

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

14K558

School Name:

WILLIAMSBURG HIGH SCHOOL FOR ARCHITECTURE & DESIGN

Principal:

GILL CORNELL

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 14K558
School Type: CTE Grades Served: Grades 9, 10, 11, 12
School Address: 257 North 6th Street
Phone Number: 718-388-1260 Fax: (718) 486-2580
School Contact Person: Rudy Cruz Email Address: Rcruz8@schools.nyc.gov
Principal: Gill Cornell
UFT Chapter Leader: Jay Wiprovnick
Parents' Association President: Wanda Mathis
SLT Chairperson: Jacqueline Newton
Tyrek Williams
Arely Velasco
Marjorie Vargas-Matute
Student Representative(s): Jessica Troncoso

District Information

District: 14 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway Room 110, Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718 455 4684

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 404 Network Leader: Malika Bibbs

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gill Cornell	*Principal or Designee	
Jay Wiprovnick	*UFT Chapter Leader or Designee	
Wanda Mathis	*PA/PTA President or Designated Co-President	
Delilah Crespo	DC 37 Representative, if applicable	
Tyrek Williams Arely Velasco Marjorie Vargas-Matute Jessica Troncoso	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Steve Summers	Member/ PTA Vice President	
Jose Alvarado	Member/ PTA Treasurer	
Ann Marian Williams	Member/ PTA Secretary	
Fredeswinda Valentin	Member/ Guidance Counselor	
Jacqueline Newton	Member/ Teacher	
Dolores Sucki	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Williamsburg High School for Architecture and Design (WHSAD for short) is a 9-12 college preparatory school committed to developing students as imaginative critical thinkers. Our mission is to provide students with valuable, marketable and unique skill sets that bolster their employability in multiple industries (such as conservation, engineering, and city planning) and that bolster their admission to institutions of higher learning. The environment at WHSAD promotes academic achievement through the integration of a student's career interests and aptitude while establishing connections between classroom learning and the world in which we live.

Partnered with the World Monuments Fund and the Park Avenue Armory, WHSAD offers students a unique and engaging four-year course sequence focusing on architectural drafting, design principles, and historic preservation. Our inter-disciplinary and hands-on approach to architecture, design, and the visual arts threads skills training and internship experiences throughout core academic content areas. All of our students are given the opportunity to participate in paid internships with various industry partners. WHSAD students can earn a Career & Technical Education (CTE) endorsed diploma in Architectural Drafting & Design (ADD) and Computer-Aided Drafting & Design (CADD), as well as up to 6 college credits, upon graduation from our program.

WHSAD's main strength is its nurturing community of staff and students. We take a guidance-based approach, teaching the "whole child", as part of our work in educating students to successfully pass New York State assessments. As we are an unscreened program, our greatest challenge is to address the instructional needs of students representing all levels of learning abilities and talents. For this reason, we allot a substantial portion of our resources to fund a strong guidance and instructional support staff. In addition to addressing a wide spectrum of learning needs, our student body is made of 77% male students, most of whom are African American and Hispanic. While this demographic is typically cited as the lower end of the so-called "achievement gap", we have consistently graduated over 90% of our students, many of whom leave WHSAD with Advanced Regents diplomas and most of whom leave with Regents diplomas. Furthermore, the majority of our students graduate with a CTE endorsement and an industry certification in the architectural drafting software Auto-CAD, which enables them to join the workforce at an entry level and begin their careers while attending college. This has given our students an advantage upon graduating college: Our students would have earned work experience upon graduating college while many of their peers would have yet to work their first jobs.

WHSAD's key focus for the coming year, as detailed below, is to teach and exercise our students' ability to make evidence-based claims in writing, which is a prerequisite to succeeding in the workforce and in college.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ol style="list-style-type: none"> 1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

<ul style="list-style-type: none"> • While the data for this school has been consistently above par (WHSAD has placed amongst the top five schools in overall performance in graduation, Regents pass rates and classes passed since the 2009-2010 school year) students still need to improve their writing. • As the data has demonstrated results that were above par, data were not used to gauge the quality of student writing. Classroom observations made by the principal and assistant principals, as well as student work analysis conducted at weekly grade level teacher team meetings, dictated the need for writing across all subject areas to be more rigorous. • While the New York State Regents exams encourage students to write using templates in order to achieve high scores, the Common Core assessments require more thoughtful responses and encourage students to develop their own style of writing. As a result, the principal and assistant principals have mandated classes to institute more writing assignments requiring students to make evidence-based claims.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Because writing with the use of evidence-based claims is the cornerstone of CCLS and career- and college-readiness, we have set the goal of increasing our overall number of graduates with CTE (Career and Technical Education) endorsements from 85 students in the 2013-2014 school year to 120 students in the 2014-2015 school year.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<p>To ensure that all lessons are rigorous and that all students are being challenged to write using evidence-based claims, a set of three non-negotiable components for all lessons has been established. All classrooms are expected to implement these components every day:</p> <ul style="list-style-type: none"> • All lessons must be guided by a clear aim that requires 	<p>All students will be met at their own writing level and be expected to</p>	<p>9/2014 – 6/2015</p>	<p>This is a school wide initiative, requiring all staff.</p>

<p>students to defend a position.</p> <ul style="list-style-type: none"> All lessons must include an activity that requires students to prepare and share evidence-based claims. All lessons must require students to write and present an argument using evidence-based claims in order to reach the lesson's aim. <p>In addition, so that all students trust the grades they earn on all written assignments are not based upon arbitrary, holistic grading schemes, but on the non-negotiables and the needed skill sets, WHSAD will revamp all writing rubrics to include meaningful feedback. In this way, students will understand their grades and know what it needed for improvement.</p>	improve their ability to write.		
High-needs students will be provided with personalized instruction by grade-level instructional support teachers so to maintain a tenable degree of rigor in their writing assignments.	Students with IEPs and ESL students	9/2014 – 6/2015	Special Education teachers, ESL teachers
So that students who are “at the top” are not forgotten, high-performing students will be challenged with higher-level reading and writing assignments through a principal’s literary institute.	Honor roll students in the eleventh and twelfth grade	9/2014 – 6/2015	Principal, Assistant Principals
In order to engage parents in pushing forward WHSAD’s three non-negotiable lesson components, (at minimum) bi-monthly parent portfolio nights will be conducted after hours. During these sessions, parents of our students are invited to attend classes, with their children, to work together on portfolio projects for the Architecture Department. During these sessions, the three non-negotiables will be modelled for the parents so that they will have a clear understanding as to what is being achieved in the regular, day classes.	All parents	9/2014 – 6/2015	Principal, teachers in the Architecture department

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Because the new teacher contract requires two days of afterschool professional development at no additional cost to the school, no additional resources have been required to implement this plan successfully.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
The school is conceptually consolidated so to maximize spending and hiring capacity of select budget allocations (with Tax Levy and Title I funds comprising the bulk of consolidated funds). Conceptually consolidated funds grant the school enough spending capacity to hire sufficient leadership and teaching staff for the execution of the action plan described above.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

