

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL

DBN (i.e. 01M001): 19K507

Principal: Franklin Encarnacion

Principal Email: FENCARN@SCHOOLS.NYC.GOV

Superintendent: Donald Conyers

Network Leader: CFN 611

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
Franklin Encarnacion	*Principal or Designee	
Tiffany Jordan	*UFT Chapter Leader or Designee	
Terrance Stephen	*PA/PTA President or Designated Co-President/ Parent	
Enrique Scott	DC 37 Representative, if applicable	
Juwan Holmes Abigail Rios Amanda Gardner	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Pedro Polanco	Member/ Parent	
Roshelka Rio	Member/ Parent	
Michelle Wallace	Member/ Parent	
Linny Ventura	Member/ Chair/ Teacher	
Senaída Maldonado	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, we will increase the attendance rate from 82% to 87%.

Comprehensive Needs Assessment

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

We must increase the attendance rate to ensure that students are provided with access to instruction that will prepare them for college and career readiness. We will continue the work of identifying student's needs and provide supports to assist them to achieve maximum school attendance. We will revise current programs to ensure regular attendance for all students, including both general and special education, and those identified as having English as a Second Language or with limited English proficiency. We will look back at our attendance data reports on the Automate The School (ATS) system including attendance list reports, no show reports, students missing retroactive attendance, 407 register reports, daily absent/late reports, 407 school summary reports, and summary distribution of days absent to identify strategies to increase attendance.

Instructional Strategies/Activities

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

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

We were able to increase our school-wide attendance rate last year, but we will revise our program and process to continue to increase the attendance rate. Some of the changes that we will be making include:

1. We will revise the process for taking attendance, including the manner in which attendance sheets are distributed, collected and scanned. The attendance teacher will collaborate with the attendance coordinator daily to identify students with unauthorized absences.
2. Administration will assign specific staff members to perform tasks to ensure the proper implementation of the ATS attendance system.
3. We will revise the system used to track absences including the absence reason codes, discharge and entry codes, 407 reports, scan sheets, change forms and planning interviews to improve the efficiency of tracking daily attendance. In addition, back-up procedures will be established for taking attendance if the system is down.
4. We will establish and utilize a ladder of referral to increase lines of communication among school staff and with parents regarding student attendance. The Attendance Team comprised of Administration, attendance teachers, the parent coordinator, the guidance counselor, outreach personnel and grade team representatives will meet bi-weekly to analyze ATS reports, attendance rates for various subgroups, to study attendance trends and patterns, identify students for inquiry analysis and take all necessary corrective actions.
5. We will conduct parent conferences for students identified with poor attendance and advocate home visits to determine the cause of chronic absences.
6. School personnel will use ATS and our school-wide student tracking system called Skedula/PupilPath to increase parental access to updated attendance and academic information.

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

1. The attendance teachers will distribute, collect, and scan attendance sheets; conduct attendance follow ups, make parent outreach calls, set automated messages using our Phone Master system, follow up with 407 reports, provide attendance information and reports to teachers, schedule home visits with outreach personnel and lead Attendance team meetings.
2. The Principal will assign specific responsibilities to members of the Attendance team and supervise the implementation of the attendance plan. The Assistant Principal will monitor daily attendance procedures and analyze attendance reports and statistics to identify areas for improvement.
3. Attendance team members will follow up on absentee students through telephone calls, utilizing the Student Transcripts Academic Reporting System (STARS) generated postcards, the Phone Master system, outreach by the Attendance teacher, letters, parent meetings, and home visits.
4. The school counselor will work collaboratively with the attendance teachers, special education teachers and general education teachers to provide guidance to at-risk students, follow up with parent outreach, conduct planning interviews, admissions, discharge, transfer, and re-entry procedures and the parent coordinator will plan parent meetings, provide counseling to students, organize incentives to increase student attendance, and conduct parent outreach. Teachers will conduct parent outreach, discuss individual students, and follow the established ladder of referral
5. Members of the Attendance team will conduct parent conferences. The outreach personnel will conduct home visits, conduct parent outreach for at risk students and update accurate documentation in students' files.
6. Teachers will utilize the Skedula/PupilPath system to input updated attendance and academic information so that parents are aware of their child's progress. Members of the Attendance team will use ATS to track student progress.

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

1. The attendance teachers will run school reports to track daily attendance percentages and follow up with necessary corrective actions.
2. Administration will create attendance incentives for students and classes to increase and celebrate monthly gains in attendance.
3. The Attendance Team will track the daily, weekly, monthly, marking period, and annual attendance rate to determine progress and take necessary corrective actions.

4. We will follow the ladder of referral to ensure that we take immediate corrective action on attendance issues. In addition, we will assess our effectiveness by looking at our attendance data reports.
5. Attendance team members will collaborate with outreach personnel, utilize the ATS Intervention Log (ILOG) function to document and track the progress of student attendance after a home visit is conducted.
6. Progress reports will be printed from the Skedula/PupilPath system and provided to parents. In addition, parents have daily access to student attendance information.

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

1. An Attendance Team will be formulated the beginning of each school year in September.
2. Administration will conduct an orientation day in September and conduct assemblies throughout the school year, which focus how attendance impacts credit accumulation and graduation.
3. Beginning in September, the Attendance team will meet bi-weekly to track and monitor attendance issues and implement corrective actions.
4. The ladder of referral will be implemented in September and will be reexamined at the start of the Spring Semester.
5. Parent conferences will begin in September and continue throughout the school year. Parent outreach will begin in the fall and home visits will be conducted after the ladder of referral has been followed and it has been identified as a necessary next step.
6. Students will be entered into the Skedula/PupilPath system in the Fall, and it will be updated daily throughout the year.

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

1. Additional Regents prep and tutorials will be scheduled after school and on Saturdays to allow students with attendance issues additional time to make up missing work.
2. Administration will finance monthly attendance incentives to increase the school attendance rate.
3. There will be common planning time in the school schedule to allow the Attendance team to meet.
4. The school schedule will be extended to include an additional 70 minutes per week for teachers to follow the ladder of referral, conduct parent outreach and schedule parent meetings. Teachers will meet in team to monitor and track attendance related issues and collaborate with the guidance counselor and Parent Coordinator to support students who are off track.
5. The Parent Coordinator and outreach personnel will be secured to support increased parent conferences and perform home visits.
6. The school will allocate funds to finance the Skedula/PupilPath system and fund postage to mail progress reports home.

Strategies to Increase Parental Involvement

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

- 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.
- We will conduct parent workshops updating parents of their child's attendance rate and how it is impacting their academic performance.
- We will communicate the citywide instructional expectations to parents stressing the impact that attendance has on class pass rate and graduation rate.
- Teachers will contact parents on a weekly basis to inform them of student progress and discuss additional strategies to support students.
- We will provide parents with periodic progress reports indicating whether or not their child is on track to earn 5 credits per semester.
- Parents will have up-to-the minute access to their child's grades through the Skedula/Pupil Path system. They will be able to see their child's performance on specific assessments, including feedback from their child's teacher.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June of 2015, we will increase the percentage of students achieving a grade of 75 or higher on the English Regents/Common Core Examinations by 5%.

Comprehensive Needs Assessment

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

We must be able to support students in English so that they can perform at a level of 75 or higher on the English Regents/Common Core Examinations to ensure that they are college and career ready. Last year, only a handful of students were able to reach the 75 bar on the exam. We want to prevent our students from having to take remedial courses when they get to college. The historical trends in our English Regents Data, the School Quality Review, STARS reports, and ATS reports have indicated that this is an area where we need to increase student performance. In addition, for the past two years we did not meet our Annual Yearly Progress goal.

