

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

DBN: (i.e. 01M001):

29Q498

School Name:

HUMANITIES AND THE ARTS HIGH SCHOOL

Principal:

ROSEMARIE O'MARD

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): _____

School Type: _____ Grades Served: _____

School Address: _____

Phone Number: _____ Fax: _____

School Contact Person: _____ Email Address: _____

Principal: _____

UFT Chapter Leader: _____

Parents' Association President: _____

SLT Chairperson: _____

Student Representative(s): _____

District Information

District: _____ Superintendent: _____

Superintendent's Office Address: _____

Superintendent's Email Address: _____

Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____

Network Number: _____ Network Leader: _____

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Humanities and the Arts is a small high school of 500 students. It is unique in its fusion of an Arts program with an academic program that has been steadily increasing in scope and breadth, in particular over the past six years. The mission of the school is to give every student the opportunity to accomplish to the best of his or her ability through academics, the Arts, sports and opportunities to be leaders through the many venues available to them. We serve a diverse population, as part of our mission to take students from where they are to as far as they want to go.

It is important to note that our small school status does not prevent us from offering students classes and training in the four Arts disciplines, Dance, Drama, and Music and Visual Arts, that offers AP Art Studio and has an accredited college curriculum in the Portfolio class that culminates in AP Studio Art.

Humanities and the Arts partners with A&E Networks, Young Audiences, Teens on Broadway and HAI Theater company.

On the academic side, the school is part of the 21st Century Grant awarded to Queensborough Community College four years ago. The College Summit program is a mainstay of the school, that fosters opportunities for students to experience extended visits to colleges, preparing for college and training students in their leadership program on how to be Peer Leaders. Students at Humanities and the Arts attend classes for college credit, free of charge, from the second semester of their Freshman year, until they graduate. They are also a part of the Nursing Program offered by the college. The school also partners with Queens College and the College Now programs at both Queensborough Community College and York College.

School strengths are evident in the resilience that their graduates evidence in college, surpassing city averages. The challenges continue to be faster incorporation of more Advanced Placement classes and the advent of a CTE program in the Arts or Computer Science, both of which are under review.

An analysis of the High School Quality Snapshot for 2013-2014 indicates that the school made the most growth in Student Achievement with a 78% graduation rate, higher than the City Average of 68% and Borough Average of 71% Also, the six year graduation rate was 82% surpassing the City Average,73%, and the Borough Average, 76%.

Based on an analysis of the data from School Quality Guide, the key areas of focus this year continue to be development of teacher pedagogy and an instructional approach that engages all learners and provides them with opportunities to show high levels of thinking. Our most recent Quality Review also indicates a need for curricula aligned assessment practices that inform instruction, and a need for increased levels of research-based, effective instruction that yields high quality student work, that will address the need for our students to achieve higher scores on the SAT and Regents' exams, that meet the College Readiness index.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>Based on the 2012–2013 Quality Review Report, our school received a “Developing” for QR Indicator 1.2. The report stated: <i>Develop a school-wide instructional approach that engages all learners, ... so that students have opportunities to show high levels of thinking.</i></p> <ul style="list-style-type: none"> -An analysis of the 2013–2014 HS Quality Snapshot indicates that our Student Progress Section rating is “Approaching.” The school scored 42.5 points out of 100.2 possible points. Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to develop a school-wide instructional approach that engages all learners, including advanced learners, English language learners and students with disabilities so that students have opportunities to show high levels of thinking. Strength: the school’s capacity to provide personnel and other than personnel resources has been enhanced by the Assistant Principals ability to ensure that lunch form applications are returned by the deadline to ensure title I funding is available to procure professional development and other resources to deliver social-emotional support that drives students achievement. Need: A review of school guide/snapshot reveal that only 70% of current 10th graders and 75% of current 11th graders earned 10+ credits to be on track for high school graduation

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, there will be a 5% increase in the collective teacher performance index in Domain 3 (Instruction) as measured by the Danielson Framework for Teaching and Advance APPR, and fall and spring MOSL assessments and June Regents.</p>
<p>Leverage the school budget to improve credit accumulation by 5% for sophomores, Juniors and Seniors by June and to increase Regents ELA passing scores by 30% for first time takers from 50% to 70% by January.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			

