

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

School Name: FRANK SINATRA SCHOOL OF THE ARTS

DBN (i.e. 01M001): 30Q501

Principal: DONNA FINN

Principal Email: DFINN@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: JOE ZAZA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Donna Finn	*Principal or Designee	
Michael Rokofsky	*UFT Chapter Leader or Designee	
Roula Vlahos	*PA/PTA President or Designated Co-President	
Joanne Maglaras	DC 37 Representative, if applicable	
Ramelo Rodrigues and Sabrina Dionia	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
William Stevens	Member/ APO	
Suzanne Windland	Member/ parent	
Eli Kronenberg	Member/ Teacher	
Mak Elhassan	Member/ Teacher	
Eric Grandison Ellen Sullivan Brozen	Member/ Parent	
Suzette Scarborough Susan Kimelman	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

- To implement a professional development program for Common Core Standards that will enable teachers of English, Social Studies, Science and Math to integrate core standards into units and lesson plans.

Comprehensive Needs Assessment

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

- Teachers will be required to prepare students for CCS assessments including regent's exams. The professional development will enable them to incorporate instructional strategies into their lesson plans that will prepare students for these assessments.

Instructional Strategies/Activities

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

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - All teachers in the academic subjects will receive professional development that will enable them to create lesson plans and units that will incorporate the domains and standards of the CC.
 - The Principal and the AP of Instruction will be responsible for overseeing teacher PD and outcomes.
 - PD will take place on DoE designated PD days, contractual PD days and during meetings with the AP of Instruction and or the Principal,
 - Feedback to teachers will be documented in the Teacher Effectiveness observations and in professional conversations throughout the school year.

1.

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

- Academic teachers, AP of Instruction, school librarian and Principal will be involved in professional development. Additionally they will be developing lesson plans indicating the common core standard target

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

- Classroom observations, periodic assessments, regents exams, student work and review of lesson plans.

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

- September 2014 to June 2015

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

- Professional development, teacher planning, administrative support, Network support.

Strategies to Increase Parental Involvement

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

Parents will be informed of classroom initiatives through PupilPath, and parent/teacher

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

- To provide professional development to all teachers to support understanding of the Teacher Effectiveness initiative as it aligns with the Danielson Framework raising the percentage of teachers rated highly effective in 1e from 25% to 30 %, 3b from 19% to 24% and 3c from 60% to 65 %.

Comprehensive Needs Assessment

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

- All teachers will continue to deepen their understanding of the Teacher Effectiveness Evaluation for 1e, 3b and 3c. per last year's assessment of teacher performance results as indicated in Advance.

Instructional Strategies/Activities

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

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teachers will continue to receive PD on DoE PD days and at contractual PD sessions to deepen understanding of domains and components subject to evaluation during the 2014-2015 school year.
 - b) Teachers will be observed according to DoE mandates using the Danielson Framework and related rubrics as prescribed.
 - c) Observations will be conducted by the AP of Instruction for the academics and by the AP of the Arts in the studios as well as by the Principal and AP Administration. Peer observations will be arranged as part of the scheduled PD.

1. Professional development will continue throughout the school year

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

1. Teachers, administrators, Talent Coach

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

1. Completed observations. Teacher's artifacts, improvement in delivery of instruction as indicated in Advance through classroom observations

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

1. September to June

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

1. Administration sharing observation practices under the Teacher Effectiveness initiative.

Strategies to Increase Parental Involvement

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

Parents were informed of the new Teacher Effectiveness at SLT and PTA meetings.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<ul style="list-style-type: none"> To continue expanding our ICT program for the incoming 9th and upcoming 10th grade class for Fall of 2014 and improve the credit accumulation rate. Last year 31.8% of 9th grade ICT students accumulated 100% of attempted credits. The goal is to increase the 100% accumulation rate for 9th grade to 40%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<i>This year 46 Special Education students with IEP's designated for ICT classes are enrolled at Sinatra</i>

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups
<ul style="list-style-type: none"> Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: <ol style="list-style-type: none"> a) Three 9th grade sections of ICT classes and two 10th grade were created in English, Social Studies, Math and Science to accommodate SWD.. b) Three Special Education teachers work with FSSA Gen Ed teachers to coordinate and teach the ICT classes. c) Common planning time has been arranged for the Special Education and Gen Ed teachers throughout the school year. d) Case conferences will be scheduled for parents, teachers, guidance personnel and administration to assess student progress during and after the school day.