During the 2013-14 academic year, 17% of our scholars passed the English Regents Examination with scores of 75% or higher. 75% is the minimum score required for students to be waived from the City University of New York (CUNY) Placement Examination. In addition, if students sit for the placement examination and do not receive a passing score, they are required to take a remedial course before taking any credit bearing courses. To that end, with a citywide and national focus on ensuring that students are college and career ready, it is our goal to develop the critical thinking skills that are necessary for students to successfully complete college.

Instructional Strategies/Activities

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

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

On the June 2014 and August 2014 English Regents exams, 17 of our students received a grade of 75% or higher. By June of 2015 we expect this number to increase. Some strategies we will implement are:

1. We will track the data from the uniform regents based periodic (every 4-5 weeks) unit exams in English. We will utilize data from formative and summative assessments, including Mock Regents type activities to identify and target specific areas where students are experiencing difficulty. We will access and analyze the NYC Performance Task results available on Schoolnet to identify student strengths and weaknesses.
2. English teachers will redesign curriculum and unit documents to ensure Common Core alignment and increased level of rigor, align curriculum vertically and horizontally to ensure that students are continuously being challenged academically, utilize differentiation and scaffolding strategies to ensure that students have access to the curriculum, focus strategically on students' use of academic vocabulary, their ability to cite textual evidence, and their ability to develop their ideas in argumentative writing.
3. English teachers will meet during department meetings to analyze student work samples, conduct inter-visitations, and adjust instructional strategies based on the needs of students and track and monitor individual student progress, provide whole class, small group and individual tutoring based on the needs of students. They will monitor student work products to determine needs for extended day academic intervention services, and attendance data for the English classes to identify students who are at risk of not meeting the established performance goals in this subject area, and provide those students with the academic intervention services that they need to achieve academic success. Struggling students identified by teachers will be provided with additional tutorials, available daily during 4th period and after school on Tuesday, Thursday and Friday, and during Saturday Academy.

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

1. English teachers will work both independently and as a Department to analyze student performance data to identify the strengths and weaknesses of their students. English teachers will utilize marking periods, interim progress reports and classroom formative assessment data to identify students who may require intervention services and provide them with the necessary supports.
2. Administration will work in collaboration with English teachers to ensure that the curriculum is aligned to the Common Core, is rigorous and sets high expectations, and that effective instructional practices are being used to instruct and support students. The Professional Development team (which includes Administration, the Lead teacher and teachers) will develop a comprehensive Professional Development Plan that integrates targeted components of the Danielson Framework for teaching to support English teachers.
3. English teachers will provide struggling students with support during instructional time and additional tutoring opportunities after school and during Saturday Academy.

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

1. English teachers will work both independently and as a Department to track and monitor student progression and put scaffolds and supports in place for struggling students. They will analyze daily formative and summative assessment data, unit data, Mock Regents data, and additional data sets to inform daily instructional decisions.
2. Administration will conduct formal and informal assessments on English teacher effectiveness using Advance and provide specific actionable feedback about developing engaging and differentiated lessons and implementing effective assessments to support increased student learning and achievement.
3. English teachers will utilize marking period, attendance, interim progress report and classroom assessment data to track student progress for improvement.

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

1. Beginning in September, English teachers will meet twice weekly in Department meetings to collaborate, identify, and share best practices. This process will continue until June 2015.

2. Beginning in October, Administration will conduct formal and informal assessments on English teacher effectiveness using Advance and provide specific actionable feedback about developing engaging and differentiated lessons and implementing effective assessments to support increased student learning and achievement. The Professional Development team (which includes Administration, the Lead teacher and teachers) will provide teachers will specific professional development workshops aligned to Danielson's Framework for Teaching.
3. Beginning in September, English teachers will support students daily. The after school and Saturday Academy will begin in November and run until June 2015.

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

1. Programming resources will be used to create common planning time and assignments for the English department to meet in order to track and monitor student progress and make adjustments to lesson/units accordingly.
2. Resources will be used to provide weekly professional development workshops to English teachers (Ongoing throughout the academic year). In addition, resources will be used to provide English teachers with internal and off-site professional development.
3. Struggling students identified by English teachers will be provided with additional tutorials, available daily during 4th period and after school on Tuesday, Thursday and Friday, and during Saturday Academy. Resources will be utilized to organize after-school tutoring and Saturday Academy tutoring.

Strategies to Increase Parental Involvement

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

- We will provide parents with the information and training needed to effectively support of the education of their child.
- We will conduct parent workshops to inform parents about curriculum adjustments, assessment expectations, Common Core instructional shifts, citywide instructional expectations, school-wide instructional focus.
- We will provide opportunities to help parents understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, State Reports and Achievement data. (Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report)
- We will provide information to parents about the college readiness metrics report and how CUNY remediation requirements are connected to student performance on Regents examinations/Common Core Assessments.
- Teachers will contact parents on a weekly basis to inform them of student progress and discuss additional strategies to support students.
- We will provide parents with periodic progress reports indicating whether or not their child is on track to earning the 5 credits per semester.
- Parents will have up to the minute access to their child's grades through Pupil Path. They will be able to see their child's performance on specific assessments, including feedback from their child's teacher.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June of 2015, we will increase the percentage of students achieving a grade of 80 or higher on the Algebra Common Core Examinations by 5%.

Comprehensive Needs Assessment

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

We must be able to support students in Math so that they can perform at a level of 80 or higher on the Algebra Common Core Examinations to ensure that they are college and career ready. Last year, none of our students were able to reach the 80 bar on the exam. We want to prevent our students from having to take remedial courses when they get to college. The historical trends in our Algebra Regents Data, the School Quality Review, STARS reports, and ATS reports have indicated that this is an area where we need to increase student performance. During the 2013-14 academic year, 13% of our scholars passed the Algebra Regents Examination with scores of 80% or higher. The required pass rate is 80% on the Integrated Algebra Regents and an Integrated Algebra 2 course for students to be waived from the CUNY Placement Examination. In addition, if students sit for the placement examination and do not receive a passing score, they are required to take a remedial course before taking any credit bearing courses. To that end, with a citywide and national focus on ensuring that students are college and career ready, it is our goal to develop the critical thinking skills that are necessary for students to successfully complete college.

Instructional Strategies/Activities

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

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

On the June 2014 and August 2014 Integrated Algebra Regents exams, only 13% of our students received a grade of 80% or higher. By June of 2015, we expect students to pass the Algebra Common Core Examination with a grade of 80% or higher. Some strategies we will implement are:

1. We will track the data from the uniform regents based periodic (every 4-5 weeks) unit exams in Math. We will utilize data from formative and summative assessments, including Mock Regents type activities to identify and target specific areas where students are experiencing difficulty. We will access and analyze the NYC Performance Task results available on Schoolnet to identify student strengths and weaknesses.
2. Math teachers will redesign curriculum and unit documents to ensure Common Core alignment and increased level of rigor, align curriculum vertically and horizontally to ensure that students are continuously being challenged academically, utilize differentiation and scaffolding strategies to ensure that students have access to the curriculum, focus strategically on students' fluency, application of mathematical concepts, and a deeper understanding of math concepts.
3. Math teachers will meet during department meetings to analyze student work samples, conduct inter-visitations, and adjust instructional strategies based on the needs of students and track and monitor individual student progress, provide whole class, small group and individual tutoring based on the needs of students. They will monitor student work products to determine needs for extended day academic intervention services, and attendance data for the Algebra classes to identify students who are at risk of not meeting the established performance goals in this subject area, and provide those students with the academic intervention services that they need to achieve academic success. Struggling students identified by teachers will be provided with additional tutorials, available daily during 4th period and after school on Tuesday, Thursday and Friday, and during Saturday Academy.