Curriculum: Teacher Teams create engaging instructional units that are CCLS-aligned with clear learning targets; informed by the CIE and content instructional shifts.	Teacher Teams and individual teachers	Entire school year	Instructional APs and principal
Academic Rigor: HOT (higher order thinking skills) questions will be included in lesson plans, using Bloom’s Taxonomy, Webb’s DOK, and Hess’ Cognitive Rigor Matrix to engage students in higher order thinking and discussion	Teacher Teams and individual teachers	Entire school year	Instructional APs and principal
Literacy: Teacher Teams support school-wide goals and the academic needs of all students. Instructional units and lesson plans will include strategies to improve students’ literacy skills through content area instruction, as informed by MOSL item analysis data	Teacher Teams and individual teachers	Entire school year	Instructional APs and principal
Assessment: Instructional units and lesson plans include formative checks for students’ knowledge and skills; and unit tasks all aligned with CCLS Professional Development: Teacher leaders produce and turnkey PD needed to implement school wide initiatives such as “use of data” and “Looking at student work” to adjust instructional units and lesson plans to ensure that all learners are cognitively challenged and to improve academic achievement.	Teacher Teams and individual teachers	Entire school year	Instructional APs and principal
To conduct formal and informal observations in accordance with the Danielson Framework and to offer written and verbal feedback, with particular attention paid to teachers who received a “developing” rating for 2013-2014	Teachers	Ongoing	Principal; AP’s
To identify, in collaboration with each teacher, areas of strength and weakness as the basis for creating action plans and feedback to improve instruction and heighten academic rigor for all students, including SWD’s, ELL’s, and students in the school’s lowest third.	Teachers	Ongoing	Principal; AP’s; Teachers
To support academic rigor and common core through observations, professional development, and review of student work in alignment with the Citywide Instructional Expectations, the Danielson Framework, and the Common Core Learning Standards	Teachers	Ongoing	Principal; AP’s
To support and enhance a trusting environment which encourages and supports engaging, rigorous, and high quality instruction through ongoing collaborative activities among teachers and other staff.	Teachers, Guidance Counselors	Ongoing	Principal; AP’s; Teachers
Adopt Springboard curriculum, purchase books for all the grades and provide professional development course to AP and teachers	9-12 ELA Students	September thru June	
Structure blend learning opportunities for students, by providing training for console administrator, teachers of record and recruit teacher to staff/monitor the program	11 th and 12 th Grade Students	September thru January & January Thru June	
Structure Fall Saturday Academy for first time ELA Regents Exam takers and re-takers of all other Regents in January	10-12 Students	September thru	

Structure Spring Saturday Academy for first time takers of Regents Exams in June	9-12 Students	January February Thru June	
Structure ELL support program around on-line resources by providing select teachers with training and procurement of resources for instructional software	ELL Beginner population	February Thru June	
Structure ISS support program around on-line resources by providing select teachers with training and procurement of resources for instructional software	9 th Grade ISS students	February Thru June	
Conduct teacher inter-visitations to inform the identification, implementation, and honing of school-wide instructional best practices.	9-12 Students	September Thru June	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
TIME: for common planning by teacher teams, department meetings and grade meetings to look at student work and analysis assessment data INSTRUCTIONAL TECHNOLOGY and RESOURCES: computers, Smartboards, new CCLS–aligned curriculum and resource materials Professional development sessions , curriculum resources, APEX licenses, per session for supervisors and teachers software for ELL in reading and software for ISS in reading and Math.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
<p>By June 2015, there will be a 5% increase in the collective teacher performance index in Domain 3 (Instruction) as measured by the Danielson Framework for Teaching and Advance APPR, and fall and spring MOSL assessments and June Regents.</p> <p>-Ongoing review of feedback provided and coaching sessions scheduled. -Clear growth in classroom performance as evidenced by movement along the HEDI scale in the Danielson Framework OR clear evidence that attempts at support were unsuccessful as demonstrated by efforts at productive feedback and</p>

the lack of successful implementation of recommendations.

January's scholarship reports and regents scholarship reports

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- The school’s 2013–2014 HS Quality Snapshot indicates that 70% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

Part 2 – Annual Goal

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

By June 2015, increase from 70% to 73% the percent of students that feel safe (in the hallways), supported, and challenged by their teachers, as measured by the HS Quality Snapshot.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Discuss, establish, document and share collective teacher practices that support “School as Community” and “School as Family”	teachers students parents	August and June	School leaders and teachers
Use progress letters, report cards and Pupilpath to inform students, parents and faculty of student progress, and to communicate next steps for improvement.	teachers students parents	entire year	School leaders and teachers
Improve grading practices to establish meaningful and targeted learning goals for students	students teachers	August, January, June	School leaders and teachers
To infuse college and career readiness in classroom lessons through supporting student aspirations for college and careers by making appropriate linkages with content being taught, including the importance of meeting CUNY Regents standards.	Students	Ongoing	All staff
To deliver rigorous instruction in a supportive, nurturing fashion which motivates all students (including SWD’s, ELLS, and students in the lowest third), emphasizing CUNY/SUNY college readiness,	Students	Ongoing	All staff