On February 1st, 2015, the second term of the 2014-2015 school year will begin. At this point, the Principal and Assistant Principals will assess all data and determine if WHSAD is on track to meeting this goal.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The results of the 2013-2014 Learning Environment Survey for WHSAD were well above average. In fact, WHSAD placed second in overall survey score when compared to all NYC High Schools. WHSAD’s strengths in this area include a guidance-driven approach in which students socio/emotional needs and behavior are closely tracked within the school. Interventions come early and often to ensure that students with socio/emotional problems do not see their academics suffer as a result of these problems. Guidance counselors work with teachers during weekly meetings to identify student socio/emotional needs and devise interventions that involve the whole staff. WHSAD, as a result, has been quite successful in graduating, and sending to college, students who have met with serious socio/emotional challenges. The challenge we face every year is the maintenance of the positive environment that we have created, particularly in light of the retirement of two key staff members in the pupil personnel department at the end of this school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

It is our goal to increase the graduation rate of our students for the 2014-2015 school year to 92% (the graduation rate for the 2013/2014 school year was 90%). In addition, it is our goal to improve the attendance rate from 92% to 93%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Funds have been allotted to hire a guidance counselor trainee who will work under the tutelage of WHSAD’s ninth and eleventh grade guidance counselor, who is retiring in June 2015. This will allow for a smooth transition when the mentor guidance counselor retires and ensures that we maintain an uninterrupted, supportive learning environment, which would in turn support a high graduation rate and increase in the number of Advanced Regents diplomas awarded.	ninth and eleventh grade students	9/2014 - 6/2015	mentor guidance counselor, guidance counselor trainee, Assistant Principal of Pupil Personnel Services.

Funds have been allotted to hire a second full time attendance coordinator who will work under the tutelage of WHSAD's senior attendance coordinator, who is retiring in June 2015. This will allow for a smooth transition when the mentor attendance coordinator retires and ensures little to no disruption in the constant outreach made to families of students with attendance problems. A smooth transition also ensures that we maintain a 91% or higher attendance rate, which in turn supports the students' ability perform well in classes and graduate.	All students with attendance problems.	9/2014 – 6/2015	mentor attendance coordinator, attendance coordinator trainee, Assistant Principal of Pupil Personnel Services
Guidance counselors will conduct meetings with teachers in order to review and support students' socio/emotional needs, which if not addressed, have the potential to negatively impact their academic performance, particularly those of most concern. In addition, students will be monitored by the school social worker and, where needed, interventions will be provided. Through building a guidance-driven community of continuous support, students feel comfortable and trusting in addressing their needs with guidance and other staff members.	All students whose socio/emotional needs are a disruption to their academic performance	9/2014 – 6/2015	guidance counselors, social worker, Assistant Principal of Pupil Personnel Services.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funds to hire a guidance counselor trainee and attendance coordinator trainee.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
The school is conceptually consolidated so to maximize spending and hiring capacity of select budget allocations (with Tax Levy and Title I funds comprising the bulk of consolidated funding). Conceptually consolidated funds grant the school enough spending capacity to hire the mentor and trainee roles for the guidance counselor and attendance coordinator positions concurrently within this fiscal year.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
On February 1 st , 2015, the second term of the 2014-2015 school year will begin. At this point, the Principal and Assistant Principals will assess all data and determine if WHSAD is on track to meeting this goal.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Due to constraints imposed by space limitations and special programming needs (for example, honors class sections and instructional support class sections) it has been a challenge over the years to schedule common planning time between teachers that would result in quality professional development. However, as it is essential for teacher, guidance counselors and administration to collaborate, structures have been put in place to ensure that quality collaborative meeting time has been set at least twice a week.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- Due to the new teacher contract, weekly professional development is now mandated on Monday and Tuesday of each week. Our goal is to provide no less than 60 hours of professional development to all teachers for the 2014-2015 school year. These meetings will focus on WHSAD’s three non-negotiables, with the objective of improving student writing, as reflected by the English Regents. It is expected that the pass rate for the English Regents will improve from 91% in the 2013/2014 school year to at least 93% in the current school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Instructional professional development will focus on the three non-negotiable components that have been established for WHSAD. All classrooms are expected to implement these components every day. Lead teachers will be recruited to share best practices that reinforce these components: <ul style="list-style-type: none"> • All lessons must be guided by a clear aim that requires students to defend a position. 	All teachers	9/2014 – 6/2015	Principal and Assistant Principals will deliver PD. Lead teachers will be recruited to share best practices.

<ul style="list-style-type: none"> All lessons must include an activity that requires students to prepare and share evidence-based claims. All lessons must require students to write and present an argument using evidence-based claims in order to reach the lesson's aim. 			
In order to cultivate teacher receptiveness and trust, the Principal and Assistant Principals will both model best practices at professional development sessions and within student classrooms.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds to maintain leadership positions that are to deliver and field the professional development sessions mandated by new teacher contract. The Monday sessions require two assistant principals: one assistant principal dedicated to the humanities departments and one assistant principal dedicated to the math, science & the CTE architecture drafting departments. The Tuesday sessions require one assistant principal of pupil personnel services & instructional support.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

The school is conceptually consolidated so to maximize spending and hiring capacity of select budget allocations (with Tax Levy and Title I funds comprising the bulk of consolidated funding). Conceptually consolidated funds grant the school enough spending capacity to build and maintain adequate leadership staff to support the action plan and achieve the goal described above.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

On February 1st, 2015, the second term of the 2014-2015 school year will begin. At this point, the Principal and Assistant Principals will assess all data and determine if WHSAD is on track to meeting this goal.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

WHSAD’s leadership has focused on improving the writing of students over the last two years. To this end, the principal and assistant principal have required and instituted student questioning and writing in every classroom. There has been some success in this area and the leadership’s plan for the 2014-2015 year is to incorporate as a part of every teacher’s lesson planning, the CCLS requirement that students are to make evidence-based claims. In addition, the principal and the assistant principals model best practices both during professional development sessions and in the classroom. In this way, teacher trust in the administration is developed and ensures a single, instructional philosophy.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To gauge the success of this year’s instructional mandates, the principal and assistant principals are committed to supervising and supporting the teachers in achieving these mandates through weekly meetings. A minimum of one department meeting will be conducted weekly, in addition to the mandated professional development as per UFT contract, to support teachers in subject-specific instruction. The goal of all of these meetings to share and model best instructional practices that will result in the successful implementation of the three non-negotiables in all subject areas. The end result will be a projected, overall pass rate, in all Regents and Common Core exam of no less than 80% in all subject area examinations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
In order for leadership to provide the quality and quantity of support necessary to improve instruction, classes will be programmed in such a way as to provide common planning time for subject-specific departments, including a dedicated meeting time for special education teachers and CTE teachers.	All teachers	9/2014 – 6/2015	Assistant Principal of Pupil Personnel Services, Program Chair