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

1. Math teachers will work both independently and as a Department to analyze student performance data to identify the strengths and weaknesses of their students. They will utilize marking period, interim progress report and classroom formative assessment data to identify students who may require intervention services and provide them with the necessary supports.
2. Administration will work in collaboration with Math teachers to ensure that the curriculum is aligned to the Common Core, is rigorous, set clear, and effective instructional practices are being used to instruct and support students. The Professional Development team (which includes Administration, the Lead teacher and teachers) will develop a comprehensive Professional Development Plan that integrates targeted components of the Danielson Framework for teaching to support Math teachers.
3. Math teachers will provide struggling students with support during instructional time, and additional tutoring opportunities after school and during Saturday Academy.

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

1. Math teachers will work both independently and as a Department to track and monitor student progression and put scaffolds and supports in place for struggling students. They will analyze daily formative and summative assessment data, unit data, Mock Regents data, and additional data sets to inform daily instructional decisions.
2. Administration will conduct formal and informal assessments on Math teacher effectiveness using Advance and provide specific actionable feedback about developing engaging and differentiated lessons and implementing effective assessments to support increased student learning and achievement.
3. Math teachers will utilize marking period, attendance, interim progress report and classroom assessment data to track student progress for improvement.

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

1. Beginning in September, Math teachers will meet twice weekly in Department meetings to collaborate, identify, and share best practices. This process will continue until June 2015.
2. Beginning in October, Administration will conduct formal and informal assessments on Math teacher effectiveness using Advance and provide specific actionable feedback about developing engaging and differentiated lessons and implementing effective assessments to support increased student learning and achievement. The Professional Development team (which includes Administration, the Lead teacher and teachers) will provide Math teachers with specific professional development workshops aligned to Danielson's Framework for Teaching
3. Beginning in September, Math teachers will support students daily. The after school and Saturday Academy will begin in November and run until June 2015.

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

1. Programming resources will be used to create common planning time and assignments for the Math department to meet in order to track and monitor student progress and make adjustments to lesson/units accordingly.
2. Resources will be used to provide weekly professional development workshops to Math teachers (Ongoing throughout the academic year). In addition, resources will be used to provide Math teachers with internal and off-site professional development.
3. Struggling students identified by Math teachers will be provided with additional tutorials, available daily during 4th period and after school on Tuesday, Thursday and Friday, and during Saturday Academy. Resources will be utilized to organize after-school tutoring and Saturday Academy tutoring.

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

- We will provide parents with the information and training needed to effectively support of the education of their child.
- We will conduct parent workshops to inform parents about curriculum adjustments, assessment expectations, Common Core instructional shifts, citywide instructional expectations, school-wide instructional focus.
- We will provide opportunities to help parents understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, State Reports and Achievement data. (Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report)
- We will provide information to parents about the college readiness metrics report and how CUNY remediation requirements are connected to student performance on Regents examinations/Common Core Assessments.
- Teachers will contact parents on a weekly basis to inform them of student progress and discuss additional strategies to support students.
- We will provide parents with periodic progress reports indicating whether or not their child is on track to earning the 5 credits per semester.
- Parents will have up to the minute access to their child's grades through Pupil Path. They will be able to see their child's performance on specific assessments, including feedback from their child's teacher.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June of 2015, we will increase the percentage of students passing the Global Regents Examination by 5%.

Comprehensive Needs Assessment

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

We must be able to support students in passing the Global Regents Examination as it is one of the 5 required Regents Exams that students must pass in order for them to graduate from high school. The historical trends in our Global Regents Data, the School Quality Review, STARS reports, and ATS reports have indicated that this is an area where we need to increase student performance. During the 2013-14 academic year, 53% of our students passed the Global Regents Examination. Our goal is to that more of our students are college and career ready. To that end, with a citywide and national focus on ensuring that students are college and career ready, it is our goal to develop the critical thinking skills that are necessary for students to successfully complete college.

Instructional Strategies/Activities

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

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

During the 2013-14 academic year, 53% of students passed the Global Regents exams . By June of 2015 we expect this number to increase by 5%. Some strategies we will implement are:

1. We will track the data from the uniform regents based periodic (every 4-5 weeks) unit exams in Global. We will utilize data from formative and summative assessments, including Mock Regents type activities to identify student strengths and weaknesses and target specific areas where students are experiencing difficulty.
2. Social Studies teachers will redesign curriculum and unit documents to ensure Common Core alignment and increased level of rigor, align curriculum vertically and horizontally to ensure that students are continuously being challenged academically, utilize differentiation and scaffolding strategies to ensure that students have access to the curriculum, focus strategically on students' use of academic vocabulary, their ability to cite textual evidence, and their ability to develop their ideas in document-based questions and thematic essays.
3. Social Studies teachers will meet during department meetings to analyze student work samples, conduct inter-visitations, and adjust instructional strategies based on the needs of students and track and monitor individual student progress, provide whole class, small group and individual tutoring based on the needs of students. They will monitor student work products to determine needs for extended day academic intervention services, and attendance data for the Global classes to identify students who are at risk of not meeting the established performance goals in this subject area, and provide those students with the academic intervention services that they need to achieve academic success. Struggling students identified by teachers will be provided with additional tutorials, available daily during 4th period and after school on Tuesday, Thursday and Friday, and during Saturday Academy.

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

1. Social Studies teachers will work both independently and as a Department to analyze student performance data to identify the strengths and weaknesses of their students. They will utilize marking period, interim progress report and classroom formative assessment data to identify students who may require intervention services and provide them with the necessary supports.
2. Administration will work in collaboration with Social Studies teachers to ensure that the curriculum is aligned to the Common Core, is rigorous, set clear, and effective instructional practices are being used to instruct and support students. The Professional Development team (which includes Administration, the Lead teacher and teachers) will develop a comprehensive Professional Development Plan that integrates targeted components of the Danielson Framework for teaching to support Social Studies teachers.
3. Social Studies teachers will provide struggling students with support during instructional time, and additional tutoring opportunities after school and during Saturday Academy.

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

1. Social Studies teachers will work both independently and as a Department to track and monitor student progression and put scaffolds and supports in place for struggling students. They will analyze daily formative and summative assessment data, unit data, Mock Regents data, and additional data sets to inform daily instructional decisions.
2. Administration will conduct formal and informal assessments on Social Studies teacher effectiveness using Advance and provide specific actionable feedback about developing engaging and differentiated lessons and implementing effective assessments to support increased student learning and achievement.
3. Social Studies teachers will utilize marking period, attendance, interim progress report and classroom assessment data to track student progress for improvement.

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

1. Beginning in September, Social Studies teachers will meet twice weekly in Department meetings to collaborate, identify, and share best practices. This process will continue until June 2015.
2. Beginning in October , Administration will conduct formal and informal assessments on Social Studies teacher effectiveness using Advance and provide specific actionable feedback about developing engaging and differentiated lessons and implementing effective assessments to support increased student learning and achievement. The Professional Development team (which includes Administration, the Lead teacher and teachers) will provide Social Studies teachers will specific professional development workshops aligned to Danielson's Framework for Teaching.

