

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

**School Name:** CITY-AS-SCHOOL  
**DBN (i.e. 01M001):** 02M560  
**Principal:** ALAN CHENG  
**Principal Email:** [ACHENG3@SCHOOLS.NYC.GOV](mailto:ACHENG3@SCHOOLS.NYC.GOV)  
**Superintendent:** LASHAWN ROBINSON  
**Network Leader:** NANCY SCALA

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Alan Cheng	*Principal	
Vincent Davi	*UFT Chapter Leader – SLT Secretary	
Rachel Seher	Assistant Principal – SLT Chairperson	
Andrew Galinsky	Teacher Representative	
Foye Gordon	Student Representative	
Alexander DeLaVega	Student Representative	
Amy Friedman	Parent	
Anne Sexton	Parent	
Stuart Aaronson	*PA Co-President	
Damaris Mercado	*PA Co-President	
Jonathan Saul	CBO Representative	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2015-15 when developing their goals, schools should do the following:

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

Our goal is to obtain an average daily attendance rate of 70.5% by June 2015, resulting in increased contact, engagement, and outreach to students and their families.

### **Comprehensive Needs Assessment**

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

It is critical for our students to be attending school regularly to be able to make progress in their classes and towards graduation. The research we've done with Eskolta shows that there are many factors that impact a student's attendance at the school and we're committed to supporting our students to help overcome as many of those barriers as possible. This fall we started the year by analyzing the attendance patterns from last year and set the goal of 70% attendance rate. We know that in order to do this we need to shift the student and parental culture around the importance of attendance.

In order to improve attendance it is also important for us to have a coherent system where we can track period and daily attendance and make them available to students, parents, and teachers. In addition to tracking the attendance in our classes, these systems should also address the need to accurately and quickly reflect the attendance of the students that are engaged in learning at hundreds of learning opportunities outside the building. Therefore, we committed to investing in and supporting the implementation of a robust attendance system to be able to track attendance for classes as well as internships.

### **Instructional Strategies/Activities**

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

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

**Attendance Inquiry Team:** This team will meet bi-weekly to analyze attendance results and discuss strategies for improving attendance. This will involve identifying specific high-risk populations of students to focus on, such as students in their first semester and students closest to graduation. The team has and will continue to collaborate with our New Tech partners.

**Incentives for Improved Attendance:** We are publicizing the weekly attendance rates for each of our classes and celebrating students who've made significant improvements in their attendance rate and for students who have perfect attendance.

**Parent Coordinator:** A parent coordinator has been hired to increase parent engagement and student attendance, as well as ensure accurate contact information.

**Telephone Contact:** First period teachers have made increased efforts to call home the night before or morning of class. Support staff, guidance counselors, and advisors will make weekly attendance calls and use call logs to document this outreach. They will also contact students whose attendance for online coursework is in need of improvement. We are researching automated calling systems so that daily attendance calls can be made.

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

**Attendance Inquiry Team:** Principal, assistant principal, network attendance teacher, admissions coordinator, attendance para educators and representatives from guidance, advisory, and internship departments.

**Incentives for Improved Attendance:** The attendance team is leading this effort. Some incentives will be student trips, gift cards, and food for seminars.

**Parent Coordinator:** A parent coordinator has been hired to increase parent engagement and student attendance, as well as ensure accurate contact information.

**Telephone Contact:** First period teachers have made increased efforts to call home the night before or morning of class. Support staff, guidance counselors, and advisors will make weekly attendance calls and use call logs to document this outreach. They will also contact students whose attendance

for online coursework is in need of improvement. We are researching automated calling systems so that daily attendance calls can be made.

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

All of these strategies are in an effort to raise the overall attendance rate at the school. We will track this improvement through analyzing our attendance data in bi-weekly attendance meetings and at faculty meetings. By the end of the fall semester, we expect to see the year-to-year attendance to increase from the current baseline of 60% to 65%. By June, after all of the initiatives have been implemented, we expect to see the year-to-year attendance to be at or above 70.5%.

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

**Attendance Inquiry Team:** This team was started in September of 2014 and will continue to meet until the end of the school year.

**Incentives for Improved Attendance:** The incentives are being rolled out for cycle 2 and will continue into cycles 3 and 4.