B. Key personnel and other resources used to implement each strategy/activity
1. Special education and general education teachers, Guidance staff, administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Scholastic reports, IEP compliance, PupilPath, credit accumulation guidance meetings

D. Timeline for implementation and completion including start and end dates
1. September 2014 to June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher common planning time, guidance meetings, parent conferences and student support provided by staff through tutoring and conferencing.

Strategies to Increase Parental Involvement

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

Parents will be informed of student progress by subject area teachers through Pupilpath daily. Entries regarding homework completion and test results will be entered in a timely fashion. The Guidance Department will conduct periodic conferences with parents of students with IEP's for ICT instruction. Parents will have an opportunity to meet with strategic learning specialists, subject area teachers and service providers.
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Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">x</td> <td style="width: 15%; text-align: center;">Tax Levy</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">Title IA</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">Title IIA</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">Title III</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">Set Aside</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">Grants</td> </tr> </table>	x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants	

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

To continue to evaluate the level of rigor in all subjects and grades with focus on all regents exams mastery rates. During the 2013-2014 the average mastery rate on 12 exams was 43.6%. The goal is to raise the mastery rate to 47% for the 2014-2015 school year.

Comprehensive Needs Assessment

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

January and June 2014 regents results.

Instructional Strategies/Activities

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

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

1. Teacher teams will collaborate to design co-curricular instruction for literacy and analytical skills in all regents classes on PD days.
2. Teacher teams will create unified rubrics for writing, reading in all regents classes.
3. Engage NY curriculum will be implemented and refined by math teachers to ensure rigor and comprehension in Algebra and Geometry.
4. Teachers will support students through formative and summative assessments, differentiated instruction, tutoring and peer tutoring

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

1. Teachers of regents classes, AP Instruction and Principal

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

1. Lesson plans, rubrics, assessments, mock regents exams and projects

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

1. September 2014 to June 2015

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

1. Contractual PD, Teacher teams, DoE PD days, Network Instructional personnel, AP Instruction and Principal

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Tutoring is available for all students	Classroom, small group one to one and peer tutoring	During and after school]
Mathematics	<p>A 2year Algebra2/Trig sequence has been created to accommodate students scoring below 85 on NYS Geometry Regents Exam.</p> <p>Tutoring for Algebra2/Trig is offered during "0" period each day and for all math classes tutoring is available on events day after school</p>	Classroom, small group one to one and peer tutoring	During and after school
Science	Tutoring is available for all science subjects on events day schedule	Classroom, small group one to one and peer tutoring	During and after school
Social Studies	Tutoring is available after school on the events day schedule	Classroom, small group one to one and peer tutoring	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual counseling, group counseling, parent/students academic conferences	Individual and small group	During school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
-
- **Here at our school we have purchased PupilPath. This has enabled parents to monitor their students' progress and communicate with teachers throughout the school year.**
- 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;
-
- **Parents are invited to the school for orientation, PTA meetings, parent/teacher conferences, special guidance performances and parent meeting throughout the time their children are in attendance.**
-
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
-
- **PupilPath is updated daily for parent to monitor assignments and progress**
- providing assistance to parents in understanding City, State and Federal standards and assessments;
-
- **Daily announcements are made each day and sent to parents via e-mail to keep them informed of the changes occurring as well as presentations at PTA and SLT meetings.**
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- **The Parent Coordinator sends messages via e-mail to parents daily regarding activities, performances workshops etc.**
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

- **This is discussed at SLT meetings and implemented as appropriate.**

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 30	Borough Queens	School Number 501
School Name Frank Sinatra High School for the		

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 Donna Finn	Assistant Principal Sofia Apostolidis
Coach N/A	Coach type here
ESL Teacher Monica McFadden	Guidance Counselor Sheva El Hassan
Teacher/Subject Area Robert Budnick	Parent Merilyn Sooknanan
Teacher/Subject Area Stuart Deutsch	Parent Coordinator type here
Related Service Provider Susan Gaska	Other type here
Network Leader(Only if working with the LAP team) Joseph Zaza	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	760	Total number of ELLs	3	ELLs as share of total student population (%)	0.39%
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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														
SELECT ONE										3				3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	0	0	0	3