<p>common core skills, and career options.</p> <p>To prepare students for key college skills by supporting their growth to sustain success on Common Core regents exams, college style assignments, meeting CUNY Regents standards, and college “personal statement” essays through structured work in classes</p> <p>To infuse supportive lessons in selected class regarding high expectations, high aspirations, college awareness, and career development for students of all ability levels in a manner which inspires student trust in the school organization.</p> <p>By June 2015, 100% of regularly attending students will have experienced, in the supportive environment of our school’s nurturing culture, a variety of lessons over the course of the year reinforcing college and career readiness, and literacy.</p>	Students	Ongoing	Teachers
	Students	Ongoing	Teachers; Guidance Counselors
	Students	Ongoing	Teachers; Guidance Counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>PD time for teacher teams and departmental meetings</p> <p>Technology: Daedalus progress letters, Pupilpath system, and tech support</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<p>By June 2015, increase from 70% to 73% the percent of students that feel safe (in the hallways), supported, and challenged by their teachers, as measured by the HS Quality Snapshot.</p> <p>-Review of lessons which were prepared, infused, and taught with a view towards college and career readiness, supportive school environment, and CCLS.</p> <p>-Review of evidence rich rooms displaying support for student achievement</p> <p>-Review of classroom work and professional development supporting CUNY benchmarks on Regents examinations.</p>				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Based on the 2012–2013 Quality Review Report, our school received a “Developing” for QR Indicator 1.2. The report stated: *Develop a school-wide instructional approach that engages all learners, ... so that students have opportunities to show high levels of thinking.*
- An analysis of the 2013–2014 HS Quality Snapshot indicates that our Student Progress Section rating is “Approaching.” The school scored 42.5 points out of 100.2 possible points.
- Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to develop a school-wide instructional approach that engages all learners, including advanced learners, English language learners and students with disabilities so that students have opportunities to show high levels of thinking.

Part 2 – Annual Goal

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

By June 2015, teachers collaborate and participate in professional development that will lead to a 5% growth in student progress, as measured by fall and spring MOSL assessments and June Regents.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Teacher teams decide on the knowledge, skills, and dispositions that all students need to acquire in curriculum units that are informed by CCLS and instructional shifts	teachers students	entire year	School leaders and teachers
Teacher teams decide on assessments that will be used to check on students’ content knowledge and skills as units are taught	teachers students	entire year	School leaders and teachers
Teacher teams plan how assessment evidence will be used to improve instructional practices, help struggling students and challenge successful students	teachers students	entire year	School leaders and teachers

Teacher teams and school leaders take collective responsibility for student learning through analysis of evidence of student learning	teachers students	entire year	School leaders and teachers
To enhance an environment which encourages and supports engaging, rigorous, and high quality instruction through ongoing collaborative activities among teachers, including common planning for appropriate instruction and outcomes.	Teachers, Supervisors		All staff
To develop a feeling of trust among staff which supports collaborative creativity and innovation while addressing the CCLS, the Citywide Instructional Expectations, the “four pillars,” and the Capacity Framework.	Teachers, Supervisors		All staff
To create collaborative opportunities for professional development among the administration, the teachers, and outside organizations in order to support innovative programs which enhance rigorous instruction and college/career readiness	Teachers, Supervisors, partners		All identified staff
To support instruction through collaborative opportunities among teachers related to curriculum development, review and revision of curricula, implementation of curricula, and inter-visitation (while enhancing trust and respect)	Teachers, Supervisors		Principal; AP’s; teachers
By June 2015, 100% of teachers will have engaged in professional development activities, structured in a manner which increases collaborative teacher practice, that support the implementation of the Common Core Learning Standards and the Citywide Instructional Expectations.	Teachers, Supervisors	Entire year	Principal; AP’s
Conduct teacher inter-visitations to inform the identification, implementation, and honing of school-wide instructional best practices.	Teachers	Entire year	Principal; AP’s
Teachers will explore both formative and summative assessments to inform differentiation and instructional adaptations.	Teachers	Entire year	Principal; AP’s

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
TIME: for common planning by teacher teams, observation feedback conferences, department meetings and grade meetings to look at student work and for analysis of assessment data.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

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

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

By June 2015, teachers collaborate and participate in professional development that will lead to a 5% growth in student progress, as measured by fall and spring MOSL assessments and June Regents.

-Review of notes from meetings, including ongoing logs.

-Review of collaborative linkages among teachers, supervisors, and outside groups for professional development.

-Review of evidence of innovative creativity.

-Review of curricula which were reviewed and/or revised, or newly implemented (i.e., SpringBoard).

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

An analysis of the Quality Review 2013-2014 indicates that we scored “Fair” on our Teaching and Learning components and a “Developing” around our pedagogy derived from a system of shared beliefs. An analysis of the School Quality Guide 2013-2014 also highlights the need for students to increase their scholarship results to increase the number of students who are graduating College and Career ready. In addition we need to increase Student Progress across the school, especially within our subgroups.

One of the strengths of the school is the ability of staff to collaborate and share best practices. Another is the culture of caring about the health and welfare of students that extends above the ordinary.

The priority needs that will be addressed concern improving pedagogy that will increase student progress, student college and Career Readiness, and overall scholarship.