**Parent Coordinator:** The parent coordinator has been hired.

**Telephone Contact:** The early phone calls are being rolled out for cycle 2 and will continue into cycles 3 and 4. First period teachers have made increased efforts to call home the night before or morning of class. Support staff, guidance counselors, and advisors will make weekly attendance calls and use call logs to document this outreach. They will also contact students whose attendance for online coursework is in need of improvement.

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

**Attendance Inquiry Team:** Our attendance team is meeting weekly to review the accuracy of our attendance records, to identify patterns in the attendance data, and to develop strategies to improve attendance. The attendance team is made up of the principal, assistant principals, parent coordinator, attendance teachers, and a representative from the advisory, guidance, and internship coordinators departments.

**Incentives for Improved Attendance:** We are utilizing our Tax Levy funds to coordinate incentives for individual students as well as seminars for improvements in attendance.

**Parent Coordinator:** We have hired a parent coordinator using our Tax Levy funds and have included her in our attendance team as well as our parent outreach efforts.

**Telephone Contact:** We have purchased licenses for and trained our staff in using Jumprope to enter and track live attendance. We have implemented a plan for support staff to make phone calls for first period attendance so that we can get students in the building that same day. We have invested time and resources in developing a live attendance system for our internships. This is accomplished via Google Voice and allows us to track attendance at the sites when students call in to clock in and clock out. We have included training for this system for each of our new students and new sites.

**Strategies to Increase Parental Involvement**

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

A parent coordinator has been hired to increase parent engagement and student attendance, as well as ensure accurate contact information.

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, 100% of teachers will have at least two well-crafted syllabi that can serve as exemplars for the rest of the department, resulting in the average teacher rating for Danielson Component 3c: Engaging Students in Learning, and 3d: Assessment in Instruction, improving by a quarter of a rating from last year's observations. (School average ratings in indicator 3C will increase from 2.56 to 2.81 and indicator 3D will increase from 2.39 to 2.64.)

### **Comprehensive Needs Assessment**

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

We believe all of our students need to graduate ready for college and the workplace. When we followed up with our alumni via post-graduation surveys, we found that not all were fully prepared for life after high school. While they were all able to meet the 44-credit requirements, they did not always have the skills to succeed in college and the workplace. Data we gathered from the National Student Clearinghouse also show that our students can benefit from more relevant and substantial projects that mimic high-level college assignments and work force tasks (Danielson 1E, 3C, and 3D).

Infrequent, scheduled observations have traditionally only provided our administration with a snapshot of an educator's effectiveness and rarely reveal any information about students' progress. In order to gain a more accurate and honest reading of student engagement we need to provide relevant and timely feedback. Based on last year's observation data, we have identified Danielson indicators 3C and 3D as our weakest areas. They are also where we believe school-wide consistency is crucial in order for us to ensure a high-level of student achievement throughout the school.

Project-based learning has long been a structure for our internships. In many of our internships, students develop content-knowledge as well as work and college readiness through a meaningful field-based project. We know that well-designed projects are able to reconnect students to learning and to school. Last year, **our CEP goals** pushed us to increase our blended learning opportunities, as well as build out a set of school-wide learning outcomes to support individualized learning plans for students. This has resulted in the piloting of an internship readiness rubric. This year, we are building on this goal by focusing on taking best practices from our internships, deepening them through our partnerships with New Tech Network, EVC, and the Consortium and applying them to our in-house classes, as a way of establishing a unifying curricular and pedagogical approach

### **Instructional Strategies/Activities**

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

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

1. Project-based learning is the central focus of our staff development sessions, department meetings, and one-on-one coaching with teachers this year. We have engaged our faculty in developing a shared understanding of project-based learning through text-based protocols and other activities.
2. Several faculty members have participated in coaching and workshops through New Tech Network and the Educational Video Center, and we have held faculty workshops on project planning and scaffolding in house.
3. We are in the process of revising and refining our course and project descriptions, so that they reflect a shared approach to project-based learning, and ensuring that daily lesson plans clearly build to final projects.
4. We will go on to look closely at student work and examine our instructional practices through learning walks and peer observations.
5. We are also participating in workshops, inter-visitations, and moderation studies through Consortium for Performance-Based Assessment
6. We have already held an extensive goal-setting session with each faculty member, in which we reviewed our instructional focus, highlighted these indicators, and set individual goals.