B. ELL Years of Service and Programs

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

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

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

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	0	0	0	0	0	0	0	3	0	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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): <u>0</u>	Number of third language speakers: <u> </u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u>1</u>	Hispanic/Latino: <u>2</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)														0
Intermediate(I)														0
Advanced (A)										3				3
Total	0	3	0	0	0	3								

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	2	1			3
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	2				1				3
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	2				1				3

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - We administer the Home Language Identification Survey (HLIS) to all parents. The principal meets with and interviews parents and determines LAB-R eligibility. Students who are eligible for the LAB-R are tested by the ESL certified teacher within the first ten days of admittance. The NYSESLAT is administered to all ELLs in the Spring. After the results for the NYSESLAT come in the LAP team

meets to discuss the results and next steps for the students.

2. We first show the video to the parents, and describe the three programs offered in NYC, and allow parents to ask questions. After they have selected the ELL program for their child, we tell them about our ESL program in our school.

3. Entitlement letters and surveys are given to parents at an orientation meeting and the school secretary follows up to ensure that they are returned.

4. After the administration of the LAB-R and after consultation with the parents the students are placed in an ESL instructional program.

5. All parents have selected an ESL program for their children.

6. So far the program models offered are aligned with parent requests. We will evaluate this on a year by year basis and make any necessary changes.

REQUIRED STEPS TO FOLLOW:

Step 1. Identification of LEP Students: Home Language Survey.

A Home Language Survey is a district-developed tool to be given to all entering students and used to identify students who may not be proficient in English.

The Home Language Survey is designed to identify, for possible further evaluation:

Students who communicate in a language other than English; or

Students whose families use a primary language other than English in the home; or

Students who use a language other than English in daily non-school surroundings.

Note: Having another language spoken in the home or routinely used in other settings is not an automatic identification of a student as LEP/ELL. The preliminary evaluation conducted in the next step determines the students who should be referred for placement in a language instruction educational program.

Step 2. Preliminary Evaluation: Academic History.

The student's academic history should be thoroughly assessed including:

Academic records from within or outside the United States

Course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language acquisition

Information on everyday classroom performance

Step 3. Screener Evaluation for Instructional Placement.

Students with limited English language skills who have recently arrived in the United States, or are newly enrolled in the school district and are potential ELLs, should be formally screened to help determine whether or not the student is in need of a language instruction educational program.

Step 4. Screener Evaluation for Instructional Placement LAB-R

Students with limited English language skills who have recently arrived in the United States, or are newly enrolled in the school district and are potential ELLs, should be formally screened to help determine whether or not the student is in need of a language instruction educational program.

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.

REQUIRED STEPS TO FOLLOW:

Step 1. Identification of LEP Students: Home Language Survey.

A Home Language Survey is a district-developed tool to be given to all entering students and used to identify students who may not be proficient in English.

The Home Language Survey is designed to identify, for possible further evaluation:

Students who communicate in a language other than English; or

Students whose families use a primary language other than English in the home; or

Students who use a language other than English in daily non-school surroundings.

Note: Having another language spoken in the home or routinely used in other settings is not an automatic identification of a student as LEP/ELL. The preliminary evaluation conducted in the next step determines the students who should be referred for placement in a language instruction educational program.

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Information on everyday classroom performance

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Step 4. Screener Evaluation for Instructional Placement LAB-R

Students with limited English language skills who have recently arrived in the United States, or are newly enrolled in the school district and are potential ELLs, should be formally screened to help determine whether or not the student is in need of a language instruction educational program.

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 . Entitlement letters are distributed for all students who have been tested. Letters also go home to parents of ELLs who have reached proficiency and those who will continue to receive services. Parents of newly enrolled ELLs are then invited to attend an orientation, to ensure their understanding of all three program choices. If necessary, translated versions of the video and surveys are available. The ELL teacher is available to meet with parents of enrolled students throughout the year. During these meetings, parents also learn about the school community, state assessments, and general program requirements. In addition, ELL parents are encouraged to meet during parent-teacher conferences to discuss their child's strengths and goals.