Teachers will be observed formally for no less than four times over the 2014-2015 school year, thereby ensuring constant monitoring of the quality of instruction as well as providing opportunities for teachers to receive constructive feedback. As with classroom expectations communicated to students, administrators will ensure teachers understand their ratings and will be provided the supports necessary to garner improvement, in this manner establishing a relationship of transparency and trust with teachers. Administrators will work closely with teachers, will model best practices, and ensure ratings given in observation reports are intended for the purposes of positive professional growth.	All teachers	9/2014 - 6/2015	Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funds to offer per session hours to program chair. This helps ensure the thoughtful development of a master class schedule that allows common planning time for instructional departments while simultaneously meeting the graduation and instructional support needs of our students.
- Funds to maintain leadership positions that are to deliver and field weekly departmental meetings: one assistant principal to oversee the humanities, one assistant principal to oversee math, science & the CTE architecture drafting program.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

The school is conceptually consolidated so to maximize spending and hiring capacity of select budget allocations (with Tax Levy and Title I funds comprising the bulk of consolidated funding). Conceptually consolidated funds grant the school enough spending capacity to maintain the school leadership needed for regular and consistent oversight of all departments of student instruction.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

On February 1st, 2015, the second term of the 2014-2015 school year will begin. At this point, the Principal and Assistant Principals will assess all data and determine if WHSAD is on track to meeting this goal.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Because our students come to WHSAD from all parts of Brooklyn, Manhattan and Queens, and because of the work schedules of our parents, it has been a challenge to acquire high attendance at PTA meetings and other parent-related events. Nevertheless, parent involvement has been quite strong. In particular, turnout for parent teacher conferences, parent portfolio nights and other student functions/ceremonies tend to be quite high.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to encourage more meaningful parent visits to WHSAD, the school will serve as a learning center for parents, wherein they can share in-class experiences that mirror what their children learn during the school day. As opposed to past years, WHSAD has opened up parent portfolio night to all grades, not just the ninth grade. In past years, the average turnout for these bi-monthly sessions has been 15 families. This year it is our goal to raise the average turnout to 20 families.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
WHSAD will conduct a parent portfolio night no less than once a month in which students will accompany their parents to an architecture class designed to mirror what is being studied during daytime classes. The goal is to inform parents as to what happens in these classes, thereby fostering a sense of confidence and trust in the parent body, that we are supporting and teaching their children in a manner consistent with the school’s mission and obligations.	All parents	9/2014 – 6/2015	Architecture teachers, parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds to offer per session hours to CTE architecture program teachers so that they may plan and conduct the parent portfolio nights.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Consistent with NY State requirements, 1% of the Title I allocation has been scheduled for parent involvement, which has been used to fund the action plan described above.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

On February 1st, 2015, the second term of the 2014-2015 school year will begin. At this point, the Principal and Assistant Principals will assess all data and determine if WHSAD is on track to meeting this goal.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<u>For all grades:</u> eighth grade ELA scores, <u>For ELL students:</u> NYSITELL exam, NYSESLAT exam	After school tutoring for ELA and ESL students so to improve their reading skills. Provide incentive trips based on attendance and improvement in grades.	Small groups, one-on-one tutoring. Teachers provide additional support during dedicated office hours.	During and after school day.
Mathematics	<u>For 9th Grade students:</u> eighth grade math scores, <u>For all other grades:</u> performance on last Regents exam taken.	Academic intervention services for the students who are repeating the Integrated Algebra course, due to having failed the Regents exam one or more times in the past. The classes for repeater students feature a curriculum based on detailed item analysis of the students' June 2014 Integrated Algebra Regents examination. To ensure students' understanding of mathematics, the math department analyzes their weaknesses and constructs lessons to target these weaknesses.	Students in AIS are programmed into the same mathematics class, and special lessons developed by math department to target subject weakness are implemented in the class. Tutoring is offered three days a week where students receive dedicated attention.	Whole-class instruction during the school day. Tutoring occurs during lunch period and after school.
Science	<u>For 9th Grade students:</u> eighth grade science scores, <u>For all other grades:</u> performance on last	Extra instructional time to help students achieve the learning standards in the subject area;	Tutoring (one-to-one and small groups), counseling (small-groups, and one-to-one)	During the school day and after school

	Regents exam taken.	differentiated instruction; various support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family-related issues, discipline problems and health-related issues. Support services include school guidance & counseling services, grade-level inquiry teams evaluation of students' academic progress and subsequent individualized academic intervention action plans based on observations and data.		
Social Studies	<u>For 9th Grade students:</u> eighth grade social studies scores, <u>For all other grades:</u> performance on last Regents exam taken	Weekly departmental meetings, which focus on departmental data, establish departmental goals and develop instructional techniques to meet these goals. Weekly Tuesday meetings focusing on the social emotional needs of the students, where teachers devise strategies which will assist students in improving their skills. Students requiring additional assistance are identified in these meetings. After school tutoring is offered to these students so that they may be given the	Small groups, one-on-one tutoring	During and after school day

		<p>opportunity to achieve his or her highest potential. These tutoring sessions focus on specific sections of the Regents including Regents, Document-Based Question, DBQ essay writing, and thematic essay writing.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>IEPs, 504s in conjunction with results of State exams.</p>	<p>Strategies include social work meetings arranged between any of the following: student in question, other students, family member(s), teacher(s), social worker, principal, and assistant principal(s). Meetings are arranged to discuss issues leading to at-risk situations.</p>	<p>Service is delivered either individually or in a small group setting.</p>	<p>During the school day or before/after school is in session.</p>

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none"> • In partnership with the teaching/education department of St. Francis College, WHSAD hosts a number of student teachers with the interest of attracting potential candidates for teacher vacancies in core academic areas (math, science, English language arts, social studies). WHSAD's relationship with the student teacher serves as an interview process by which the school can establish rapport with the student teacher and evaluate their compatibility with the school (which ultimately fosters teacher retention), as well as their capability in the classroom. Student teachers who perform well at WHSAD, but cannot be hired for full-time positions may at least be recommended to serve as qualified substitute teachers. • WHSAD also hosts interns from the Success Via Apprenticeship (SVA) program, wherein one of our seasoned Career and Technical Education (CTE) teachers mentors an SVA intern. The goal of the SVA program is for interns to acquire specialty certification in a CTE field of study. Subsequent to graduation from SVA, the intern (who by this point would have had a working relationship with our school and would have become familiar with our architecture drafting program) may then be hired by our school should a vacancy materialize. In addition to hosting interns from the SVA program, our school has recommended our own students to SVA with the hopes that they return as dedicated and qualified architecture drafting teachers. • WHSAD prioritizes interviews for teaching positions to candidates who have a graduate degree in the subject area of the position to which they have applied. This ensures they are highly qualified in the sense that they are knowledgeable and conversant in their content area. • WHSAD practices distributed leadership amongst teaching staff as a measure to promote teacher retention and to promote the educational mission of the school. The administration makes it a point that teachers model best practices to their colleagues during professional development sessions. This way, teachers feel their work and input is valued, while simultaneously promoting community amongst staff.