3. Beginning in September, Social Studies teachers will support students daily. The after school and Saturday Academy will begin in November and run until June 2015.

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

1. Programming resources will be used to create common planning time and assignments for the Social Studies department to meet in order to track and monitor student progress and make adjustments to lesson/units accordingly.
2. Resources will be used to provide weekly professional development workshops to Social Studies teachers (Ongoing throughout the academic year). In addition, resources will be used to provide Social Studies teachers with internal and off-site professional development.
3. Struggling students identified by Social Studies teachers will be provided with additional tutorials, available daily during 4th period and after school on Tuesday, Thursday and Friday, and during Saturday Academy. Resources will be utilized to organize after-school tutoring and Saturday Academy tutoring.

Strategies to Increase Parental Involvement

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

- We will provide parents with the information and training needed to effectively support of the education of their child.
- We will conduct parent workshops to inform parents about curriculum adjustments, assessment expectations, Common Core instructional shifts, citywide instructional expectations, school-wide instructional focus.
- We will provide opportunities to help parents understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, State Reports and Achievement data. (Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report)
- We will provide information to parents about the college readiness metrics report and how CUNY remediation requirements are connected to student performance on Regents examinations/Common Core Assessments.
- Teachers will contact parents on a weekly basis to inform them of student progress and discuss additional strategies to support students.
- Communication with Spanish-speaking parents are provided in Spanish.
- We will provide parents with periodic progress reports indicating whether or not their child is on track to earning the 5 credits per semester.
- Parents will have up to the minute access to their child's grades through Pupil Path. They will be able to see their child's performance on specific assessments, including feedback from their child's teacher.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2015, we will increase the credit accumulation percentage for each grade by 5%.

Comprehensive Needs Assessment

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

Our goal is to ensure that all of our students accumulate course credit in a timely fashion so that they can graduate on time. According to our STARS reports, two thirds of the graduating cohort enters their senior year under-credited. Students must acquire at least 5 credits per semester to stay on track for graduation. Every marking period is an indication of how they are progressing.

Instructional Strategies/Activities

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

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

1. We will review student transcripts at the end of each semester (fall, spring and summer) to monitor the progress of 9th, 10th, and 11th grade students to ensure that they earning 5 credits. We will monitor all students to ensure that they are passing at least 5 classes per marking period.
2. We will print STARS reports for students failing 3 or more classes to identify students who are in danger or being off track for graduation. We will distribute these reports to grade teams who will meet to monitor and discuss student progress, and flag underperforming students so that interventions can be put in place. The Guidance counselor will meet with underperforming students for academic counseling sessions.
3. Grade teams will communicate with the parent coordinator, the guidance counselor, and parents to get off-track students back on track. We will utilize Town hall meetings to celebrate, highlight and provide incentives for students who earn 5 credits per semester and stay on track for graduation.
4. We will provide support to underperforming students by calling parents, arranging parent meetings, involving the dean where required, and putting a credit accumulation plan in place for each student.
5. We will provide additional tutoring opportunities for underperforming students to get back on track in their classes through after school tutoring programs and Saturday Academy. Teachers will provide standards based Castle Learning assignments to help students make up missing work, and provide the individual supports needed. We will monitor underperforming students who have been placed on academic probation until teachers indicate that they are no longer failing subject areas.

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

1. The Principal, Assistant Principal, Parent Coordinator, Guidance Counselor, and teachers will collaboratively work together to monitor student credit accumulation, and ensure that students stay on track for graduation.
2. We will provide immediate interventions for underperforming students.
3. Resources will be utilized to organize after-school tutoring and Saturday Academy tutoring.
4. Updated progress reports and grades are available on Skedula/Pupil Path.
5. Saturday Academy and before/after school tutoring are in place. These services will be opened to underperforming students first.

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

1. We will use marking period grades and teacher feedback to monitor student progress in classes needed for graduation.
2. We will identify students in need of Academic Intervention Services (AIS) and provide them with assistance prior to the end of the semester.
3. Progress reports will periodically be generated to monitor the progress of students in need of intervention.
4. Guidance Team will contact parents via phone or mail to update them on student's progress.
5. Parents will be called by a staff member if underperforming students are not attending Academic Intervention Services.

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

1. Parents will receive feedback on students progress upon completion of first marking period.
2. Intervention will begin as soon as underperforming students are identified.
3. Saturday Academy/ regents prep will begin in the Fall of 2014 and conclude in the Spring of 2015.
4. Skedula/Pupil Path will be updated in the fall and then again in the spring.
5. Implementation of all Academic Intervention Services will begin in the Fall 2014 and conclude in the Spring 2015.

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

1. Additional tutoring sessions will be scheduled for after school and on Saturdays.
2. Struggling students identified by teachers will be mandated to attend these tutorials.

3. Homework assistance is available daily during 4th period and after school on Tuesday, Thursday and Friday.
4. In teams, teachers and guidance will monitor and track student transcripts via Skedula/Pupil Path to determine progress.
5. Each team leader works with the guidance counselor as well to identify students who are off-track.

Strategies to Increase Parental Involvement

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

1. 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 child.
2. We will conduct parent workshops updating parents of their child's credit accumulation rate and how it is impacting their academic performance.
3. We will communicate the citywide instructional expectations to parents stressing the impact that class pass rate has on credit accumulation and staying on track for graduation.
4. Teachers will contact parents on a weekly basis to inform them of student progress and discuss additional strategies to support students.
5. We will provide parents with periodic progress reports indicating whether or not their child is on track to earning the 5 credits per semester.
6. Parents will have up to the minute access to their child's grades through Skedula/Pupil Path. They will be able to see their child's performance on specific assignments and assessments, including feedback from their child's teacher.

Budget and Resource Alignment

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

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

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	<p>PM (after school) school is offered to students needing extra help and regents review two times per-week and Saturday classes are available from 9am-1pm.</p> <p>“Lunch and Learn” Interested English teachers offer and or are assigned to tutoring during their circular six assignment</p>	Tutoring, small group or individually based upon the need.	Students are provided with services as needed during class time, during lunch, after school and on Saturdays
Mathematics	<p>Incoming freshmen are grouped according to their 8th grade NY State Math exam scores and are scheduled for a second math course. Math teachers use this second math course to diagnose and address student deficiencies.</p> <p>Students failing the algebra regents are assigned to a four term algebra curriculum. Teachers review the algebra regents’ results, use acuity and common assessments to identify students’ areas of weakness and target those areas throughout the semester.</p> <p>“Lunch and Learn” Interested Math teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>PM (after school) school is offered to students needing extra help and regents review two times per-week and Saturday classes are available from 9am-1pm.</p>	Tutoring, small group or individually based upon the need.	Students are provided with services as needed during class time, during lunch, after school and on Saturdays.
Science	<p>Students who did not meet the Regents’ requirements for science are scheduled for a review class that meets daily for 45 minutes.</p> <p>“Lunch and Learn”, Interested Science teachers offer and or are assigned to tutoring</p>	Tutoring, small group or individually based upon the need.	Students are provided with services as needed during class time, during lunch, after school and on Saturdays.