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.

. Identification of LEP Students: Home Language Survey.

A Home Language Survey is a district-developed tool to be given to all entering students and used to identify students who may not be proficient in English.

The Home Language Survey is designed to identify, for possible further evaluation:

Students who communicate in a language other than English; or

Students whose families use a primary language other than English in the home; or

Students who use a language other than English in daily non-school surroundings.

Note: Having another language spoken in the home or routinely used in other settings is not an automatic identification of a student as LEP/ELL. The preliminary evaluation conducted in the next step determines the students who should be referred for placement in a language instruction educational program.

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.

During registration, parents are required to fill out a Home Language Identification Survey (HLIS) with the assistance of a trained pedagogue who has access to an ELPC screen to view: The Student' educational history in NYC, and proficiency level. HLIS and interview are given concurrently to determine the language in which the survey should be given. The surveys are available in several different languages and office staff members are available for interpretation, as well as based on parents' responses, students are given the LAB-R to determine eligibility for bilingual/ ESL services and instructional placement. The LAB-R is administered by a certified ESL teacher and it's always completed within students' first ten days of enrollment. Entitlement letters are distributed for all students who have been tested. Letters also go home to parents of ELLs who have reached proficiency and those who will continue to receive services. Parents of newly enrolled ELLs are then invited to attend an orientation, to ensure their understanding of all three program choices. If necessary, translated versions of the video and surveys are available. The ELL teacher is available to meet with parents of enrolled students throughout the year. During these meetings, parents also learn about the school community, state assessments, and general program requirements. In addition, ELL parents are encouraged to meet during parent-teacher conferences to discuss their child's strengths and goals.

The NYSESLAT is administered to all ELLs each spring. The results from the NYSESLAT are reviewed each fall to determine if students are still entitled to services and how many minutes of instruction they should receive. In addition, we evaluate the test scores to

determine strengths and goals of all English language learners at our school.

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. □

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Parents of newly enrolled ELLs are then invited to attend an orientation, to ensure their understanding of all three program choices. If necessary, translated versions of the video and surveys are available. The ELL teacher is available to meet with parents of enrolled students throughout the year. During these meetings, parents also learn about the school community, state assessments, and general program requirements. In addition, ELL parents are encouraged to meet during parent-teacher conferences to discuss their child's strengths and goals.
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](#))
Students are assessed every year to measure their English language proficiency in listening, speaking, reading, and writing and to track their annual progress toward proficiency. NYSESLAT helps schools determine which instructional standards they must focus on to ensure their English Language Learners fully acquire the language proficiency that will prepare them for success in the classroom.
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?

Each student's performance on the NYSESLAT will be the basis for determining whether the student continues to be an English Language Learner. Based on the results of the test, the student's English language proficiency level is classified as Beginning, Intermediate, Advanced, or Proficient. Such classification must be used to provide the required amount of language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education

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 High School

6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL instruction is provided through a Freestanding model. In our freestanding ESL program, English is used 100% of the time. Our ESL teacher, the principal, and others help to develop a schedule for ELL students based on their grade and proficiency levels.
The students are grouped heterogeneously. As per CR Part 154, students at the beginning and intermediate levels receive 360minutes of ESL instruction per week. Students at the advanced level receive 180 minutes, or five periods per week and meet the required mandate.
Although we do not have any SIFE students, they would receive services as a "newcomer" at our school. Most newcomers receive ESL instruction for 360 minutes per week, based on their proficiency level. They would also participate in smaller "newcomer" groups to support their language development. Teachers at our school differentiate lessons and assignments for all students, including newcomer ELLs. We provide additional instruction for these students, as well.
This year, we have three students with IEP's. During weekly meetings, we discuss their progress and current goals in depth. We provide intervention for all students who require help meeting standards in ELA, Math and other areas.

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 Dual Language Program not offered at this school site

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Through assessments. These assessments have shown that ELL students often do not have the necessary vocabulary and vocabulary enrichment required to reach the target goal of attaining academic vocabulary proficiency or CALP. In addition, letter recognition and phonics are areas identified as needing enrichment.
ELL students need additional support with reading and writing.