Part 2 – Annual Goal

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

Through effective school leadership, by June 2015, students will increase the rates of Student Progress as evidenced in the School Snapshot 2013 2014, and improve their College and Career Readiness index.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

Ela teachers will use the new college based Springboard curriculum	9 th through 12 grades	September 2014 through June 2015	Principal. APs and teachers
All teachers will attend CFN, DOE and other workshops that focus on curricula and CCLS instruction throughout the year.	Principal, Instructional Aps and teachers	September 2014 through June 2015	Principal, APs and teachers
Intensive in house PD and focus on the Danielson Framework, lesson planning and review of student work	9 th through 12 th grades	September 2014 through June 2015	Principal, APs and teachers
Principal will communicate expectations routinely in Cabinet meetings, staff meetings, at PDs and review progress with Aps and Teachers,			

Part 4 – Resources Needed

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

Purchase of Spring board curriculum and purchase of workshops for continuing PD with this curriculum and the CCLS. Granting of per session to teachers to attend these workshops during the summer and Fall and Spring. Substitute coverages that allow teachers to attend outside workshops

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 1, 2015, the Scholarship data will be analyzed to determine whether there has been significant improvement in the data during the same period in 2013 -2014.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strength, the school’s capacity to provide personnel and other than personnel resources has been enhanced by the Assistant Principals ability to ensure that lunch form applications are returned by the deadline to ensure title I funding

Strength, the school capacity to address attendance was also enhanced by the Assistant Principal’s ability to secure an AIDP grant and to structure an attendance mentoring program for the Chronically absent population

Needs: As per the High School Quality Snapshot the school’s attendance for last year was 86% (85.9% School Quality Guide

Part 2 – Annual Goal

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

By June 2015, the attendance rate will increase by 3% in order to increase student achievement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Retain and program ENACT to implement attendance social emotional support program	9-10 CA Students	October thru May	Assistant Principal’s
Implement Home grown attendance mentoring program Improve teacher outreach program to daily absent students	9-10 CA Students	October thru May	Assistant Principal’s
Field attendance teacher to return students to school or facilitate planning interview process	LTA population	September thru June	Assistant Principal’s
Improve Guidance Counselors outreach for the 5-10 severely absent students 9-10 CA Students	Students who reach said	September thru June	Assistant Principal’s

	thresholds		
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Part 4 – Resources Needed

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

- Scheduling the targeted classes/students
- Scheduling meetings to provide assistance and guidance resources and assess progress
- OPTS to provide for student refreshments and other giveaway incentives
- Weekly meeting with guidance and attendance team

Part 5 – Budget and Resource Alignment

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

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

AIDP grant

Part 6 – Progress Monitoring

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

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

By the end of January 50% of chronically absent students would have made progress as measured by avoiding or reversing the Chronic absence designation.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level I performance on state ELA exam and Regents exams	Springboard interactive reading and writing strategies	Small Group	Additional period per week during the school day
Mathematics	Level 1 performance on State Math Exam and Regents Exam	Springboard interactive reading and writing strategies	Small Group	Additional period per week during the school day
Science	Level I performance on State Science Exam and Regents Exam	Online interactive and blended learning program	Small Group	Two additional periods per week during the regular school day
Social Studies	Global and U. S. History Regents Exams	Global and U. S. History Regents Prep	Small Group	Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who exhibit social/emotional and academic difficulties	Social/emotional at risk counseling Academic counseling	One-on-One	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All teachers are teaching in their license areas.
 All new hires are hired according to license area.
 Teachers are currently enrolled in college courses that will lead to their licenses in the appropriate subject areas so that our school will meet all state eligibility requirements.
 We work with our Network Human Resources liaison to ensure that our hiring process meets state eligibility requirements, and that our teachers are Highly Qualified as defined by NCLB.
 Teachers who have Collaborative Teaching programs were given the opportunity to attend all day workshops on Long Island
 Science and Social Studies, Math and Arts teachers all regularly attend workshops in their license areas to enhance their understanding of key elements ,strategies, and new trends in their license areas.
 We continue to contract for workshops for Chancellor's PD days, and have already contracted for January and June 2015.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All ELA teachers attended a two day workshop around the new Springboard curriculum that was purchased to prepare teachers to provide the research based high quality curricula that will result in high quality instruction.
 The principal and Assistant Principals continue to attend monthly workshops and training sponsored bt the Doe and associated organizations.
 Principals and Assistant Principals also continue to receive coaching from the Network's assigned coaches for ADVANCE and work with the Danielson Framework
 the principal and Assistant Principals provide weekly PD around the Danielson Framework, Data analysis ,Assessment in the classroom, questioning and the DOK and HESS rubrics.
 Paraprofessionals attend meetings with staff on occasion and their own meetings with the Assistant Principal of Organization.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 29	Borough Queens	School Number 498
School Name Humanities & The Arts HS		