	<p>during their circular six assignment.</p> <p>PM (after school) school is offered to students needing extra help and regents review, and lab make-ups two times per-week and Saturday classes are available from 9am-1pm.</p>		
Social Studies	<p>Students who did not meet the regents' requirements for U.S. History and or Global Studies are scheduled for a review class that meets daily for 45 minutes.</p> <p>"Lunch and Learn", Interested History teachers offer and or are assigned to tutoring during their circular six assignment.</p> <p>PM (after school) school is offered to students needing extra help and regents review two times per-week and Saturday classes are available from 9am-1pm.</p>	<p>Tutoring, small group or individually based upon the need.</p>	<p>Students are provided with services as needed during class time, during lunch, after school and on Saturdays.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Individual and small group counseling; parental outreach (telephone calls, letters mailed, home visits, parent meetings); collaborations with teachers and deans; psycho-social, behavioral and academic referrals as needed; school-wide assemblies and Town Hall meetings; student monitoring (conduct sheets, student contract); accurate class programming and Regents programming; case conferencing; participation in Pupil Personnel Teams</p>	<p>Tutoring, small group or individually based upon the need.</p>	<p>Students are provided with services as needed during class time, during lunch, after school and on Saturdays.</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All of our teachers are currently teaching in their appropriate license area and are considered to be highly qualified.
<input type="checkbox"/> To meet future needs we will continue to utilize the services of the New Teacher Project and maintain a working relationship with the New York City Teaching Fellows and Teach for America programs.
<input type="checkbox"/> We will develop partnerships with local colleges and universities for placement of student teachers.
<input type="checkbox"/> We will attend New York City Department of Education and New Visions Network recruitment fairs.
<input type="checkbox"/> We will interview candidates as a team and require them to model a lesson prior to being hired.

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).
Our yearly PD plan is aligned to support teachers in understanding and implementing the 6 Common Core ELA and Mathematics Shifts and the 8 prioritized components of the Danielson Framework. In order to ensure that current staff becomes highly qualified we conduct weekly professional development workshops that focus on the Danielson components that have been identified through observations as areas for growth, in addition to individually selected areas that teachers have identified on their Professional Growth Plan. There are also weekly department meetings and weekly team meetings that provide opportunities for teacher teams to engage in cycles of inquiry about student work and instructional practices. Administration will conduct informal and formal observations and provide teachers with specific, actionable feedback, and resources to ensure that teachers are working diligently to become highly qualified.
In addition, our CFN, support organization, and outside vendors offer professional development sessions to teachers and content leads. These training sessions are offered and delivered during professional development days, faculty meetings, and invitations for teachers to attend outside sessions.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All of the funds are used to support the needs of our students and specific monies are set aside in our Galaxy to support Academic Intervention Support Programs that ensure that our students are receiving the supports that they need. These program are held after-school, during Saturday Academy, and during our morning program. Any extra monies are allocated to support our various students groups, teams, and clubs that provide additional social emotional support for our students. (i.e. Young Men's Leadership Group, SPARK counselor, etc.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are integrally involved in the collaborative process around major decisions in the school. We have a distributive leadership approach with a grade team structure and a cabinet (instructional leadership team) along with content teams and lead teachers. Assessment has been a focus of our school and for the past two years, including what types of assessments to use, how to administer them, and how to analyze the data from the assessments to inform our instruction. Our PD is centered around assessment as well, and integrated with our focus around the common core standards and the Danielson Framework, specifically Domain 3d. Teachers in grade teams and department

teams focus on developing scaffolded assessments and receive training through internal and external PD offered both by the school, Children's First Network and the Department of Education.

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)

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.

DBN: 19K507

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$366,063.39	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,133,709.00	X	See action plan

1Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Performing Arts & Technology	DBN: 19K507
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 10
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Saturday Program

Our ELL community is small, but it continues to grow. Our community mainly consists of beginner ELL students that are newly arrived from their native country. These students do not have any knowledge of the English language and face the challenge of having very low literacy skills in their own native language. To support our ELL students we are proposing Native Language Direct instruction in their Spanish, their native language, to encourage success and faster English language acquisition. Therefore, the certified LOTE (Spanish teacher) will teach the students Native Language Arts (Spanish).

We will also have ESL classes that will be taught by a certified ESL teacher. This program will begin on November 22 and will end on June 20, for a total of 16 sessions. The sessions will be held on Saturdays from 9:00am to 1:00pm. There will be 2 groups of 5 students. Each group of students will alternatively meet for two hours with each teacher. Furthermore, there will be a one hour ESL session held on Fridays from 2:30pm to 3:30pm where Achieve 3000 will be used to support teachers direct instruction. These after school sessions will begin on January 9 and will end on June 12, for a total of 16 sessions.

Digital technology will be utilized to support these students in language acquisition and conceptual understanding. To this effect, Castle Learning and Apex Learning, softwares that are already available in the school will be used. In addition to the above mentioned softwares, Achieve 3000 will also be purchased to provide students with additional opportunities to develop their literacy skills.

The following materials will be purchased for usage in the Title III program:

Books:

We will purchase the Science and Math Classroom Libraries which is available on ShopDoe from the vendor Attanasio and Associates. It will be used to support the comprehension of ELL students. Each book is designed to teach STEM objectives to improve content knowledge of ELLs. The Math Collection item number is 575683953 and the Science Collection item number is 575681160.

In addition, we will purchase a English-Haitain Creole Word-to-Word Dictionaries Set and a Spanish-English Practical Word-to-Word Dictionary Set. Both of these sets will be used support the language acquisition skills of ELL students. These sets are also available on ShopDoe from the vendor Attanasio

Part B: Direct Instruction Supplemental Program Information

and Associates. The item number for the English-Haitian Dictionary set is 90193772X and the item number for the Spanish-English Dictionary set is 901828084. Achieve 3000 - 10 licenses

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: We will support instructional practices geared towards the ELL population through focusing on second language acquisition support and strategies related to enhancing day to day instructional practice. Our Network will support our school by facilitating professional development. Our ELL services providers will also participate in workshops and trainings offered by the Office of English Language Learners. The Assistant Principal will observe ELL service providers and recommend professional development support based on her evaluation of the teachers instructional needs.

Some PD's that will be provided to teachers working in the Title III program at our school are:

1. "Differentiating Instruction for ELL's" - This workshop with focus on how to modify and adjust instructional practices to specifically support ELL students. It will take place on January 13, 2015 at Performing Arts and Technology High School, during Period 4. It will begin at 10:30 and end at 11:10. The Assistant Principal will be the presenter and the Spanish teacher and ESL teacher will attend.
2. "Analyzing ELL School Data to Inform Instructional Practices to support ELL Students" - This workshop will focus on how to modify and adjust instructional practices to support ELL students based on areas of need identified by the performance of ELL students on in-class assessments. It will take place on February 10, 2015 at Performing Arts and Technology High School, during Period 4. It will begin at 10:30 and end at 11:10. The Assistant Principal will be the presenter and the Spanish teacher and ESL teacher will attend.
3. "Understanding the Literacy needs of ELL Students" - This workshop will focus understanding some key areas that ELL students typically struggle with when it comes to literacy and provide more support for ELL students. It will take place on March 17, 2015 at Performing Arts and Technology High School, during Period 4. It will begin at 10:30 and end at 11:10. The Assistant Principal will be the presenter and the Spanish teacher and ESL teacher will attend.
4. "Preparing Literacy lessons for ELL Students" - This workshop will focus on effective literacy practices that should be used to support the increased literacy of ELL students. It will take place on April 14, 2015 at Performing Arts and Technology High School, during Period 4. It will begin at 10:30 and end at 11:10. The Assistant Principal will be the presenter and the Spanish teacher and ESL teacher will attend.