We use test data as well as data and other assessments collected by the teachers and parent teacher conferences to determine the success of the program for ELL's, not withstanding, the graduation rate and academic achievements reached by our ELL students for example, one of our ELL students was a valedictorian and many have gone onto four year colleges.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
During registration, parents are required to fill out a Home Language Identification Survey (HLIS) with the assistance of a trained pedagogue who has access to an ELPC screen to view: The Student' educational history in NYC, and proficiency level. HLIS and interview are given concurrently to determine the language in which the survy should be given. The surveys are available in several different langauges and office staff members are available for interpretation, as well as based on parents' responses, students are given the LAB-R to determine eligibility for bilingual/ ESL services and instructional placement. The LAB-R is administered by a certified ESL teacher and it's always completed within students' first ten days of enrollment. Entitlement letters are distributed for all students who have been tested. Letters also go home to parents of ELLs who have reached proficiency and those who will continue to receive services. Parents of newly enrolled ELLs are then invited to attend an orientation, to ensure their understanding of all three program choices. If necessary, translated versions of the video and surveys are available. The ELL teacher is available to meet with parents of enrolled students throughout the year. During these meetings, parents also learn about the school community, state assessments, and general program requirements. In addition, ELL parents are encouraged to meet during parent-teacher conferences to discuss their child's strengths and goals.
The NYSESLAT is administered to all ELLs each spring. The results from the NYSESLAT are reviewed each fall to determine if students are still entitled to services and how many minutes of insturction they should receive. In addition, we evaluate the test scores to determine strengths and goals of all English language learners at our school.

The following requests to the parent/guandian admitting the student will be made: 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, 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 nor 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 student, 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 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 op-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 test out of the program. In the event that the parent chooses to have the child in a Bilingual program (not offered at this school site), the student is sent to the Placement Center so the the student may be registered in a school that has the program of their choice. 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.

Parents of newly enrolled ELLs are then invited to attend an orientation, to ensure their understanding of all three program choices. If necessary, translated versions of the video and surveys are available. The ELL teacher is available to meet with parents of enrolled students throughout the year. During these meetings, parents also learn about the school community, state assessments, and general program requirements. In addition, ELL parents are encouraged to meet during parent-teacher conferences to discuss their child's strengths and goals.

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

. Entitlement letters are distributed for all students who have been tested. Letters also go home to parents of ELLs who have reached proficiency and those who will continue to receive services. Parents of newly enrolled ELLs are then invited to attend an orientation, to ensure their understanding of all three program choices. If necessary, translated versions of the video and surveys are available. The ELL teacher is available to meet with parents of enrolled students throughout the year. During these meetings, parents also learn about the school community, state assessments, and general program requirements. In addition, ELL parents are encouraged to meet during parent-teacher conferences to discuss their child's strengths and goals.

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.

During registration, parents are required to fill out a Home Language Identification Survey (HLIS) with the assistance of a trained pedagogue who has access to an ELPC screen to view: The Student' educational history in NYC, and proficiency level. HLIS and interview are given concurrently to determine the language in which the survey should be given. The surveys are available in several different languages and office staff members are available for interpretation, as well as based on parents' responses, students are given the LAB-R to determine eligibility for bilingual/ ESL services and instructional placement. The LAB-R is administered by a certified ESL teacher and it's always completed within students' first ten days of enrollment. Entitlement letters are distributed for all students who have been tested. Letters also go home to parents of ELLs who have reached proficiency and those who will continue to receive services. Parents of newly enrolled ELLs are then invited to attend an orientation, to ensure their understanding of all three program choices. If necessary, translated versions of the video and surveys are available. The ELL teacher is available to meet with parents of enrolled students throughout the year. During these meetings, parents also learn about the school community, state assessments, and general program requirements. In addition, ELL parents are encouraged to meet during parent-teacher conferences to discuss their child's strengths and goals.

The NYSESLAT is administered to all ELLs each spring. The results from the NYSESLAT are reviewed each fall to determine if students are still entitled to services and how many minutes of instruction they should receive. In addition, we evaluate the test scores to determine strengths and goals of all English language learners at our school.