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 Rosemarie O'Mard	Assistant Principal Ghandi Moussa
Coach N/A	Coach type here
ESL Teacher Sara Lichter	Guidance Counselor Sandhya Thomas
Teacher/Subject Area Nisha Silochan/French	Parent Natalie Darnell
Teacher/Subject Area Keith Colantropo/English	Parent Coordinator Heather Smith
Related Service Provider Joyce Weingarten/Speech	Other Sondra Whittier/Social Worker
Network Leader(Only if working with the LAP team) type here	Other Deborah Gaston/ AP Supervision

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	520	Total number of ELLs	19	ELLs as share of total student population (%)	3.65%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	5

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	12	0	0	2	0	0	5	0	3	19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	12	0	0	2	0	0	5	0	3	19
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	1	1	1	6
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian										4	1	1	1	7
French										1	2	1	1	5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	9	4	3	3	19								

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)										5	1	0	0	6
Intermediate(I)										3	2	0	1	6
Advanced (A)										1	2	2	2	7
Total	0	9	5	2	3	19								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3	0	2	0
Integrated Algebra	10	0	0	0
Geometry	4	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	5	0	0	0
Living Environment	12	0	1	0
Physics	0	0	0	0
Global History and	8	0	1	0
Geography	0	0	0	0
US History and	4	0	0	0
Foreign Language	1	0	1	0
Government	0	0	0	0
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.
Our school will use Periodic Assessment in ARIS and NYC Performance Assessment in ELA and math to assess early literacy and math skills. This data is used to better support the demonstrated needs of ELLs in the ESL and content area classrooms.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The overall NYSESLAT scores indicate that 0.5% of our ELL population is performing at the Beginner Level , 56% is performing at the Intermediate level and 39% is performing at the Advanced level.

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 [AMAQO tool](#))

The data guides student programming, lesson planning and development that targets the individual needs of each student based on the NYSESLAT data. Teachers employ the Common Core Learning Standards and differential strategies that address patterns as evidenced in the NYSESLAT modalities in Speaking, Listening, Reading and Writing. ESL, content area teacher and guidance counselors are all involved in the analysis of student progress across all four proficiency levels.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency non the NYSESLAT. Few students take Regents exams in their native language, but some use them for linguistic support.
- b. School leaders analyze the results of Periodic Assesment on ARIS and the NYC Performance Assesment to work with teachers to ensure the students' individual needs are used to inform and plan instruction. Furthermore, content area teachers receive a memorandum identifying ELLs at the beginning of each semester. These enables mainstream teachers to recognize student's linguistic needs. They consult with an ESL specialist and avail themselves to the services of the Interpretation and Translation Unit.
- c. The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language - it is regarded as essential to transition from one language to the other. Students are permitted to complete assignments in their native language and take the Regents exam in their native language. Students who speak the same native language are encouraged to cooperatively support one another in collaborative tasks and projects.
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?
Children's second language development is diagnosed on an on-going basis. Their progress and needs are considered in planing instruction and choosing instructional materials what while appropriate to their command of the English language allows room for progress as we build on skills they know.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.

Part IV: ELL Identification Process

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

- 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

HLLS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

In accordance with admittance procedures, our Guidance Counselor, Ms. Thomas requests the parent/guardian admitting the student to fill out the Home Language Survey. This document indicates whether the student is eligible for LAB-R testing. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, are administered the English LAB-R before being programmed. A copy of the Home Language Survey is given to the ESL Coordinator, Mrs. Alvarez, who administers the LAB-R in English. Our ESL Coordinator is a licensed ESL teacher. If the new entrant's home language is Spanish and he/she does not meet the proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. The new entrant is programmed based on the LAB-R score and the informal oral interview. The informal oral interview with both the parent/guardian and student is given by the Assistant Principal Administration, the Guidance Counselor and the ESL Coordinator in both English and the student's native language. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video and upon receiving the results of the LAB-R, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she tests out of the program. If a parent requests the bilingual program and the school does not have sufficient numbers to open the program, the principal sends the student and parent's name and information to ELLProgramTransfer@school.nyc.gov requesting a site with a bilingual program. All eligible ELLs are LAB-R tested and programmed within ten days of being admitted in accordance with the score obtained on the LAB-R. In August, our ELLs are programmed according to their most recent NYSESLAT score as indicated on the RLAT ATS report.

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.

At the end of August, during the orientation session for new admits the Assistant Principal/Guidance Counselor conducts a group orientation session during the day and in the evening on a pre-selected date during the month of September/October. Flyers are mailed and calls are made to the home to notify parents as to date and topics that will be addressed at these meetings. During these orientation meetings, parents view the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual language or Free Standing ESL Program. For parents who are not able to attend the group parent orientation session, the ESL Coordinator provides one-on-one orientation sessions with students and parents where concerns and further explanations as to the content of the video are provided. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she tests out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the placement center. Parents are made aware that when the school meets the numbers needed to establish a Bilingual Program, that they will be notified.