Part C: Professional Development

Some PD's that teachers working in the Title III program will be attending are:

1. "Designing Effective Literacy for Long Term ELLs" - This workshop will focus on getting the literacy levels of ELL students at or approaching grade level in or to ensure that they have the skills and preparedness necessary for college and career success. It will take place on December 12, 2014 at Fordham University on the Rose Hill Campus. It will begin at 8:30am and end at 3:00pm. The presenter will be Nancy Cloud and the Spanish teacher and ESL teacher will attend.
2. "Translating Research to ESL Practice: Supporting ELLs in Secondary Schools Beyond Foundational Literacy - This workshop will focus on how to provide literacy support ELL students in secondary school settings. It will take place on December 16, 2014 at the NYC Department of Education Office of ELL Language and Literacy Development. It will begin 9:00am and end at 3:00pm. The presenter will be Stela Radovanovic and the Spanish teachers and ESL teacher will attend.
3. "Scaffolding Instruction for ELLs" - This workshop will focus on how to differentiate instructional practices and scaffold learning for ELL students. It will take place on December 19, 2014 at the Children's First Network 611 Ozone Park Building. It will begin at 12:00pm and end at 3:00pm. The presenter will be Dr. Soeurette Fougere and the Spanish teacher and ESL teacher will attend.
4. "SIFE Institute: Designing Effective Literacy Instruction for SIFE" - This workshop will focus on how to implement instructional strategies to strengthen L1 language skills assessed below grade average because of interrupted formal education. This workshop will provide needed training to for the Spanish teacher and ESL teacher to help bridge the literacy gap between the L1 and L2 of SIFE students. It will take place at Fordham University on the Rose Hill Campus. It will begin at 8:30am and end at 3:00pm. The presenter will be Nancy Cloud and the Spanish teacher and ESL teacher will attend.

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:

We collaborate with parents to help ensure student success. We will provide parents with as much information about our ELL services, so that they can advocate for their families and their children's education. This outreach initiative will occur on a monthly basis and will be supported through collaboration with our Parent Coordinator, librarian, health clinic, a Spanish speaking teacher (who will serve as translator), the guidance counselor and support staff.

The following are some of the topics we will have parent workshops on to assist our ELL families:

Part D: Parental Engagement Activities

1. "Support for ELL students" - This workshop will inform the families of ELL students about the support services that Performing Arts and Technology High School provides for them to ensure their success. It will take place on October 18, 2014 in room 224. It will begin at 11:00am and end at 12:00pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students. A translator will be available.
2. "ELL Saturday Program" - This workshop will inform the families of the ELL students participating in the ELL Saturday Program about the ways that it will support the language acquisition skills of ELL students. It will take place on November 19, 2014 in room 224. It will begin at 6:45pm and end at 7:30pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of the ELL students participating in the Saturday Program. A translator will be available.
3. "ELLs in NYC public schools" - This workshop will focus on providing the families of ELL students with information about understanding the Chancellor's Instructional Focus, School Accountability Reports, PATHS Instructional Focus, the Common Core Instructional Shifts, and knowing their rights as a parent. It will take place on December 13, 2014 in room 224. It will begin at 11:00am and end at 12:00pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students.
4. "Communication about Student Progress" - This workshop will inform the families of ELL students about the school system Skedula, how they can access PupilPath where they can see their child's attendance, report cards, transcripts, etc. They will also be provided with support in creating an email account to keep communication open and how to read a transcript. It will take place on January 14, 2015 in room 224. It will begin at 6:45pm and end at 7:30pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students.
5. "Supporting your ELL at home" - This workshop will inform the families of ELL students about strategies that they can utilize to support the development of their ELL at home. It will take place on February 7, 2015 in room 224. It will begin at 11:00am and end at 12:00pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students.
6. "Understanding Immigration and Healthcare Changes" - This workshop will inform the families of ELL students about important changes to immigration and healthcare policies and connect families to resources that they need. It will take place on March 18, 2015 in room 224. It will begin at 6:45pm and end at 7:30pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students. Representatives from the health clinic will be available.
7. "Navigating the College Admission Process" - This workshop will inform the families of ELL students about important steps that need to be taken in the college application process. The guidance counselor will be able to support ELL parents with reading transcripts and understanding the importance of selecting the right college. It will take place on April 18, 2015 in room 224. It will begin at 11:00am and end at 12:00pm. The presenters will be Norma Cirino, Parent Coordinator, and Brandi Sanabria, Guidance Counselor, and the audience will be the parents of ELL students.
8. "Completing the FAFSA Application" - This workshop will support the families of ELL students as they complete the FAFSA application and answer additional questions related to the college application process. It will take place on May 13, 2015 in room 224. It will begin at 6:45pm and end at 7:30pm. The presenters will be Norma Cirino, Parent Coordinator, and Brandi Sanabria, Guidance Counselor, and the audience will be the parents of ELL students.

Part D: Parental Engagement Activities

9. "College and Career Readiness" - This workshop will support the families of ELL students about additional steps they can take to ensure that their ELL students is college and career ready, including available Summer activities and programs that can support this goal. It will take place on June 6, 2015 in room 224. It will begin at 11:00am and end at 12:00pm. The presenters will be Norma Cirino, Parent Coordinator, and the audience will be the parents of ELL students.

Part E: Budget

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

Allocation Amount: \$0

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 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 507
School Name Performing Arts and Technolo High School		

B. Language Allocation Policy Team Composition [i](#) 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 Franklin Encarnacion	Assistant Principal Kavita Gupta
Coach type here	Coach type here
ESL Teacher Christopher Ott	Guidance Counselor Marcha Desroches
Teacher/Subject Area Seneida Maldonado	Parent type here
Teacher/Subject Area type here	Parent Coordinator Norma Cirino
Related Service Provider tPaul Garcia	Other type here
Network Leader(Only if working with the LAP team) Roberto Hernandez	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	441	Total number of ELLs	10	ELLs as share of total student population (%)	2.27%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years		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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	8		2				2			10

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	8	0	2	0	0	0	2	0	0	10
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)											2		1	3
Intermediate(I)													1	1
Advanced (A)										1	1	2	2	6
Total	0	1	3	2	4	10								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	6		1	
Physics				
Global History and Geography	2		0	
US History and Government	5		2	
Foreign Language				
Other <u>Geometry</u>	1		0	
Other <u>Algebra</u>	5		1	
NYSAA ELA	5		3	
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
To assess early literacy skills of ELL students, our school uses the Language! placement exam. Students are administered this exam at the beginning of each year to determine their reading level. The placement exam is designed to determine where to begin instruction within the Language! program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
No Data Available 11/1/13
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 [AMAQ tool](#))
No Data Available 11/1/13
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?**No data available.**
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](#))
Applies to K-5
6. How do you make sure that a child’s second language development is considered in instructional decisions?
N/A
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?**N/A**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To evaluate the success of the ESL program, our school examines the instructional model and student data. Throughe out the year, we examine student progress on exams, class grades, credits and attendance. We look for trends amongst varoius populations of students, including the lowest third, ELL's, and Special Education students. Additionally, teachers evaluate if students are placing out of ESL or graduating from high school. Teachers, administrators, grade level inquiry teams and the school wide Inquiry Team constantly review school programs and student progress to determine the success of our programs.