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

The NYSESLAT is administered in grades 9-12. They have four modalities: Listening, Reading, Speaking, and Writing. In order to determine a student's performance level (Beginning, Intermediate, Advanced, or Proficient), raw scores must be combined as follows:

- Listening and Speaking combined raw score
- Reading and Writing combined raw score

A student's English performance level is determined by the scale scores on both the Listening and Speaking, and Reading and Writing components of the NYSESLAT. The score ranges differ for each grade (K-12). English Language Learners are determined to be English proficient when they attain the minimum combined scale scores at the proficient level in both Listening and Speaking, and Reading and Writing. The score ranges differ for each grade. By themselves, the raw scores cannot be used to determine proficiency.

- BIAP (Basic, Intermediate, Advanced, Proficient): Indicates the student's overall NYSESLAT Proficiency Level for the most recent administration. Proficiency is determined by a student's combined performance on listening, speaking, reading, and writing. Results are displayed using the icons below. Students are no longer considered English Language Learners once they have scored Proficient on the NYSELAT.

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. 

Paste response to question here: The trend indicate parental involvement that supports student academic success. Toward that end,

they support the test results as indicated with the need for language support through available programs such as ESL. Notwithstanding, there is a trend toward requesting Native Language support.

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])?

ESL instruction is provided through a Freestanding model. In our freestanding ESL program, English is used 100% of the time. Our ESL teacher, the principal, and others help to develop a schedule for ELL students based on their grade and proficiency levels.

The students are grouped heterogeneously. As per CR Part 154, students at the beginning and intermediate levels receive 360minutes of ESL instruction per week. Students at the advanced level receive 180 minutes, or five periods per week and meet the required mandate.

Although we do not have any SIFE students, they would receive services as a “newcomer” at our school. Most newcomers receive ESL instruction for 360 minutes per week, based on their proficiency level. They would also participate in smaller “newcomer” groups to support their language development. Teachers at our school differentiate lessons and assignments for all students, including newcomer ELLs. We provide additional instruction for these students, as well.

This year, we have three students with IEP's. During weekly meetings, we discuss their progress and current goals in depth. We provide intervention for all students who require help meeting standards in ELA, Math and other areas.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The students are grouped heterogeneously. As per CR Part 154, students at the beginning and intermediate levels receive

360minutes of ESL instruction per week. Students at the advanced level receive 180 minutes, or five periods per week and meet the required mandate.

Although we do not have any SIFE students, they would receive services as a “newcomer” at our school. Most newcomers receive ESL instruction for 360 minutes per week, based on their proficiency level. They would also participate in smaller “newcomer” groups to support their language development. Teachers at our school differentiate lessons and assignments for all students, including newcomer ELLs. We provide additional instruction for these students, as well.

In addition to the instructional minutes stated above, frequent conferences between classroom teachers and the ELL teacher help us provide additional support for students. The ESL teacher is available to meet with these students for up to two years, in addition to the extended day period, if necessary. Furthermore, former ELLs are permitted to receive test accommodations on standardized tests for up to two years after they’ve reached proficiency on the NYSESLAT.

**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. McFadden. 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:

At this point, this is the first year Frank Sinatra H.S. has ELL’s. The each received the required 230 minutes each week of a Free standing ESL class for Advanced Level Class (45 minute period of ESL/ day)

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

The ESL program at Frank Sinatra is designed around content-based units, and incorporate all four language skills: listening, speaking, reading, and writing. ESL instruction is content-based and developed using the balanced literacy approach. The content, materials and lessons are adapted to meet each student’s needs and provide scaffolding for language, as well as differentiating the curriculum to reach ELLs at all proficiency levels. Communicative learning techniques are implemented to help ELLs with both content and academic language. Activities include, annotations, pair and share which allow students to engage in a dialogue with their text, accountable talk, Total Physical Response is also routinely used .As a part of a balanced literacy program, English Language Learners engage in shared, guided, and independent reading. In addition, interactive writing and modeling are an essential part of our routine with an emphasis placed on critical writing assignments via argumentative essays. Students are given the opportunity to explore many different genres of reading and writing using material that is relevant and relateable. Throughout our school, native language and culture is portrayed in students’ independent writing and presentations. Students are encouraged to share their cultural knowledge with others. This philosophy is especially important in the ESL classroom. For example, as an extension to a content area assignment which focused on greek mythology, the students read about a chinese myth and created graphic organizers used to compare traditions in their country to the United States. We have a small library of books in native languages, as well as bilingual picture dictionaries