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

Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the students address of record at the beginning of the school year or as soon as the student is LAB-R tested and the results are known. The letters provide parents with their student's current ESL proficiency placement level. Copies of the letters are kept in the students' ESL file in room 235A. Parents of newly enrolled LEP/ELLs are invited to an orientation session on the Common Core State Standards, credit accumulation, Citywide Standards of Intervention and Discipline Measures and all other pertinent graduation requirements. Information on immigration services, health clinics and immunizations are also handed out. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and, if not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. The completed Parent Survey and Program Selection Forms are stored in the students permanent record files and a copy are kept in the students' ESL file in room 235A. Features of our Free- Standing ESL Program are discussed as well as eligibility and exiting regulations. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns.

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.

The ESL Coordinator, Mrs. Alvarez, reviews the ATS RLAT report and programs eligible students into our free-standing ESL program according to the level of their most recent score. ESL Teacher's evaluation and parent oral interview are part of the

programming process. Ms. Thomas, Guidance Counselor, The ESL Coordinator (native speaker of Spanish) and the Interpretation and Translation Unit assist the Guidance Counselor, content area teachers and the Parent Coordinator with all communication activities with parents. During the oral interview, parents are provided with literature and explanations as to all NYCDOE ESL programs. Parents are made aware that as soon as our ESL enrollment meets the required numbers (20 students in the same grade with the same home language) that a Bilingual program will be implemented and that they will be notified accordingly.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLER ATS report is reviewed to verify that all NYSESLAT eligible ELLs are identified. Letters are sent to the parent/guardian at the home address of record, in English and in the student's home language, informing them of the dates in which the test will be administered. The administration of the different components of the NYSESLAT are adhered to as outlined in the NYSESLAT State administration memorandum. After the scheduled administration of the test, the ESL teacher, ESL coordinator and/or Attendance teacher contacts the student and/or parent and makes every effort to ensure that all ELL students are administered all four components of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [🔗](#)

The parents have attended either the Parent Orientation Meeting or are provided with a one-on one orientation at the time of Registration. All have filled out the Parent Survey and Program Selection Form have requested the enrollment of their student in the Free Standing ESL Program. Parent who were unable to attend the orientation meeting are mailed the Parent Survey and Program Selection Form and brochures explaining the Free-Standing, Transitional Bilingual and Dual language ESL Programs with the request that they return the form within 5 days to the ESL Coordinator indicating their choice of program. Trends in parent's choice indicate that 99.9% prefer the Free Standing Self Contained ESL Program. The ESL Free Standing program in our building is aligned with the parents' request according to the selection indicated on the Parent Survey and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form and have been programmed accordingly.

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])?

To better serve the low number of ESL students per individual school in the Campus Magnet Complex, we have a unique program whereby one free standing, self-contained ESL program serves all ELLs in the Campus Magnet Complex (Q490). The four School in the Campus Magnet Complex are Mathematics, Science Research and Technology High School (Q492), Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School (Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their proficiency level on the NYSESLAT and the LAB-R.

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)?

All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher, Ms. Lichter. Our program fully addresses compliance with CR Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:

Three Beginner Level Classes: 3- 44 minute periods of ESL daily

Two Intermediate Level Classes: 2- 44 minute periods of ESL daily

One Advanced Level Class: 1- 44 minute period of ESL and 1- 44 minute period of ELA daily

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 methodology used in all ESL levels is primary aligned with Common Core Learning Standards mandated by the State. All classes are being served by using the communicative approach allowing students to use the new structures freely and creatively while motivating open-ended activities in all the four language skills: listening, speaking reading and writing. Content area instruction is provided in the mainstream classes. However, this is supported in our Free Standing ESL program through articles, documentaries and novels. All ELLs are mainstreamed and accordingly receive content area instruction in English.

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

At registration, the Guidance Counselor, Ms. Thomas, and the ESL Coordinator, Ms. Alvarez, (native Spanish speaker) interview the parent and student to determine fluency in the home language. In the event that the student to be registered speaks a low incident language, the Interpretation and Translation Unit assist with the evaluation. Spanish language speakers are administered the Spanish language LAB to further determine students' level of literacy.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Spring NYSESLAT results are not available on the RNMR at this time.
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).

We serve SIFE students by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less than three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring during their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed. One to one tutoring is also available to all of our ELLs (newcomers and 4-6 years ELLS) where the student's proficiency level needs in reading and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC school six years or more), the following program/services are available to ensure that our long term ELL population meets the Common Core Learning Standards for English Language Arts & Literacy in history/social studies, science, and mathematics

Small class size

ICT classes which provide content area and ICT methodology

One-on-one small group instruction during students' lunch periods and extended day with content area teachers
Study Island

Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker
Referral to HAUP (Haitian Americans for Progress). This organization provides cultural and academic support.