2b. 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).
<ul style="list-style-type: none"> • In accordance with the UFT contract enacted for the 2014-2015 school year, the extended day sessions on Mondays are dedicated to reinforcing best teaching and assessment practices that align with the school's tenets that: 1) All lessons must be guided by a clear aim that requires students to defend a position. 2) All lessons must

include an activity that requires students to prepare and share evidence-based claims. 3) All lessons must require students to write and present an argument using evidence-based claims in order to reach the lesson's aim.

- In accordance with the UFT contract enacted for the 2014-2015 school year, the extended day sessions on Tuesdays are dedicated to professional development addressing the socio-emotional and differentiated instructional needs of specific students. Teachers are typically grouped by cohort and are encouraged to share their interactions with struggling students and to mutually develop strategies to differentiate instruction for these particular students.
- In addition to the Monday and Tuesday extended day professional development sessions, teachers are required to participate in weekly academic department meetings, headed by an Assistant Principal, wherein teachers develop lesson plans and curriculum that align to the Common Core State Standards.
- Assistant Principals and Principal attend professional development sessions conducted by the NYCDOE and Children First Network (CFN) regarding the CCSS throughout the year

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

At WHSAD, weekly professional development sessions and weekly department meetings serve as forums that emphasize effective classroom instruction. As all instruction must be reflected in student product, assessment is a focus at every meeting, whether addressed explicitly or implicitly. Because there is an expansive cross-section of talent and experience on the WHSAD teaching staff, teachers are often invited to lead meetings and to share best practices with their colleagues. Also, struggling teachers and new teachers are matched with more experienced staff that, again, share best practices and conduct no-impact evaluations.

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 (CEP) 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, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each 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	\$412,450	X	
Title I School Improvement 1003(a)	Federal	Not applicable		
Title I Priority and Focus School Improvement Funds	Federal	Not applicable		
Title II, Part A	Federal	Not applicable		
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal	Not applicable		
Tax Levy (FSF)	Local	\$3,738,829	X	

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;

- 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 (SPC)

Williamsburg High School for Architecture & Design, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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.

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K558 School Name: Williamsburg HS for Arch. & Design

Cluster: 4 Network: 404

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.

Our school distributes the Home Language Identification Survey (HLIS) and the Parent Written/Spoken Language Identification form to families all students who are missing these indicators in ATS, as indicated by the Data Integrity Score Card (DISC), which is checked on a regular basis. Both English and Spanish versions of these forms are distributed to meet the needs of a majority of our student population; these forms are also available in other languages, upon parental request. Emergency cards are also distributed to parents in other languages upon request. The information from these forms are used to update the student's and parent's preferred written and spoken language indicators in ATS, for each student.

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.

According to ATS (RAPL report), we have a total of 1,010 family members on file, of which 8 communicate in Bengali, 7 in Chinese, 5 in Haitian-Creole, 2 in Nahuatl, 692 in English, 9 in Polish, 1 in Slovak, and 238 in Spanish. Of the Spanish-speaking parents, about half require oral and written translations. These findings are immediately available to the Guidance counselors via ATS. Our teachers communicate with parents on a regular basis; when they require assistance with outreach, they speak to our Parent Coordinator, who speaks Chinese and Spanish fluently and is able to meet the translation needs of the majority of our parents. Overall, we continue to be successful in communicating with parents in all languages. The result of the Environmental Survey (under the Communication section) indicates that parents feel that our school effectively communicates with them.

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.

Department of Education forms and documents that have already been translated and are readily available (i.e. lunch forms, residency forms, Parents Bill of Rights and Responsibilities, etc.) are distributed in both Spanish and English by default. These forms are distributed in languages other than Spanish based on student and parent language indicators in ATS, and by parental request. All in-house documents and letters written in English are translated immediately by the parent coordinator, staff members, and occasionally by parent volunteers. For written translation needs that cannot be accommodated by staff, the Translation Unit (a DOE agency) is contacted for general communications, and a contracted vendor is contacted for student-specific correspondence. Since most written translation is handled in-house or is already available on DOE websites, the school can accommodate written translations in a timely manner. Signage posted in the main office and in the cubicle of the Parent Coordinator enables parents and guardians to easily identify his/her preferred written and spoken language.

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.

Almost all oral interpretation needs can be accommodated by staff members. We have a number of staff members who are fluent in different languages (Haitian Creole, French, Spanish, Chinese) and assist when parents request oral communication in their preferred language. Our parent coordinator is fluent in Spanish and Chinese, and assists staff in verbal outreach to a majority of non-English-speaking households. Parental need is determined by the data aggregated in ATS and by parental request. At the moment, we request oral interpretation services for languages other than those named above, from the DOE Translation Unit. If parents require support in addition to services provided by school staff members, we inform them that the school can contact the Translation Unit on their behalf, for additional support in interpretation services. Our school also provides simultaneous interpretation (with enough advanced notice) through an outside contracted vendor called Legal Interpretation Services; for this service, an interpreter from Legal Interpretation Services visits the school for parents/guardians who require more dedicated language interpretation during Parent Teacher Conferences, one-to-one teacher meetings, IEP meetings, and other school functions.

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>.

For all school activities and events (such as PTA, Title I Meetings, Parent Teacher Conferences), parents are informed that translation and interpretation services are available. Section VII of Chancellor's Regulation A-663, concerning the school's notification requirements, is included in the parent handbook. The Parent Bill of Rights and safety plan procedures are distributed to student households in the first monthly mailing organized by the parent coordinator.

**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 14	Borough Brooklyn	School Number 558
School Name Williamsburg HS for Architecture & Desig		

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 Gill Cornell	Assistant Principal Sonia McKenna
Coach type here	Coach type here
ESL Teacher Katherine Nelson	Guidance Counselor Erneste, Small, Valentin
Teacher/Subject Area Marli Soto	Parent Nila Walker
Teacher/Subject Area Jacqueline Newton	Parent Coordinator Lai Sin Chu
Related Service Provider Mauri Small	Other type here
Network Leader(Only if working with the LAP team) Malika Bibbs	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	581	Total number of ELLs	37	ELLs as share of total student population (%)	6.37%
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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										1	1	1	1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	16
SIFE	5	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	25

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	4	1		8	1	1	25	3	14	37	

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	4	1	0	8	1	1	25	3	14	37
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										9	8	9	7	33
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish										1		1		2
Albanian														0
Other														0
TOTAL	0	11	9	10	7	37								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	1	0	2	4
Intermediate(I)										5	4	3	4	16
Advanced (A)										5	4	7	1	17
Total	0	11	9	10	7	37								

