3) Alignment to CCLS, and 4) Unit Creation. These PD sessions are full day and will meet between November 2012 and March 2013.

Lastly, three teachers will participate in AVID training that will address the academic and linguistic needs of our ELL students by supporting the development of students through a curriculum that fosters college-readiness skills. Three teachers that have been trained will turnkey some professional development in addition to attending ongoing workshops for their development.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents meet 2 days a week. They receive ESL instruction on Saturdays for three hours from 9 to 12 noon. The program is scheduled to run 11 days in the fall. There are approximately 30 parents enrolled in this program. The parents are assisted with English acquisition and immigration issues.

Weekdays, parents meet for citizenship classes during our PM program. The program is led by a licensed bilingual social studies teacher and focuses on preparing parents for their citizenship test. The course is taught in ten weeks. Currently 10 parents participate in this program. They meet on Mondays from 4:30 to 6 PM.

The information about these programs is disseminated in four ways. First, flyers are distributed to students. The students that were identified as needing additional support received flyers via postal service. This mailing included information about the parent workshops. Secondly, a Welcome Back To School Meeting was held when all parents received the information about all these programs. Third, the parent coordinator made announcements during our monthly parent-association meetings. Lastly, the information is communicated through our online grading system called Skedula, which has a calendar of events to inform them of such programs.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$37,832</u>	<u>After School</u> <u>11 Certified Teachers X 2Hr. X 15 weeks x \$50.19 = \$16,563</u> <u>Saturday</u> <u>4 Certified ESL Teachers X 3hrs X 11wks X \$50.19</u> <u>\$ 6,625</u> <u>Supervisor for after school</u> <u>\$52.21 X 5hrs. X15 weeks</u> <u>\$ 3,916</u> <u>Supervisor for Saturday program</u> <u>\$52.21 X 4 hrs. X 11 weeks</u> <u>\$2,297.</u>

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Christmas Holiday</u> <u>5 Cert ESL Teachers X 3 hrs X 4 days X \$50.19=\$3,011.</u> <u>Easter Holiday</u> <u>5 Cert ESL Teachers X 3 hrs X 4dys X50.19= \$3,011.</u> <u>Parent Workshop</u> <u>Saturdays</u> <u>3Hrs. a day X 1 days a week X 11 wks X50.19 per session</u> <u>\$ 1656.</u> <u>Citizenship Program</u> <u>1 ½ hours X 1 day a week X 10 wks X 50.19 per session</u> <u>\$ 753.</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p><u>\$ 4,160</u></p>	<p><u>20 Nook electronic readers</u> <u>\$194 X 20</u> <u>\$3,880</u> <u>20 Libro de Inicial Lectura</u> <u>\$13.99 X 20</u> <u>280</u></p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>	<p><u>\$41,992</u></p>	