All of our ELLs are further supported with the following resources:

- Bilingual glossaries and dictionaries
- Beginner Level students are paired with a student translators
- Increase Number of ELLs taking PSAT and SAT Exams
- Continued implementation of the Continuum for Academic Rigor and Excellence Document
- Extended time and separate location during the administration of Regents Exams
- Translations of the content area Regents exams

We continue to support students reaching proficiency on the NYSESLAT through tutoring and Regents preparatory classes. Regents testing accommodations have been extended to former ELLs. The testing accommodations for former ELLs include separate locations, extended time, dictionary and glossaries and home language versions of the Regents exams. Furthermore, ELLs who require more than four years to graduate are provided with extensive Academic Instructional Support: small group instruction and tutoring by content area teachers and independent study under content area teachers' supervision

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?

All students, especially ELL-SWD's are provided opportunities to practice active participation in their learning. Through conversations and discussions in class with teachers and other students ELL-SWD's develop language skills as well as broaden their knowledge and understanding of subject matter. Students are encouraged to collaborate with peers and utilize cooperative learning strategies. Teachers model how to pose questions and make comments in small discussion groups which ultimately organizes student directed discussions. Overall, teachers use a variety of strategies when teaching literacy to access their student's needs and determine how to proceed with instruction in the advancement of literacy. Materials include:

- AMSCO Integrated Algebra Texts
- Resources from JMAP.ORG
- Oswego and Prentice Hall Regents Preparation
- MATHTV.COM
- Just Right Books-5 Finger System
- Graphic Organizers
- Tables/Charts/Index Cards
- Kaplan Regents Prep Books

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?

When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. Our ELL-SWD students are programmed in Colloborate ICT classes where they are mainstreamed with the general population. They are provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to afford greater opportunities in meeting their long and short term goals. Utilizing the Individualized Educational Plans teachers become familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of skills and attainment of knowledge without being limited due to the effects of their disability.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English 

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

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

Math:				
Science:				

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

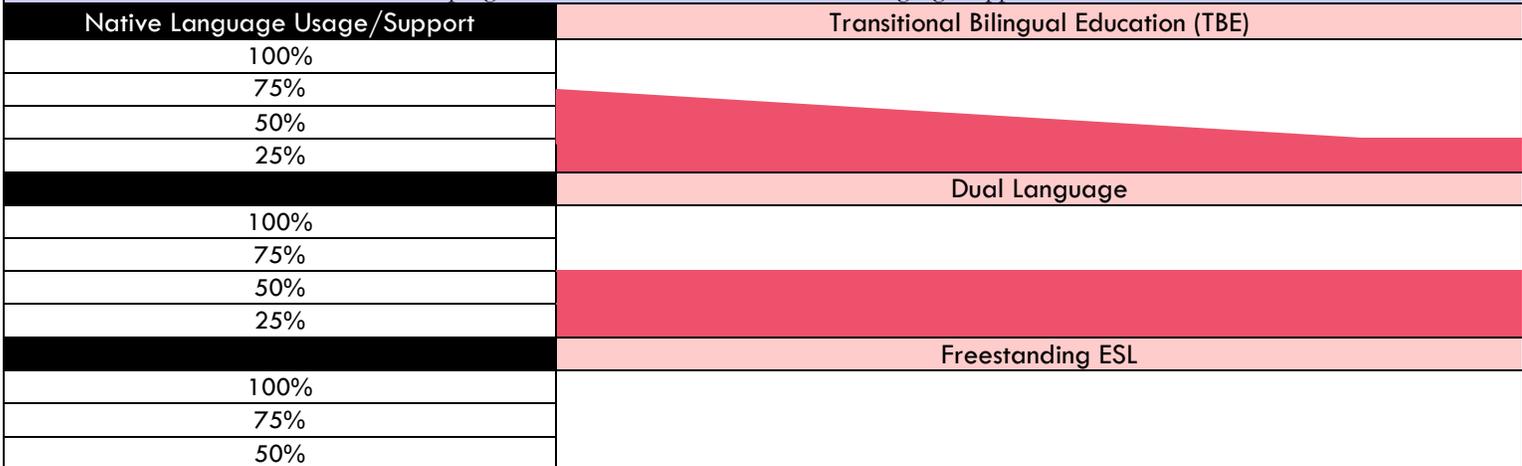
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We offer the following targeted intervention programs for ELLs in ELA, math, science and other content areas. All targeted intervention is offered in English:
- One to one tutoring in the content area with targeted intervention in ELA, math, science and social studies
 - Extended day instruction on Tuesday and Thursday by content area teachers from 2:20 pm to 3:25pm
 - One-on one small group instruction during students' lunch periods and after school with content area teachers
 - Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker
 - Referral to HAUP(Haitian Americans for Progress). They provide cultural and academic support.
 - Project Prize
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be implementing AP classes, honor classes and college courses at Queensboro Community College. In addition, we will be adding three periods a week that will target ELA literacy and two periods a week for science research.
12. What programs/services for ELLs will be discontinued and why?
- Achieve 3000 due to lack of funding.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are encouraged to participate in all after school activities and events. Even though our school does not qualify for Title III funding, the school invites all students, including ELLs, to participate in all extra-curricular activities through flyers, information that back-packed, phone calls, and direct intervention of ESL, physical education, and performance and visual arts teachers. ELLs participate in PSAL teams, ARISTA (the National Honor Society), Penny Harvest.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs are being supported by ESL Readsmart in the ESL classroom and Study Island in their content area classes. Geographic Edge textbooks are used in the Beginner level. Their listening and reading comprehension needs are addressed through the use of articles, novels, movies and documentaries. Skedula is used to track student progress.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Since we provide a free standing, self contained, ESL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required support services and resources are targeted for grades 9-12, thus they correspond to our ELLs age and 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.
- Prior to the beginning of the school year, incoming students and their parents are invited to attend the school's open house and orientation. They are given a tour of the building and an introduction to our specialized programs in the Performance and Visual Arts.
18. What language electives are offered to ELLs?
- Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced Regents Diploma.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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.
 1. Copy school's PD plan
 2. Subject area teachers, paraprofessionals, guidance counselor, special education teachers, psychologist, speech therapists, and secretaries attend professional development as provided by administrative staff which include the Common Core Standards as relate to ELLs. In addition, teachers will attend a series of workshops at the CCLS Institute for Secondary Teachers of ELLs in all subject areas.
 3. Content Area teachers, Guidance Counselors, LAB-BESIS Coordinator Staff facilitate the transition from middle to high school though the Monday through Friday 9th period study group meetings with the support of community organization (HAUP).
 4. All faculty members are New York state certified and as such have met the State 7.5 hour requirement (or 10 hour requirement for Special Education teachers) for the Jose P. training