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](#).)
The pedagogue responsible for conducting the initial identification of those students who may be eligible for English Second Language (ESL) services is the certified ESL teacher. For initial screening of possible ELL's, the ESL teacher examines the Home Language Identification Survey. The HLIS is offered to students upon their entrance into the school system and is collected with their disposition papers. The HLIS is available in Spanish and other DOE supported languages. Students identified as possible ELL's are given the Language Battery Assessment (LAB-R) within the first ten days of school. Prior to returning the LAB-R, tests are scored to ensure that any student eligible for services is correctly programmed. In the event that the certified ESL teacher is unable to administer and evaluate the HLIS or LAB-R, the testing coordinator will assume responsibility. 1b.)PATHS provides a Spanish LAB-R and a translator to administer the exam as needed.
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.
When a student is admitted to the NYC school system, parents are actively involved in the decision making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City

educational system.

Parents are given a HLIS to identify the home language of each child. If the child is identified as an eligible candidate for ELL instructional services, an informal interview is given to the candidate by a pedagogical staff member and the LAB-R is administered to identify the child as either an ELL or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs. At this time, parents view a parent information CD where program placement options are presented with clarity and objectivity. The parent orientation CD is available in multiple languages. Parent brochures are distributed in their native language to assure understanding of each available program. PATHS is proud to offer a Small Group ESL Instructional program to conform to the parental choice selections.

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 [\[see tool kit\]](#).)

Each ELL parent/guardian whose student was in the ESL program the prior year receives an entitlement letter at the beginning of the school year. Letters are mailed directly to the students' home of record in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicates continued entitlement. PATHS does not offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services.

In the event that Parent Survey's or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the ESL teacher, school social worker and guidance counselor.

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. Students are placed in the ESL instructional program based on the scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency: Beginner, Intermediate or Advanced ESL. If possible, consultations and communications with parents are handled by bilingual personal employed at the school. In the event that no school personal is able to translate, translators are sought through the New York City Department of Education.

PATHS High School offers ELL students a free-standing ESL instructional model. Our school does not offer Bilingual Education; based on the data analysis since 2007, it is not needed for our population of students. If, in the future, we find that Bilingual Education is necessary, the school will develop a functioning program to accommodate the need. We are building alignment between parent choice and program offerings through regular communication with our ELL students' parents. The ELL teacher communicates frequently with the families of her students making them aware of their academic and state assessment progress; programs will be adjusted based on student need and parent involvement. Entitlement and Placement letters are both mailed home and submitted to the parents during conferences. Entitlement and Placement letters are maintained in a cumulative file in a locked cabinet.

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 Parent Surveys and Selection forms for the past few years are currently unavailable.
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. 
This information is currently unavailable questions

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])?
 1. a. PATHS High School implements a Small Group ELL Instructional Program/Freestanding ESL from 9th -12th grade. Students are organized by proficiency level (beginner, intermediate, advanced) and receive ESL services in a pull-out class. The primary goal of our ELL program is to foster full English Proficiency in a supportive risk-free classroom environment as well as to: Expand literacy and academic language and provide students with skills that will allow them to perform at city and state grade level in all subject areas
 - b. The ESL program at PATHS High School provides courses that meet the state requirements for ESL programs. Students are grouped for their ESL classes homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination.
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)?

Free-standing ESL programs are offered. Beginner ELL's receive 540 minutes a week, intermediate ELLs receive 360 minutes of service a week and Advanced ELLs Receive 180 minutes per week. Students are grouped in homogenous classes based on proficiency levels. Students are graded individually based on New York State Standards in conjunction with a teacher designed grading scale.

a. The goal of our ESL program is to foster full English proficiency in a supportive risk-free environment. Both the English Language Arts ("ELA") and ESL Teachers that work with ELL students are fully certified. In order to help students progress, we use the following practices:

•Collaborative Planning and/or Conferencing with Content Area Teachers

- Utilization of different strategies: Scaffolding, Modeling, Schema Building, Contextualization, Text Representation and Meta cognition.
- Assisting students during work periods, conferencing with students in and out of class and informal assessments
- Communication and collaboration with parents
- Creating goals for students in which they monitor their progress in each of their courses

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.

PATHS has a Freestanding ESL Program. Services are delivered in English from a bilingual teacher. Supplemental materials for the ESL program include Language!, a comprehensive literacy program by Soporis West and EDGE. Both Language!, and EDGE include instructional resources and elements that apply specifically to ELLs and inherently prepares ELLs to meet the Common Core Learning Standards.

Aside from English language instruction, students receiving ESL services are able to receive support in all content areas during their ESL services. The teacher is able to work with students on challenges arising in social studies, math and science during their mandated instructional hours.

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

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL students are given a baseline assessment in all four modalities at the beginning of the year. Their progress is monitored through formal and informal assessments throughout the year, culminating in the NYSELAT. All data and assessments are compared.

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. Students with Interrupted Formal Education (“SIFE”) are placed into ESL programs in accordance with most recent LAB-R results or NYSESLAT Results. In addition to ESL, students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling).

b. Beginner ELLs receive 540 minutes of ESL services per week. Beginner ELLs (1-3 years) are provided three 90 minute ESL classes per day. Beginner ELLs are taught in small self-contained classes, homogenously grouped according to proficiency level. Instruction for Beginner ELLs is aligned with Common Core ELA Standards and New York State ESL Standards. Students are provided instruction in reading, speaking and writing from the certified ESL teacher. To incorporate the Common Core State Standards for ELA content, the ESL teacher meets with ELA teachers in a Professional Learning Community and for common planning three days a week.

c. Intermediate ELLs (4-6 years) receive 360 minutes of ESL instruction per week. Students are placed in 90 minute block classes that meet daily in a self-contained setting. Students are programmed for small group instruction and are placed in homogenous groupings based on proficiency level. Instruction for ELLs is aligned with Common Core ELA Standards and New York State ESL Standards.

d. Long Term ELLs (6+ years) receive 180 minutes of ESL services per week. Students are programmed for 1 45 minute class each day. Instruction is delivered in a small group from a certified ESL teacher. Students are placed into homogenous groups based on proficiency level.

e. Students who have placed out of ESL as per their NYSESLAT results are integrated into general education classes. Students have access to support from the ESL teacher or other school personal as needed.

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?

ELL students who are also identified as having special needs receive services from a special education teacher through Collaborative Taught and in Pull-out classes. Special educators work closely with the ESL teacher to ensure that the needs of ELL

students with special needs continue to be met.

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?

ELLs with IEPs are schedule the same as every other mandated ESI students in an all-inclusive classroom. The ESI teacher works closely with the Special Education department to ensure that ELLs with IEPs are able to achieve their IEP goals.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
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