7. We then conducted at least one “informal” observation with each faculty member during cycle 1. We asked faculty members to evaluate themselves based on the ten DOE chosen indicators of the Danielson framework, and we used this self-evaluation as the foundation for post-observation conversations that lasted between 30 minutes and an hour. Many of our teachers chose the PROSE observation option and have proposed their own Danielson aligned goals for their evaluation criteria.
8. Members of the leadership team will support faculty members in implementing this feedback through ensuing classroom visits, coaching sessions, and other targeted professional development opportunities. Members of the leadership team will conduct at least one informal or formal observation with each faculty member each cycle and provide verbal and written feedback using the Danielson framework each time.
9. The leadership team will conduct more frequent visits for untenured teachers and teachers who are struggling.

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

**Leadership Team:** Principal Cheng and Assistant Principal Seher have extensive training and experience in project-based learning and performance-based assessment and will work with faculty members individually (through planning sessions and observations), in subject-area teams and departments, and as a whole faculty to develop and implement project-based learning.

**Department Chairs:** Our advisory and internship department chairs will work with faculty members in small groups to understand, adopt, and implement a project-based approach to learning and to develop, workshop and refine PBL-based course materials.

**New Tech Network & Educational Video Center:** Through our strategic partnership with New Tech Network and Educational Video Center, we will provide additional professional development and coaching for faculty members around project-based learning. This includes day-long in-house workshop, individual and small-group coaching, and external conference opportunities.

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

1. By the beginning of Cycle 2, each faculty member will have created a course syllabus, project description and project calendar for one course that is aligned with either a subject-area Consortium rubric or in-house internship rubric. By the end of Cycle 3, each faculty member will have implemented the new curriculum in one course. By the beginning of Cycle 3, each faculty member will have revised and refined the syllabus, project description, and calendar based on an analysis of student work and achievement data. By the end of Cycle 4, each faculty member will have implemented the new curriculum in one course and analyzed related student work and achievement data.
2. We will track the observations using our own in-house spreadsheet to ensure that observations are done a timely fashion and that the feedback given to teachers are specific and goal oriented. After each round of observations, we will examine the areas of growth for each department as well as for the entire school.

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

1. Initial meetings with the entire staff as well as goal-setting meetings with individual staff members will occur in September and October. Administrators will meet each month to share our observations and feedback and track teacher progress.
2. **Beginning of Cycle 3:** Each faculty member will have created a course syllabus, project description and project calendar for one course that is aligned with either a subject-area Consortium rubric or in-house internship rubric.
3. **Beginning of Cycle 3:** All faculty members will have received at least one round of observations with feedback. School-wide analysis will be conducted and additional focus will be given to faculty members who are struggling in indicators 3C and 3D.
4. **Beginning of Cycle 4:** Each faculty member will have revised and refined the syllabus, project description, and calendar based on an analysis of student work and achievement data.
5. **End of Cycle 4:** Each faculty member will have implemented the new curriculum in two courses and analyzed related student work and achievement data.

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

1. Classroom observations and individual coaching, faculty meetings, advisor and resource department meetings, subject-area teams and critical friends groups, professional development days, external-conference opportunities, and strategic partnership with New Tech Network and Educational Video Center will be used to support the development and implementation of project-based learning in Cycle 3 and 4 courses.
2. Regular observation cycles will evaluate and give teachers feedback on their current performance with specific recommendations for supporting the

development of Danielson Indicators 3C and 3D. Administrators will also give teachers feedback on their syllabi and hold them accountable for revisions and improvements every quarter cycle.

**Strategies to Increase Parental Involvement**

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

This goal was shared with parents via the school newsletter, at SLT, and at Parent-Teacher conferences.

**Budget and Resource Alignment**

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

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

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### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

By August 2015 we will increase the ELA Regents pass rate from 0.57 to 0.67, resulting in City-As-School students being better prepared for college and/or the workforce.

#### **Comprehensive Needs Assessment**

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

Last year our ELA regents pass rate was 57% with 51% achieving a score between 65 and 84 and 6% achieving a score between 85 and 100.