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	13		2	
Integrated Algebra	14		12	
Geometry	5		4	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry	4		0	
Earth Science				
Living Environment	21		6	
Physics				
Global History and Geography	19		4	
US History and Government	7		1	
Foreign Language				
Other <u>Reading RC</u>	1		1	
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
 WHSAD uses the periodical testing provided by Pearson. The data predicts how students will function on the NYSESLAT and identifies areas they have yet to meet proficiency levels. This information can help teachers target instruction in specific areas such as reading and writing, vocabulary and grammar.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students in all grades are more proficient in the modalities of 'listening and speaking' than in 'reading and writing.' This trend is evident in NYSESLAT modality report from ATS (report RNMR) where for the past three years, there have been significantly more students who score 'Proficient' on the 'listening and speaking' modalities than in 'reading and writing'. This is especially true of the students who have taken the NYSESLAT exam: over 22 students scored 'Proficient' in the 'listening and speaking' modality for the 2012 NYSESLAT exam, whereas 0 students scored 'Proficient' in 'reading and writing' modality.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Instruction is geared to students' less proficient modalities. The state did not release the Spring 2013 NYSESLAT scores in combined modalities. Based on student NYSESLAT scores from years past, however, students are least proficient in the 'reading and writing' modality. ESL teacher scaffolds lessons to challenge students to achieve proficiency. Subject teachers work with ESL teachers to craft these lessons. Students who are less proficient in the 'speaking/listening' modality are required to make speeches and oral presentations in class.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - Generally, across all grades, students are more proficient in 'speaking and listening' than 'reading and writing'. Based on the NYSESLAT report (RNMR in ATS), students across all grades have scored an P, I, or A for both modalities, with the exception of three students who scored a B for 'reading and writing'. Across proficiencies, the 11th graders demonstrate the most proficiency as per NYSESLAT scores; almost all 11th graders in our ESL program earned a P in 'speaking and listening' and an A in 'reading and writing'. Students in 12th grade demonstrate the least proficiency as per NYSESLAT scores; about half the 12th graders scored 'I' for the 'speaking and listening' modality and two 12th graders scored a 'B' on the 'reading and writing' modality, facts that are not repeated in any other grade. The Assistant Principal, Sonia McKenna, analyzes these trends.
ELLs, providing they are literate in their native language, tend to do better on tests taken in their native language across all grades and proficiency levels.

b. School leadership (including the Assistant Principal), guidance counselors, and teachers use the results of ELL periodic assessment to determine which students have the potential to graduate, which students need extra support to graduate or perform better academically. Marked trends in ELL students have also had an affect on school scheduling and programming; student programs and the school master schedule is devised to best meet the needs of ELL students. These trends are addressed at school leadership meetings with the Program Chair present.
 - WHSAD is learning that both the periodic assessment and the NYSESLAT indicate that students require more instructional focus on reading and writing. Students use their native language to explain to other students who have less comprehension, the content in ESL and subject area classes.
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](#))
Not applicable. Our school does not teach grades K to 5.
6. How do you make sure that a child's second language development is considered in instructional decisions?
WHSAD has a substantial number of students who are Special Education and has teachers who are experienced with differentiating instruction not only in academic classes, but also in Career & Technical Education (CTE) classes, so to meet these students' learning needs. A similar approach at differentiation is considered to ensure a child's second language development in English is considered in instructional decisions made weekly at departmental and cohort meetings. The regularity of these meetings offers the student a very granular and dynamic level of support.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Not applicable. Our school does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success for ELLs is measured by credit accumulation, passing Regents scores, improvement on the NYSESLAT, and high school graduation.

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 following are steps to identify possible ELLs:
 - i. When a new student is admitted to the school, within 10 days the HLIS form is completed by the parents if an HLIS is not already on file; a qualified pedagogue assists the parent with the HLIS form. An informal oral interview in English and in the native language is also conducted. In the event that a staff member cannot serve as translator to assist the pedagogue in these assessments, the DOE Translation Unit is contacted to serve as translator. The qualified pedagogues on staff are: Ms. Ms. Nelson (ESL teacher/coordinator), Ms. Valentin (Guidance Counselor w/ pedagogue license), Ms. McKenna (Assistant Principal of Instruction in charge of ESL Program). If the child is new to the NYC Public School System and has a home language other than English listed on HLIS, (or was not administered the LAB-R at his/her prior school, as determined by the RLER screen in ATS), he or she is administered a LAB-R within 10 days of admission to the school. The Spanish LAB is administered to Spanish-speaking students who tested in on the LAB-R exam.
 - ii. A child is deemed to be an ELL student if he/she does not pass the LAB-R. Our ESL coordinator mails the Parent Survey and Program Selection Form to the homes of students who have been newly determined to be ELLs. This form is sent in the student's native language. These students are expected to bring back the completed form.
 - iii. Based on results of LAB-R, student is placed in appropriate proficiency level.
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.
Our ESL coordinator mails the Parent Survey and Program Selection Form to the student's homes, together with any entitlement or non-entitlement form, depending on whether the student tested out of the LAB-R. Ms. Katherine Nelson (certified ESL teacher/ ESL coordinator), with assistance from Ms. Chu, the parent coordinator, provides further information via phone calls and emails with the following link, which contains a video in the major languages supported by the DOE, that explains the three program choices: (<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>). This outreach is conducted to ensure that parents understand all three program choices and to clarify what our school offers in the event that a parent chooses a program not offered at the school. All ELL students are placed in the ESL program in the absence of a parental option form. Following the outreach described above, if the parent still does not wish their child to be enrolled in the ESL program, then the parent is referred to assistant principal, Ms. Sonia McKenna, who then works with the parent to locate schools that offer the program of his/her choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL coordinator mails the NYSESLAT entitlement letters home in early September of the new school year, along with the Parent Survey and Program Selection Form if the student doesn't have one on file. She notifies parents, in their native language, regarding their child's enrollment and proficiency level, via continued entitlement letters (for students who have not yet tested out of ELL program on NYSESLAT), or transition letters (for students who have tested out of ELL program on NYSESLAT). LAB-R entitlement & non-entitlement letters are mailed home immediately following the student's LAB-R assessment and are mailed year-round, depending on whether a student respectively tested in or out on LAB-R exam. These letters are mailed with the Parent Survey and Program Selection Form (as described in detail in the response to Question 2 above). Students on the RLAT report in ATS get at least one of these letters sent home. The ESL coordinator follows up with the student, and/or makes phone calls home to ensure

completed forms are returned in a timely manner. Completed Parent Survey and Program Selection Forms are returned to the AP of the ESL program and then subsequently forwarded to the ESL coordinator. Completed forms are received in the mail or are returned to school by the student. Copies of the Entitlement, Non-entitlement, and Program Selection forms are maintained on file by the ESL coordinator in a specialized binder dedicated to ESL compliance.