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Paste re Copy Parent piece from CEP
 2. Parents are encouraged to attend citywide forums that focus on the needs of immigrant students and their families. At Law, Government & Community Service High School, we partner with Intrepid CEA, Air Space Museum, Hofstra University, Queensboro Community College, Cambria Heights Civic Association, HAUP (Haitian Americans for Progress) and United Black Men Of Queens. HAUP offers both family support and family assistant services as well as educational programs. The educatioanl program includes beginners, intermediate and advanced ESL, citizenship classes, parenting ans survival skills, after-school tutoring, computer classes, literacy classes and career development seminars.
 3. The primary language spoken by the parents of each student enrolled in the school as well as the parent's primary language are identified upon enrollment through the Home Language Identification Survey and entered on ATS and on the student's emergency card. The initial intake interview with the parent determines whether the parent requires language assistance in order to communicate effectively with the school. Translated documents are available to parents determined to be in need of language assistance services, via in house staff fluent in the predominantly identified languages as indicated on the Home Language Aggregation Report (RHLA) and th rough the use of translation/interpretation school fundingas set forth in SAM No53, FY13 and the Department of Education translation services. The Parent Coordinator also informs parents of the availability of documents in their native languages on the DOE website. The school uses Datacation to communicate periodic student progress in the home language.
 4. Additionally, ELLs parents are provide with the services of native speakers of French, Haitian Creole and Spanish at:
 - Open School Parent-Teacher Conferences
 - Individual student conferences
 - PTA Meetings
 - ESL Parent Orientation Meetings
 - Parent Forums

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Humanities and the Arts HS

School DBN: 29Q498

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemarie O'Mard	Principal		12/12/14
Ghandi Moussa	Assistant Principal		12/12/14
Heather Smith	Parent Coordinator		12/12/14
Sara Lichter	ESL Teacher		12/12/14
Natalie Darnell	Parent		12/12/14
Keith Colantropo	Teacher/Subject Area		12/12/14
Beverely Hinds	Teacher/Subject Area		12/12/14
	Coach		1/1/01
	Coach		1/1/01
Sandhya Thomas	Guidance Counselor		12/12/14
Joseph Zaza	Network Leader		12/12/14
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29q498 School Name: Humanities & The Arts HS

Cluster: 2 Network: 201

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

Part A: Needs Assessment Findings

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

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language allocation Plan for the school. The parent coordinator and ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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

Our school is located in Cambria Heights a working class section of Southeast Queens. The community as a whole very diverse. Approximately 5% of our students are recent immigrants. The majority come from Haiti, Africa, Jamaica and the Dominican Republic. The school is comprised of 81% African- Americans, 12% Hispanics, 4% Asians and 3% others. We used our classroom surveys, the inventory of languages from the HLIS, the RHLA and RDGS ATS reports and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Haitian Creole and Spanish.

Part B: Strategies and Activities

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole and Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages occurring in our school (Haitian Creole and Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, we plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

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 be provided by in-house by school staff. We have staff members who speak Arabic, French, Haitian Creole, Spanish and other languages. Since the two major language groups are Haitian Creole and Spanish, we have teachers to interpret in Haitian Creole and Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. We teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them.

We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided.

At the present time we have enough staff members to accommodate our translation needs.

We do have signs in the lobby of our school advertising such services.