#### **Instructional Strategies/Activities**

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

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

Our ELA teaching team has been meeting weekly since the start of Cycle 4 last year in response to concerns around literacy development, as evidenced in our Regents scores, and other teaching teams. In their weekly meetings, our ELA teachers have piloted an inquiry process using protocols created by the National School Reform Faculty. They exhibit a belief in the value of this process and have shifted instructional practices based on insights from weekly meetings. The team has looked at previous year's Regent's data as well as diagnostics for current students and adjusted instruction accordingly. In connection with this, our ELA scores have increased relative to peer groups, as measured by our most recent Progress Report. We are currently working on developing double-period and 5-day-a-week (as opposed to three days a week) literacy classes for Cycles 3 and 4, which will serve our students who need the most support with literacy development as identified through our entry diagnostics and previous ELA Regents scores.

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

1. **ELA Teaching Team:** Our ELA team meets weekly to look at student work and achievement data and to develop strategies and curricula for addressing literacy.
2. **Special Education Teachers:** Three of our four special education teachers participate in the ELA team and in the teaching of our ELA Prep/Literacy classes. One of the teachers has received specific training in literacy teaching and is spearheading the development and implementation of our new literacy curriculum. Two of the teachers participated in Bard's summer institute for Reading, Writing, and Thinking and are turn-keying literacy strategies to the rest of the team.
3. **ELA Department Facilitator:** A teacher-leader has been identified to facilitate the ELA department and is receiving training in inquiry facilitation through the School Reform Initiative (similar to the National School Reform Faculty) this January.

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

January 2015 ELA Regents passing rates will improve by 5% relative to June 2014 pass rates. June 2015 ELA Regents passing rates will improve by 5% relative to January 2015 passing rates.

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

We will examine June 2014 Regents data in the fall of 2014. We will examine January 2015 Regents data when it is available in at the end of regents week January. We will examine June 2015 Regents data in June 2015.

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

1. For each student that has not yet passed the exam, we will give diagnostic regents exam to students on entry and at the end of every cycle. We will then place students in ELA classes based on performance on diagnostic and previous ELA Regents scores.
2. Create three categories of English classes to help students with each stage of their English development - "Read 180," Literacy Foundations,

Portfolio Classes. We will have two teachers (special education and ELL licensed) to collaboratively develop “Read 180,” drawing on Brooklyn Frontiers program, focused on language acquisition. These teachers will visit Brooklyn Frontiers in January to plan the class.

3. Literacy Foundations team to develop common curriculum with common benchmarks and revise and refine using lesson studies and inter-visitations - all teach the same skills using the same strategy each week and then debrief it
4. Team to look at student responses to Questions 26, 27 and Critical Lens and revise scaffolding and supports and plan lessons accordingly.
5. Team to look at multiple choice responses that students have struggled with and plan lessons accordingly
6. Assistant Principal Seher will teach a literacy foundations course and facilitate the literacy foundations team
7. Team members will attend external professional development through the Bard Institute for Reading, Writing, and Thinking as well as the School Reform Initiative to promote the development of literacy classes in our school.

**Strategies to Increase Parental Involvement**

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

We are coordinating with our parents association to provide additional information sessions to help parents help their children prepare for the ELA exams.

**Budget and Resource Alignment**

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

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

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## **Academic Intervention Services (AIS)**

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

### **Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Curriculum used includes, but is not limited to Wilson Just Words, past ELA Regents exams, theater skills, and oral performances.	During the day, five classes have been created for assisting students still in need of taking and passing the ELA Regents. Small group instruction and one-to-one tutoring	During school day and before and after school.
<b>Mathematics</b>	We belong to the Consortium and help our students graduate using Performance Based Assessments in place of the Regents Exams.	We provide small group and one-to-one tutoring	Before, during and after school as well as Saturday sessions.
<b>Science</b>	We belong to the Consortium and help our students graduate using Performance Based Assessments in place of the Regents Exams.	We provide small group and one-to-one tutoring	Before, during and after school as well as Saturday sessions.
<b>Social Studies</b>	We belong to the Consortium and help our students graduate using Performance Based Assessments in place of the Regents Exams.	We provide small group and one-to-one tutoring	Before, during and after school as well as Saturday sessions.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	One-on-one contact is made available for the student throughout the day and after school. All of our counselors, social workers and school psychologists have been incorporated into each seminar. Small group instruction has also been implemented into the regular school schedule. We've also partnered with a CBO to provide additional college and career counseling during school.	Small group and one-on one contact	During the day and after school.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**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).