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.
Once LAB-R and NYSESLAT scores have been compiled, the identified ELL students are assigned ESL classes, according to proficiency level. The ESL coordinator notifies parents, in their native language, regarding their child's enrollment and proficiency level, via entitlement letters (if the student is first placed in an ELL program as per LAB-R), continued entitlement letters (for students who have not yet tested out of ELL program on NYSESLAT), or transition letters (for students who have tested out of ELL program on NYSESLAT) that are mailed to students' homes. Placement letters are also mailed to students' homes for parents who have chosen the school's ESL program on the Parent Survey and Program Selection form. Other parent choices are honored: Parents who choose a program other than the ESL program are directed to the Assistant Principal, Sonia McKenna, who works with them to locate schools that offer the program selected. Translation services are available in-house via Ms. Chu, the school's tri-lingual parent coordinator, who speaks fluent Spanish and is able to meet the translational needs of a great majority of our ELL student population. The parental choice is entered in the ELPC screen in ATS within 20 days of student enrollment.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is given according to instructions from memoranda available to the school each fall. ATS report RLER is used to print out a list of students eligible to take the NYSESLAT. This report is also used to determine the number of NYSESLAT exams to order. Students are given the four part assessment in class as per a testing schedule devised by our Testing Coordinator, Ms. Basilio. The testing environment scheduled to be free of disruptions. Every effort is made to accommodate students who are absent on testing days. Make-up days are scheduled for those who missed any or all portions of the test. The written portion of the NYSESLAT is marked by two teachers (ESL and non ESL certified). Answer sheets are delivered to the DOE and all secure testing materials are returned to the DOE agency responsible for NYSESLAT testing.
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. 
The school monitors trends in parent choice by reviewing parents' responses to the Parent Survey and Program Selection form. Parental choices on completed forms have indicated a preference for ESL instruction. This trend is used to inform the type of programming that the school offers in that we continue to offer the ESL program. The program models offered at our school are currently aligned with the parent choices made on completed Parent Survey and Program Selection forms for students who have remained in our school.

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])?

a. We provide Self-Contained ESL classes.

b. Block model - Class /cohort travels together as a group according to grade - heterogeneous group- mixed proficiency levels.

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)?

We have two ESL certified teachers on staff to accommodate the mandated number of instructional minutes according to proficiency levels. Students receive all their instructional minutes with one or the other teacher. Some students get double periods with the same teacher, while others receive ELA instruction and ESL instruction between two consecutive instructional periods. Students requiring ELA minutes, as per CR Part 154, are taught ELA by an appropriately certified teacher.

a. Students are in ESL classes and receive ELA instruction for at least one period per day. Some ELLs take two periods of ESL. Students are programed based on how they are scored on NYSESLAT in the prior year: if student is a Beginner they get 3 periods of ESL (double period of ESL, an additional period at the end of the day) & one period of ELA ; Intermediate level students get 2 periods of ESL (double-period of ESL) & one period of ELA; Advanced level students get 1 period of ESL & one of ELA. Each period is 50 minutes long. Our school does not offer Native Language Arts.

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.

Content areas are delivered in Self-Contained classes with English as the instructional language. Differentiated instruction is used to make content comprehensible and to make assignments geared toward different learning styles. Techniques used to differentiate instruction include (but are not limited to) flexible student grouping according to proficiency in modalities, timed reading, students paired for out-loud reading, peer writing corrections, student readiness. Materials that are used in ESL classes include graphic organizers, laptops, Smartboards, periodicals, magazines, video, media to immerse students in target language: English. Our school does not have a push-in ESL teacher. If ELL students require assistance in core subject content areas then the subject teacher informs the ESL teacher of where the student needs assistance; the ELL student then meets with the ESL teacher on a one-on-one basis to address content by simplifying the language of the material for the student. Native language support: Spanish-speaking teachers are available to address native language support since most ELL students are Spanish-speaking. Teaching staff who are fluent in other languages assist. School would enlist the assistance of outside contracted vendor for students who require support in languages not supported in-house.

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

We evaluate a student's native language at minimum in the following ways: 1) Newly entitled Spanish-speaking students are administered the Spanish LAB to evaluate their literacy level, and 2) All ELLs have the option of taking the translated version of a Regents examinations, providing that the exam in question is available in translation.

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

We ensure that ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year through regular assessments conducted in class and by setting appropriate goals for each student, according to the modalities in which they are least proficient.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students are immediately streamlined into ESL classes with frequent one-on-one instruction to get these students caught up with the material.

b. ELLs in the US for less than three years are expected to take ELA testing and are given before/after class tutoring by a certified ESL/ELA teacher. Students work with sample ELA Regents exams to practice listening, reading, paragraph and essay writing skills. Students are given further explanation on how to write a thesis, literary elements, the critical lens quotes, and proper essay format.

c. ELLs receiving 4 - 6 years of service continue to get instructional support in reading, listening, speaking and writing. Individual focus on areas of weakness, as determined by their NYSESLAT modality scores, is addressed. The teaching of writing skills in the English language is a priority.

d. The plan for Long-Term ELLs is to focus instruction on reading comprehension and writing proficiency, which have historically been their areas of weakness as determined by their NYSESLAT modality scores. These students continue to get extended time on Regents exams.

E. Our dedicated ESL teacher continues to offer instructional and supportive services to students in the first and second years after students test proficient on the NYSESLAT. These services include but are not limited to Academic Intervention Services (AIS), especially if the monitoring of their progress indicates a need for this type of intervention. The ESL teacher is in constant communication with these students' core subject teachers to make sure they are on track.

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?

The ESL program is parallel to the English program and adapted to the level of the student. These students are exposed to the same materials as those of general education students and are encouraged to use this media. Examples of this are the 'Penguin ESL Series' and 'Language and Literature' series intended for 6th grade (irrespective of student's actual grade level), as well as other text readings that are appropriate for the students' level of ability. ESL teachers focus on repetition of instruction for students with disabilities (SWD). They also focus more on pronunciation and enunciation of text and allow ELL-SWDs more time to complete writing assignments. When practicing for Regents examinations for ELL-SWDs, the teacher mimics testing accommodations for each student (i.e. provision of reader, additional repetitions of readings when permissible, additional time to complete exam). ESL teachers' active participation in the IEP process ensures that all services mandated on a student's IEP are conducted in a timely manner. ESL teachers are given access to ELL-SWDs IEP data and attend IEP meetings for these students when required so that they may understand their ELL students' needs. ESL teachers develop long-term and short-term instructional goals that are incorporated into ELL-SWD students' IEPs.

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

ELL-SWDs are placed in ICT ELA classes (instructional co-teaching class) , where there is an additional teacher to meet their educational needs. We also offer a tutoring program for additional assistance. ICT classes are of a 60 :40 ratio, 60% is general ed and 40% is Special Ed. This ensures that SWD students spend the amount of maximum time with non-disabled peers in a least-restrictive environment. Programming ensures that ELL-SWD are placed in as many ICT classes as possible, thereby ensuring maximum exposure to general ed students while at the same time being in compliance with Special Ed mandates.