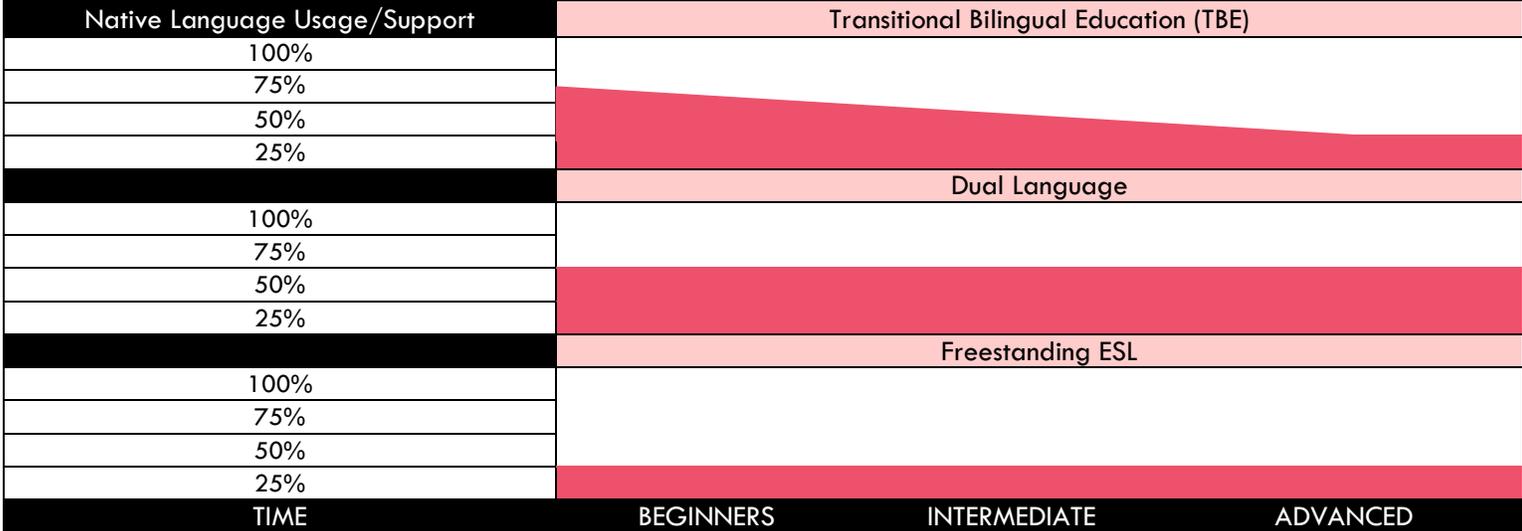
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
No programs will be discontinued at this time.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Students receiving ESL services are afforded equal access to all school programs. Students receiving ESL are mandated to attend AIS after school. Students also are provided equal access to all elective courses. Additionally, students are additionally encouraged to participate in school extracurricular activities, including sports teams and clubs. Former ELL's are provided with accommodations per parental and principal requests.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Students receiving ESL services uses a literacy program called Language! and EDGE. Language! is a comprehensive literacy program by Sopris West. The program focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. In addition, computers are available in the ESL classroom for students use. Laptop carts and Smartboards are also available for classroom use.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All mandated services meet the emotional, social, academic-grade and age level- needs of all ELL students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled ELL students have the opportunity to receive support during school in AIS. Students may attend AIS Tuesday through Thursday during lunch. AIS instruction is delivered in small group and focuses on Regents Prep or any other academic needs of students in attendance. 13b.) ELL students are provided with access to online sites and academic support from ESL teacher.
18. What language electives are offered to ELLs?
Spanish is offered as an elective for all students at our high school. Spanish instruction is offered for levels 1-6. Instruction is provided by a native Spanish speaker who is also fluent in English.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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. The ESL provider is able to attend professional development workshops offered by the New York City Department of Education as well as our school's partner organization, New Visions. In addition outside professional development, school based professional development is offered to teachers twice a month (2:19 p.m.- 3:11 p.m.). Administrators, teachers, and support personnel deliver professional development on various topics. All PATHS staff members receive PD during faculty conferences on site and specific domain of teaching off site as well.

2. ELL students transitioning from middle to high school receive instruction in small pull-out classes at PATHS. The small setting increases the instructional intensity offered to incoming ELL students. Additionally, PATHS is a small school with an extremely supportive staff. ELL students receive on-going support from the ESL provider outside of regular class time as needed. Students (and parents) also have access to language support from bilingual personnel including a bilingual school aide(and foreign language teacher.

3. The pedagogue responsible for ESL services provides an annual Professional Development intended to inform staff of the needs and progress of ELL students. The ESL service provider also is apart of Professional Learning Communities (English Department) and Grade Level Inquiry Teams. Records are maintained in a locked file and updated as required per DOE request.

Additionally, the ESL teacher works very closely with the Special Education Department. The Special Education Department has delivered various Professional Developments for staff members in conjunction with the ESL teacher. Content of the workshops focused on differentiating instruction for diverse groups of learners

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Upon entrance into the school system, ELL Parents are given the HLIS. If students are eligible for ESL services, parents are informed of instructional models for ESL. Parents of students already receiving ESL instruction are contacted by the school establish communication and describe what services will continue to be delivered.

Twice a year, PATHS hosts a parent-teacher night. Parents are able to conference with teachers and administrators during this time. Invitations for conferences are available for parents in native language. Bilingual staff members are additionally available to translate at parent teacher conferences. Additionally, all parents are also invited to attend school PTA meetings.

To provide full disclosure of student performance, PATHS uses a program called Datacation. Parents, teachers and students have access to information on Datacation. Teachers post attendance, grades, assignments and anecdotal accounts that are available to parents and students alike. PATHS High School provides training on this program to parents and students. Bilingual staff members are available to translate and communicate information to parents.

Throughout the school year, teachers maintain continual communication with parents to ensure that students' needs are met. Bilingual staff members are available for translations at both informal parent/teacher meetings and IEP meetings for students who are receiving additional services in Special Education. Parents of ELLs are given invitations to workshops. Parents are invited to join the school leadership team and participate in the Mock Quality Reviews.
 2. PATHS High School is partnered with Children First. Children First provides professional development for teachers and consultative services. PATHS is also partnered with the STAR program which provides academic and social support to at-risk. Parents of ELL students are invited to take part in any supportive services provided by these organizations.
 3. The needs of ELL parents are evaluated through the School Survey and the Home Language Instruction Survey. Additionally, the school's guidance counselor, social worker, teachers and service providers maintain continual communication with parents to ensure their needs are being met. Bilingual staff members are available to provide translations as necessary. If translation needs cannot be met within the school, outside services are sought such as Language Line.
 4. Parents are given ample opportunities to communicate with teachers, administrators, related service providers and support staff through various outreach programs at our school. Parents are invited to Parent Teacher Conferences each semester. In addition, parents are invited to express their concerns and needs at PTA meetings. Parents are a part of both the PTA and School Leadership Team. Additionally, school personnel including teachers, grade advisors, the school guidance counselor, and school social worker maintain consistent communication with parents of ELL students.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K507 School Name: Performing Arts & Tec High School

Cluster: 6 Network: 611 Children First

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.

Data used to determine which parents need translation services is taken from multiple sources, primarily the Parent Survey Form. The ESL teacher also has students fill out information cards within 30 days of the beginning of the school year or within the first week of newly arrived students throughout the year. This information card asks students whether their parent or guardian speaks English, who the best contact person is at the home, and if their parent or guardian needs translation or interpretation services. In addition, staff and teachers frequently, and actively engage students in conversation about their home life and parents/guardians in order to keep abreast of any changes to parent/guardian language needs.

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 20% of our parents do not speak or read in English. The majority language spoken among parents is Spanish. Following that is French. Because the ELL population is relatively low at WATCH High School, the ESL teacher is able to alert teachers as to students whose parent or guardian speaks a language other than English at home and are in need of translation services. In addition, this information is kept on the students emergency information card, updated in ATS, and in Skedula noting the language spoken by the parents if it is exclusive.

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.

All documents that need to be translated are done so when any documents are sent to parents. All documents are translated in-house by various school staff.

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

Oral interpretation service will be provided in house by school staff. There are numerous staff members that are capable of translating/interpreting in Spanish as well as staff member who are able to serve as translators/interpreters in French. These staff member are made available when necessary to function as interpreters/translators.

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>.

When a parent does not speak or read in English they are provided with a translated copy of Bill of Parent Rights and Responsibilities in their home language. Signage that requires it is translation in French and Spanish and posted in the main office.