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**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 City-As-School. Therefore, City-As-School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between City-As-School and the families. City-As-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 City-As-School community. City-As-School will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The City-As-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 City-As-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, City-As-School will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend City-As-School and will work to ensure that City-As-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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>560</b>
School Name <b>City-As-School HS</b>		

### 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 <b>Alan Cheng</b>	Assistant Principal <b>Joselyn Peña-Phillips</b>
Coach	Coach
ESL Teacher <b>Jeanne Lanson</b>	Guidance Counselor <b>Maribel Sanchez</b>
Teacher/Subject Area <b>Rhea Ummi Modeste, Deaf &amp; Hard</b>	Parent <b>Amy Friedman</b>
Teacher/Subject Area	Parent Coordinator <b>Maria Bermudez</b>
Related Service Provider <b>Maribel Sanchez</b>	Other
Network Leader(Only if working with the LAP team) <b>Nancy Scala</b>	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	605	Total number of ELLs	18	ELLs as share of total student population (%)	2.98%
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In												1	1	2
Pull-out												1	1	2
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	2	2	4

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	7

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

	ELLs by Subgroups									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		0	7		0	7		2	18

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		
<b>Total</b>	4	0	0	7	0	0	7	0	2	18
Number of ELLs who have an alternate placement paraprofessional: _____										

**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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	
<b>TOTAL</b>	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											2	4	6	12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French													3	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												02	1	3
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>18</b>									

## 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
Intermediate(I)												2	2	4
Advanced (A)											2	3	8	13
Total	<b>0</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>18</b>									

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	18		8	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.  
Presently, we are using the ECLAS-2 assessment tool to assess the early literacy skills. This helps drive the curriculum being taught in classes supporting ESL students, including classes which the ESL teacher pushes in to. This data has also driven the work the ESL teacher is doing with the ESL students in the pull-out model. It has allowed for more individualized, targeted work to better support the ESL

students' English language development.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
A review of the data on patterns indicates that most of our ELL students have achieved a high proficiency rate, with many having just about completed preparation. However, we are fully aware that our students are more deficient in the areas of reading and writing. Therefore, it is necessary that our instructional planning and focus promote activities that are active and engaging for all students, and are based on promoting Reading comprehension and writing skills.
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](#))
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) N/A

b) Through the Periodic Assessments, the ESL teacher is able to get a better sense of the skill areas students need additional support to successfully complete the tasks necessary to pass classes and assessments. The results of the ELL Periodic Assessments is allowing us to target the areas our ESL students are in need of further support. We have found that students are mostly in need of focusing on their reading and writing skills and that most of our ESL students have tested as advanced in their most recent NYSESLAT exam.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Through teacher team meetings, particularly English licensed teachers, the ESL teacher is part of the working group that meets weekly. Through her participating in these meetings, she is able to share what she has learned about each individual ESL student's needs through the evaluation of NYSESLAT scores, as well as through her own assessments in her individual work with these students. She is able to support and provide English teachers with techniques to use in supporting these students' second language development.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Besides reviewing the data that is available to us when students transfer into our school and comparing the results of previous NYSESLAT exams (if there are prior exams available) with the current year's NYSESLAT results, the ESL teacher collaborates closely with the ESL students' teachers to get a sense of how he/she seems to be developing. There are at minimum monthly check-ins and before the beginning of every 1 of the 4 school terms, the ESL teacher works with administration to develop the plan for the upcoming term to best support the ESL students.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
City-As-School is a transfer high school. Most students entering City-As-School have already been identified as ELL students. Upon

intake, the Admissions Coordinator identifies the ELL students by reviewing their transcripts, during their interview, and/or in evaluating their writing test given during this time. The AP will also run an RLER report on a weekly basis to identify any additional ELL students who have been admitted into the school. Once a student is identified, or suspected of possibly being an ELL student, they are immediately referred to the AP who will review the student's records for the Home Language Identification Survey. If the student is new to NYC, the AP will refer the student to the ELL teacher responsible for conducting the initial screening, and if necessary, administer the Home Language Identification Survey and LAB-R. The AP will also access an RNMR report on ATS to determine the already identified ELL students' level of proficiency. If the student is in need of ELL services based on the testing results, the student is immediately programmed for the necessary minimum amount of time required. The AP will also access an RNMR report on ATS to determine the already identified ELL students' level of proficiency and program those students for the minimum amount of time required. Once a student is identified as an ELL student, or a student who may need ELL services, the process of testing and placement is completed within 10 days. If a newly admitted student does not appear to have ever been given the LAB-R exam in their home language after the Home Language Survey has clearly indicated that another language is spoken at home, the ESL teacher will make sure that the LAB-R exam is administered to the student within 10 days of admission to the school.