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

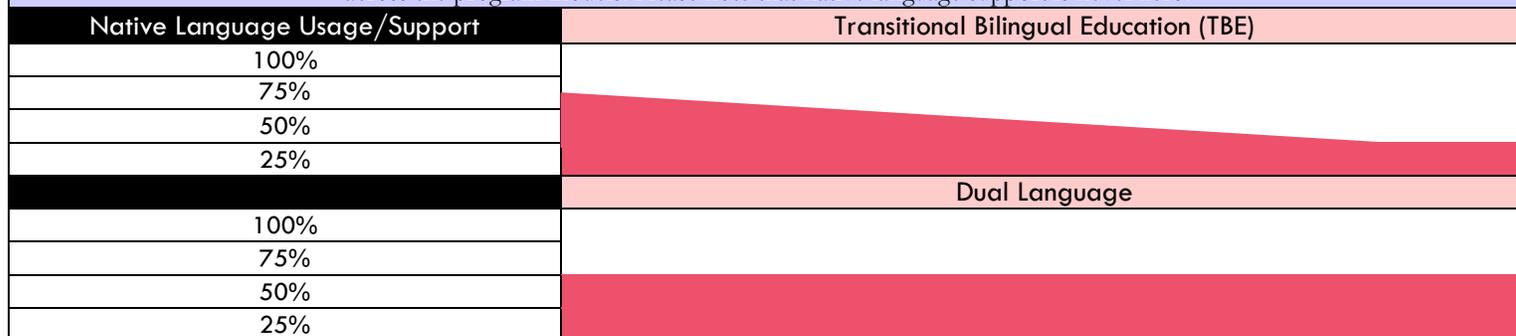
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
Intervention programs for ELLs in ELA, math, and other content areas include after school tutoring, peer tutoring, co-operative learning, differentiated instruction. These intervention programs are offered in English. Please see Section A question #3, regarding native language intervention programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program supports Oral Language Development. This allows our students to participate in academic discussions, the understanding of instructions and helps them build literary skills. Vocabulary Language also plays a key role in our ESL instruction; it builds oral proficiency in English and can be supported through the use of non-verbal clues, visual aides, gestures and multi-sensory hands-on methods, to name a few techniques. Our program explicitly teaches Academic English. We use our students' skills in multiple domains including vocabulary, syntax, grammar and phonics. This builds understanding and showcases the differences between informal and academic language, and creates opportunities for the appropriate use of academic language. Finally, we value cultural diversity. Our school reaffirms the social, cultural and historical experience of our students by providing opportunities to interact with the diverse cultures of our ELL students and encouraging the involvement of parents and other family members in activities hosted at the school.
11. What new programs or improvements will be considered for the upcoming school year?
To incorporate Preservation Arts/Architecture program classes for all incoming freshmen, including ESL students.
12. What programs/services for ELLs will be discontinued and why?
Due to their success, none of the current programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are offered access to all school programs including Preservation Arts, Art and Architecture classes provided their program permits it. ELLs also participate in dance, photography, yearbook clubs after school when they are available, as well as ACE, an internship program, and academic intervention services (AIS). ELL students are encouraged to participate in life-skills learning by participating in fundraising and student government activities conducted by ESL teacher. Regents tutoring sessions are also available to ELLs who require assistance in core subjects.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The 'Penguin ESL Reader' series, the 'Language and Literacy' series, Smartboards, the internet, the computer lab, laptops, LCD projectors, overhead projectors, CDs, DVDs, textbooks, newspapers, novels, anthologies, poetry, maps, graphs are examples of materials used in ESL instruction. These materials are used non-discriminantly across all ELL subgroups, proficiency and grade levels, and are utilized to support areas where student need is greatest (i.e. additional vocabulary projects will be assigned by ESL teacher if she determines that students do not meet standards). Under the differentiated approach to instruction, the ELL student determines the materials used to enhance his/her experience in the classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support include dictionaries, glossaries, translators, and a diverse staff who speak numerous languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Age level: ESL teacher previews the texts and A/V materials (i.e. film, websites, articles, etc.) to determine if the content and level are appropriate for age level. Grade level: Teacher takes student feedback into account to determine level of difficulty or ease, and also to gauge student interest in content.
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.
During Freshmen Orientation, conducted in June for incoming students, ESL students are given a presentation by current ELL students and ELA instructors. They are provided a packet for summer that includes recommended reading. Pending summer school funds, our

school plans on providing a summer bridge program. ELL students who enroll throughout the school year

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

Not applicable. Our school does not offer a dual-language program.

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. Professional development for all teachers and support staff of ELLs (including ESL, bilingual, special education, subject area teachers, & paraprofessionals) include weekly meetings conducted by Assistant Principals that focus on the teaching of Common Core Learning Standards, as practiced through differentiated instruction, curriculum mapping, backward planning, and the use of media in the classroom. Because of WHSAD's focus on differentiated learning, best practices like common planning time between teachers is encouraged and reinforced as part of the school's PD program to support the individual student, whether he/she be a SWD, an ELL, or both.

2. Title III funds permitting, WHSAD intends to procure the services of a literacy coach to provide feedback and support for ELL personnel. This professional development plan for ELL personnel is designed to engage ELL students in reading and writing in English as per the Common Core Learning Standards. Our ELL PD regimen specifically targets these skills because they reflect the modalities in which our ELL students demonstrate least proficiency. In the past, Title III funds have afforded a monthly session with a literacy coach for our ELL personnel. We would like to repeat this practice this year.

3. During Freshmen Orientation, conducted in June for incoming students, ESL students are given a presentation by present ELL students and ELA instructors. They are provided a packet for summer that includes recommended reading. Once they start at the school, ELLs continue to be supported in their transition from middle to high school. Weekly meetings between teachers, guidance counselors, and school administrators discuss the academic and emotional needs of individual ELL students. The school communicates frequently with parents regarding the progress of their child and regarding events hosted at the school; this fosters community within the school body. The Parent Coordinator, who speaks fluent Spanish, supports staff by translating communication to the majority of our ELL parent population, thereby ensuring parents are kept informed of their child's performance in a timely manner. Our CFN provides support and training to guidance counselors to assist with ELLs transitioning to high school and to those who move on to post-secondary education.

4. ELL training for all staff include workshops on differentiating instruction for ELL students. Assistant Principal maintains records of these meetings.

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. Parents are involved in the PTA. ELL parents can get involved at parent involvement activities hosted by the school such as the Architecture Parent Portfolio Nights, Awards Night, school trips, and school performances, all of which are communicated via monthly newsletters that are sent home in English and Spanish (which is the home language of a great majority of our ELLs). Translation services can be requested from the Parent Coordinator, who speaks fluent Spanish and Chinese, provided by the DOE Translation Unit, or procured from a vendor if enough advanced notice is given.
 2. The school is not currently partnered with agencies to provide workshops or services specifically to ELL parents. However, ELL students and parents can take advantage of the partnership the school has with Camelot, a community-based organization housed in the school that specializes in adolescent counseling. Translation services can be requested from the Parent Coordinator, who speaks fluent Spanish and Chinese, provided by the DOE Translation Unit, or procured from a vendor if enough advanced notice is given.
 3. The school's parent coordinator, Ms. Chu, communicates constantly with parents via PTA meetings, phone calls, e-mails, parent/teacher conferences, and monthly parent newsletters. She speaks Spanish, Chinese, and English fluently, which helps the school communicate effectively with a great majority of our ELL population (which is Spanish-speaking), and thereby helps the school evaluate the needs of our parents. Teachers and school staff maintain additional contact with parents to foster a positive and supportive learning environment for their child and to field any concerns the parent may have. Translation services are purchased for languages that are not supported in-house. Also, a Parent Survey given to all freshmen help the school identify specific parent needs.
 4. The parent coordinator sends out monthly newsletters in both English and Spanish that highlight upcoming events, especially PTA meetings that occur twice monthly (once afterschool and once on a Saturday). Parents are encouraged to attend and to voice their concerns at PTA and SLT meetings. The school principal and parent coordinator are present at these meetings to address concerns. The parent coordinator also translates for Spanish- and Chinese- speaking parents. Recurring concerns are discussed at leadership cabinet meetings where a response/solution is devised. The parent coordinator reaches out to the parent through phone calls in response to any concerns that are not immediately addressed. ELL parents are also advised that they are welcome to contact teachers/staff by phone or email.