**

The methodology used in all ESL levels is aligned with Common Core Learning Standards as 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 and in the Free-standing ESL class. The support offered in our Free Standing ESL program includes, 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?
ELLs at our school participate in a rigorous program, which is aligned with the NYS standards. We uphold this academic rigor by using a variety of instructional materials and assessments. Explicit ESL is delivered by teaching language through context and scaffolding learning.
The NYSESLAT, LAB-R, and ELL interim assessments can be used as a guideline for instruction. Results from the interim assessments will reveal the areas of strength and weakness for each English Language Learner.

**In the event that a registrant 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 native language literacy.

In the event if SIFE students, they will be served 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

credit recovery

One-on-one small group instruction during students' lunch periods, extended day and PM school with content area teachers, Regents Prep software enrichment Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker

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*

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

Through the use of data procured from the NYSESLAT and ARIS. Instruction for ELLs addresses all four language modalities--listening, speaking reading and writing. Audio-visual resources are used extensively. Instruction is focused on the development of the four language modalities.

6. How do you differentiate instruction for ELL subgroups?

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

Instruction is differentiated to enhance teaching and learning for all ELL subgroups. Each class is infused with academic rigor to promote higher-order thinking skills in our students. Teachers plan strategically in order to meet the needs of diverse learners

A) *Although at the present time, there are no SIFE students, should the need arise we would offer targeted instruction in ESL and content-area in the four modalities. They would receive small group instruction that is scaffolded and differentiated primarily through tiers to accommodate the needs of students and to immerse them in a Variety of language intensive activities.

B) Newcomers (we have zero in this category as well) would be placed in a Newcomer ESL class with two accompanying skills intensive class with an emphasis on small group instruction.

C) For ELLs which have been serviced 4-6 years, instructional supports including NYSESELAT and ELA Regents preparation materials and audio -visual materials.

D) For long term ELLs we conduct consistent and ongoing outreach to the parents of our 3 ELLs that fall under this category. They are offered intensive instructional support in a small group setting.

E) For former students we offer content area support.

*In the event of SIFE students, they will be served 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

credit recovery

One-on-one small group instruction during students' lunch periods, extended day and PM school with content area teachers , Regents Prep software enrichment Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker

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

Bilingual glossaries and dictionaries

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7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ESL program at Frank Sinatra is designed around content-based units, and incorporate all four language skills: listening, speaking, reading, and writing. ESL instruction is content-based and developed using the balanced literacy approach. The content, materials and lessons are adapted to meet each student's needs and provide scaffolding for language, as well as differentiating the curriculum to reach ELLs at all proficiency levels. Communicative learning techniques are implemented to help ELLs with both content and academic language. Activities include, annotations, pair and share which allow students to engage in a dialogue with their text, accountable talk, Total Physical Response is also routinely used .As a part of a balanced literacy program, English Language Learners engage in shared, guided, and independent reading. In addition, interactive writing and modeling are an essential part of our routine with an emphasis placed on critical writing assignments via argumentative essays. Students are given the opportunity to explore many different genres of reading and writing using material that is relevant and relateable. Throughout our school, native language and culture is portrayed in students' independent writing and presentations. Students are encouraged to share their cultural knowledge with others. This philosophy is especially important in the ESL classroom. For example, as an extension to a content area assignment which focused on greek mythology, the students read about a chinese myth and created graphic organizers used to compare traditions in their country to the United States. We have a small library of books in native languages, as well as bilingual picture dictionaries.

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?