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.  
Once a student has been identified as an ELL student, he/she is automatically assigned to the ELL teachers as his/her advisor. The advisor takes on the role of communicating with the student, addressing the student's needs, and reaching out to the family. When students are first admitted to the school, they are given a questionnaire for their parents/caretakers to fill out regarding their preferred language of communication. This information is provided to the advisors by the Parent Coordinator. From this information, the ELL teachers reach out to the parents/caretakers of the ELL students to explain the program choices available to their child. If they are unable to reach the parent, the Family Worker or staff member who speaks the native language reaches out to the parent/legal guardian. It is expected that the Family Worker will have made some contact with the family within the first 2 weeks of student identification. Parents are encouraged to reach out to the Advisors/ELL teachers at any time concerning their children's academic needs and/or concerns, particularly with their struggles as an ELL student. Over the last several years, the process has been consistent and the program of choice has always been Freestanding ESL.
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 Community Associate is responsible for the distribution of entitlement letters and Parent Survey. They are distributed during New Parent Orientation, at which time parents of all new students are required to attend. Those parents who do not attend are reached out to by the Parent Associate and Support Staff to discuss the distributions that will be mailed to them. After approximately 3 weeks, the Parent Associate provides lists of those students whose parents have not returned the distributions to the advisors. The advisors/support staff reach out to the families to remind them of the return of the forms as well as to address any issues they may have. The ELL teacher plays an essential part in communicating with the parents of the identified ELL students. They review the parent survey and program selection form during the student's first interview. A copy of entitlement letters, parent surveys and program selection forms are provided to the ELL teacher and originals are placed in students' permanent records. At the New Parent Orientation, the ELL program, LAP policy and the orientation materials found in the EPIC School Kit are also presented to the parents and students. This includes viewing the video. The conference discusses the varying types of services provided to ELL students and their families. Parents are given the choice that best serves their child's need. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language as well. If necessary or requested, a one-on-one interview with the ELL teacher and native language translator is scheduled to assure both parent and student comprehension. This admissions conference also provides an opportunity to disseminate copies of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies used to assist children in English learning classrooms.
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.  
Over the past several years, parents have selected Free Standing ESL as the preferred method of Bilingual/ESL instruction for their children through the Parent Survey. Within 20 days of ELL students being admitted to the school, the ELPC is reviewed for necessary updates.
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.

Once we have received the dates for the administration of the NYSESLAT exam, we review the RLAT to verify who are the students eligible for the NYSESLAT because they have not yet placed at the advanced level in the past taken NYSESLAT exam. During the identified time frame for administering the NYSESLAT, the ELL teacher communicates with the parents, student and teachers of all the ELL students and informs them of the dates. In consultation with the classroom teachers of these students, the ELL teacher comes up with a schedule for each student and personally goes to the students' classes to pull them out for administration of the 4 parts of the NYSESLAT exam.

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. [i](#)
- Over the past several years, parents have selected Free Standing ESL as the preferred choice. This year we have 18 students receiving Free Standing ESL instruction.

## 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])?

AS the ELL population has grown over the past few years, we have added push-in/co-teaching to our self-contained model. In the newly added push-in model, The ELL teacher is providing support to ELL students through the ELA classes giving students the opportunities to take these classes along with their peers, while receiving support form the ESL teacher. Both program models are heterogeneous.
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)?

The mandated number of instructional minutes is determined by the results of students' last LAB-R/NYSESLAT scores on record. Those students who score at the Advanced level are officially provided with a minimum of 180 minutes of instruction per week. of

ESL/ELA instruction. Those students who score at the Intermediate level are officially provided with a minimum of 360 minutes per week of ESL/ELA instruction. and students who score at the Beginning level or who have yet taken a NYSESLAT are officially programmed for a minimum of 540 minutes per week of ESL/ELA instruction.