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: Williamsburg HS for Arch & Des

School DBN: 14K558

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gill Cornell	Principal		
Sonia McKenna	Assistant Principal		
Lai Sin Chu	Parent Coordinator		
Katherine Nelson	ESL Teacher		
Nila Walker	Parent		
Jacqueline Newton	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Glenda Erneste	Guidance Counselor		
Malika Bibbs	Network Leader		
Mauri Small	Other <u>Social Worker</u>		
Fredeswinda Valentin	Other <u>Guidance Counselor</u>		
	Other _____		
	Other _____		



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<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: WHSAD	DBN: 14K558
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 26
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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 20

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: Overall, our ELL students are rigorously instructed in English reading and English writing during class sessions because these are areas in which they are least proficient. Our supplemental ESL program focuses on speaking, listening, reading, and writing so to provide our ELL students with additional support across all modalities.

The certified ESL teacher will conduct afterschool instructional activities that prepare ELL students for the NYSESLAT and ELA Regents examinations.

The NYSESLAT instructional activity sessions will be held afterschool for two hours from 2:42 pm – 4:42 pm. They are scheduled from January 20, 2015 to May 1, 2015 for a total of 14 weeks, three times a week, for a total of 84 hrs, and are conducted in English. The goal of the NYSESLAT prep sessions is to assist students with the four modalities of learning: reading, writing, speaking, and listening. The students use NYSESLAT workbooks and CD recordings to support them in all four modalities, regardless of proficiency. For the reading portion, students are asked to read text written in English and respond to multiple-choice questions based on the readings. For the writing portion, students are given different topics and a graphic (i.e. usually a map) and a short text. The students are then asked to write an essay in English based on the materials given. For the speaking portion, the teacher and students share conversations in English on a range of topics. Students are asked to respond to the teacher in complete sentences in English so that they feel comfortable responding to questions during the speaking portion of the NYSESLAT examination. For the listening portion of the exam, students listen to CD recordings in English and then are asked to respond to questions based on the recordings. The ESL teacher uses the data from the students’ workbooks to assess the modalities that students need to work on the most and then differentiates instruction to help students achieve proficiency in these modalities.

The Regents exam instructional activity sessions will be held afterschool for one hour from 2:42 pm - 3:42 pm. They will be scheduled in two segments, and are all conducted in English. The first segment is scheduled for November 2, 2014 to January 23, 2015, for a total of 7 weeks (three times a week, for total of 21 hours) to provide a small group of ELL students support for the January ELA Regents examination. The second segment is scheduled from April 13, 2015 to June 12, 2015, for a total of 9 weeks (three times a week, for total of 27 hours), to support ELL students taking the June ELA Regents examination; the latter session specifically addresses students who had not passed the ELA Regents

Part B: Direct Instruction Supplemental Program Information

examination in January. The goal of the ELA Regents prep sessions for ELLs is to provide additional assistance to students who need it most. The ESL teacher uses past Regents exams as in-class practice exams so that students can become familiar with the format of the exam, as well as Regents templates for questions 26, 27, & 28, which cover the writing portion of the ELA exam. The ESL teacher uses data from the students' practice exams to assess the modalities that students need to work on the most and then differentiates instruction to help students achieve proficiency in these modalities so that they may perform well on the ELA Regents examination.

All 26 ELLs (eleven 9th graders, six 10th graders, four 11th graders, five 12th graders) will participate in in the NYSESLAT prep instructional activity. ELL student attendance to the ELA Regents exam prep activity will depend on student's eligibility to take the ELA Regents exam. As of the writing of this plan, the school anticipates that the four 11th grade ELL students will participate in prep sessions for the Jan and June ELA Regents exams.

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: In-house professional development is directed by our Assistant Principal (AP). Our certified ESL teacher receives training from the AP twice a month to cover topics on differentiated learning, curriculum mapping, backward planning, and the use of media in instruction. She attends department, cohort, and data inquiry meetings with non-ESL teachers (including English teachers), to address how to deliver targeted instruction to ELL students who are not performing well academically. Each month she attends: 4 English Department/ESL meetings, 4 cohort meetings. Titles of these PD sessions include: "Servicing the Instructional Support Student", "Humanities Department/ Instructional Support", "English/ESL Department Meeting", "Team 9 Cohort Meeting". Each meeting lasts one period (46 minutes). Supplemental professional development will also be conducted by a contracted vendor (in the past these services had been procured through AUSSIE). This vendor will meet with our certified ESL teacher (and with a current Spanish teacher who is in the process of obtaining ESL certification) for one-on-one full-day sessions (projected meeting dates: December 10, 2014 & March 24, 2015) on the following topics: 'Teaching ESL Students With Special Needs', 'Vocabulary, Spelling and Grammar for ESL Students', 'Preparing ESL Students for Common Core Examinations'. School administration provides professional development for all staff, including non-ESL teachers, during the monthly meetings mentioned above, to address how they can better engage, and encourage participation from, ELLs in their subject classes.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELL students receive monthly letters from our parent coordinator, in their home language, that detail events for the upcoming month. They, like all other parents, are invited to monthly PTA and SLT meetings to address topics such as budget, school curriculum, student internship opportunities, and any questions or concerns they may have. Our parent coordinator, who is fluent in Spanish, attends these meetings to facilitate communication for the majority of our ELL population. She is available during the school day to address parental concerns and performs outreach to this population in their home language, especially in matters concerning student attendance. Accommodations for real-time interpretation are made for ELL parents when in-house services are not sufficient; these accommodations are provided by the translation agency contracted with the Department of Education. Monthly parent meetings typically last one hour. Titles of these meetings are 'SLT Meeting', 'Title I Meeting', 'PTA Meeting'. In addition to these meetings, the Assistant Principal is interested in engaging the parents of ELL students by inviting them to information sessions highlighting what their students are learning in academic classes. The principal theme for these sessions would be 'Making Evidence Based Claims', with the aim of training the parents on how to make evidence-based claims and how to encourage their child to make evidence-based claims.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
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, 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____