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

The ESL teacher focuses tremendously on pronunciation, vocabulary development, active listening and oral communication. Students participate in a variety of oral activities as a way to develop their communication skills in English, including but not limited to the following:

- \* Introductions
- \* Making suggestions
- \* Asking and giving directions
- \* Tongue twisters
- \* Storytelling
- \* Comparing and contrasting stories
- \* Simple debates
- \* Everyday life experience skits
- \* Repetition of sounds and phrases
- \* Reading plays aloud
- \* Performing original skits

Through her communication with ESL students' teachers, the ELL teacher works with content area teachers in skills and techniques that can assist the students with their second language development in these classes. Through her individual work with the ELL students and feedback received from content area teachers, the ESL teacher assists the students in areas of struggle particular to the content area work.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Through the identified processes listed above, ELLs are appropriately evaluated in all four modalities of English acquisitions throughout the year and the ELL teacher maintains shared documentation of modalities used and when used. Through her continuous assessment, during her minimum monthly check-in with ELL students' teachers, the ELL teacher is able to provide feedback to the teachers based on her evaluations in all four modalities.
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).

AS a transfer school, we have never had a SIFE level student apply to City-AS-School and we have never encountered newcomers, or students who have not completed a minimum of 2 years at another high school.

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?

By reviewing SWD students' IEPs in SESIS, and in coplanning with the Special Education teachers, the ELL teachers develop targeted strategies and grade-level materials to provide access to academic content areas and accelerate English Language development

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?

In consultation and in co-planning with the ESL teacher, IEP goals are reviewed and plans are put in place. Scheduling flexibility is provided by the student choice programming. Using the newly adapted push-in model allows for SWD students to attain English proficiency within the least restrictive environment.

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

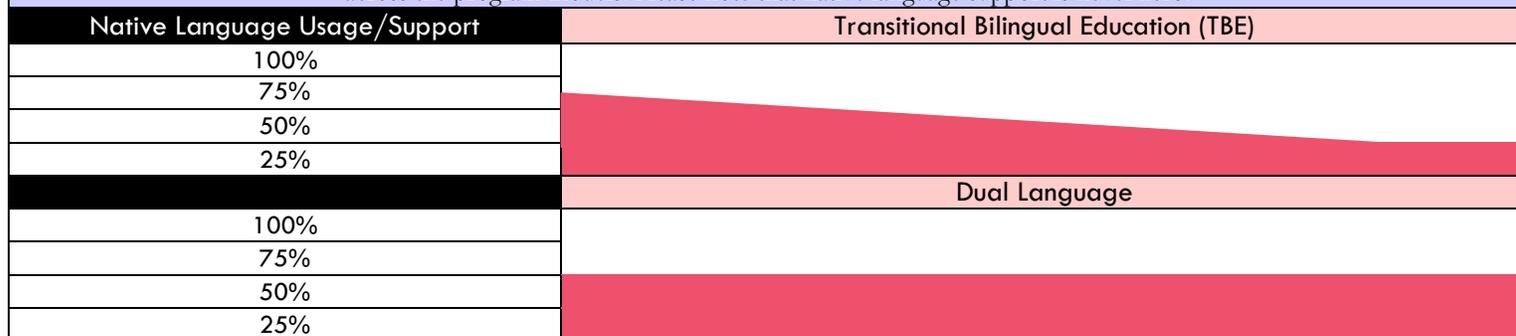
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- The program of study is aligned with New York State's ELL and Common Core ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials such as texts. Our ELL students also enjoy student centered learning approaches, the ability to complete many class requirements using a research based "presentation" method. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Incorporating the push-in method is providing more flexibility for the ELL teacher to work in the content area classes along with implementation language acquisition techniques to improve the language development.
11. What new programs or improvements will be considered for the upcoming school year?
- At the end of the school year, the LAP team consisting of the AP, ELL Teacher, Hard of Hearing Teacher, Guidance Counselor, and Special Ed teacher will meet to discuss the newly implemented push-in methodology for possible adjustments, and determining if this model is adequate for our student population.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All support and instructional program available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified students with the instruction and educational support necessary to be successful within the ESL and Common Core curriculum. Some strategies include intervention services, one-to-one tutoring, counseling and collaborations among all content teachers. ELL students are fully incorporated and invited to participate in all school wide activities and are always integrated into all curricular and extracurricular activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Newly developed curriculum aligned with the Common Core Standards have been selected from the SED. The use of on-line programs have also been selected to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Books and dictionaries are maintained at the school and made available to the ELL students for continued reading/translation between the native language and English
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We provided targeted support for Portfolio projects and ELA Regents are our students are at the 12<sup>th</sup> grade level.
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.
- New ELL students are fully incorporated into the daily activities of the school and are provided with additional social-emotional support for full incorporation into the program.
18. What language electives are offered to ELLs?
- Through internship opportunities, ELLs are afforded the opportunities to intern at organizations that provide opportunities/exposure in the Native Language such as non-for-profit community organizations that provide support to immigrants from China, immigrants from Cuba, etc.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### **C. Professional Development and Support for School Staff**

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

We focus some of our yearly professional development for all staff on best practiced ELL strategies and methodologies. The PD is provided via in-house conferences and outside opportunities available for the ELL teacher. The minimum 7.5 hours of ELL training for all staff is provided through these conferences. Aside from scheduled PD, the ELL teacher will make herself available to meet with other teachers regarding best practices Cross-curricula. The transition from middle to high school is not applicable to our school because we are a transfer school serving students who have been at other high schools for a minimum of 2 years.

### **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?

The Parent Coordinator holds monthly parent meetings with translators present, and all school letters will be made assessable to the parents in preferred languages. The Parent Coordinator is also reaching out to parents with translators to find out how we can support them and if there are services or resources they need help acquiring. Based on their responses, together with the Guidance team, Community Based Organizations are contacted and parents are referred. CBO's presently being used as referrals for parents include CDI, the Door, as well as the resources made available through DOE's Division of Students with Disabilities and English Language Learners .

### **E. Additional Information**

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

## Part VI: LAP Assurances

**School Name:** City-As-School HS

**School DBN:** 02M560

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alan Cheng	Principal		11/15/13
Joselyn Peña-Phillips	Assistant Principal		11/15/13
Maria Bermudez	Parent Coordinator		11/15/13
Jeanne Lanson	ESL Teacher		11/15/13
Amy Friedman	Parent		11/15/13
Rhea Ummi Modeste	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Maribel Sanchez	Guidance Counselor		11/15/13
Nancy Scala	Network Leader		11/15/13
	Other _____		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **02M560** School Name: **CITY-AS-SCHOOL HIGH SCHOOL**

Cluster: **1** Network: **107**

**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**

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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.

Upon intake, students receive a questionnaire from the Admission's Coordinator requesting parents' preferred language of communication. Thereafter, all communication with parents is in their language of preference.

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.

There have not been any difficulties in communicating with parents in their language of preference. Native foreign language speakers on staff assist with the translation of material that is sent to parents and with verbal communication with parents.

## Part B: Strategies and Activities

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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.

Written translation services are provided by in-house school staff. In recent years, we have not been presented with the need to use outside translation services, however, if in our assessing the request of our students' parents, the need to use outside translation services is found, we will use the services provided by DOE and be sure to provide all materials in a timely fashion for translation. For the current school year, we did not have any parents requesting to receive written communication in languages other than Spanish or English. All written communication is already provided in Spanish as well. If and when we do receive parents requesting communication in a language other than English or Spanish, we make sure we communicate this information to the teachers and support staff, and if we have someone in the school who speaks the language, we make sure we inform them of this information so they can become the main source of communication for these parents. If we do not have someone who speaks the language in the school, through the services of the Office of Translation Services, we make sure we communicate with the parent in their preferred language of communication.

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

Oral interpretation services will predominantly be provided by school staff. On occasions where we have parents in attendance, such as Open School Conferences, Parents' Association, SLT, etc., we have staff members who are native foreign language speakers available to present. We also provide parents with a translator, if necessary, when communicating with school staff on occasions other than those planned. We also provide interpretation for deaf and/or hearing impaired parents' by our licensed Deaf & Hard of Hearing teacher. Interpretation services have been provided by an outside contractor when necessary and if we need to use these services again, we will contact an outside contractor to ensure proper communication with the parents. We make sure we maintain copies of reports in as many languages as are provided by DOE and in the event that something is not available in a specific language, i.e.: Parents' Bill of Rights, and parents are requesting it, we will use the services of the outside contractor.

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>.

Parents are provided with translators, as necessary. If we are not able to provide a translator on-site, we will contact the Translation & Interpretation Unit within the department at DOE to provide translation services to our parents.