All students, especially ELL-SWD's (students with disabilities) 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:

- Integrated Algebra texts
 - Graphic Organizers
 - Tables/Charts/Index Cards
- Regents Prep Books

All curricular , instructional and scheduling flexibility, co-curricular events, after school sports, etc. enable ELLs to achieve their proficiency and IEP goals.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

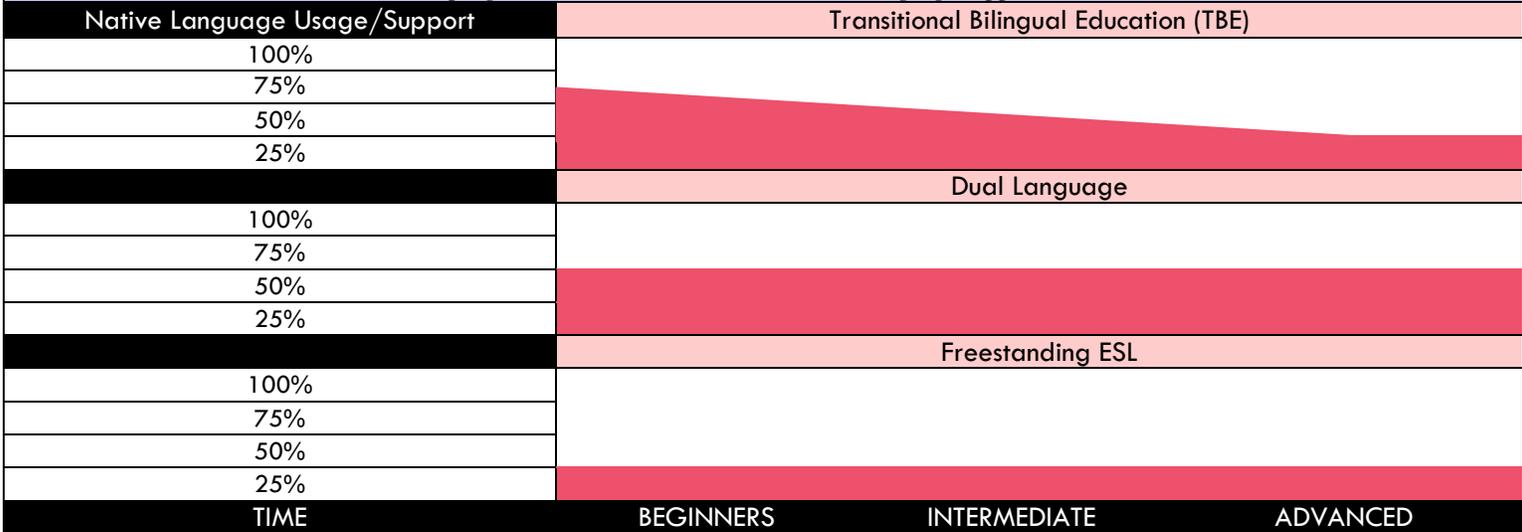
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Freestanding ESL: Students receive daily instruction in ELA, use of content area ICT and ESL support, meeting with the guidance counselor in addition, we will provide additional support if our ELL populations increases and the need arises.

****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 Monday through Thursday by content area teachers from 2:20 pm to 2:57pm (changes with flexibility in schedule allowances)

One-on one small group instruction during students' lunch periods and after school with content area teachers (subject to schedule changes)

Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker

****REV: 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.

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 meeting their content area requirements and are meeting the credit accumulation requirements for promotion to the next grade level.

Past students have excelled and is evident: past student became the school's valedictorian, test out of ESL, continue their education by attending colleges, graduate with regents diplomas.

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

Programs offered will be determined by budget and need.

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

N/A:

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

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 invitation of ESL, physical education, and performance and visual arts teachers. Frank Sinatra affords students equal opportunity in studio auditions for admission to the school

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

Their listening and reading comprehension needs are addressed through the use of DBQ's, articles, novels, movies and documentaries. Skedula is used to track student progress.

****In addition, Graphic organizers, dictionaries etc. Technology is used to support ELLs in several ways. All classrooms at the Frank Sinatra School for the Arts are equipped with Smart Boards, and computers to enhance the learning experience. The Internet is a useful tool for translation, research, photographs, interactive games and videos for ELLs. The ELL teacher sometimes uses available electronic devices to record stories and track students' progress in speaking.**

ELLs are afforded equal access to all school programs, including extracurricular programs, and intervention services.

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

N/A

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

ITC services and guidance services support ELLs ages and grade levels

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.

All activities at Frank Sinatra H.S. are open to all students. 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 mathematics, science and technology.

18. What language electives are offered to ELLs?

Spanish foreign language classes are offered as mandated for students.

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.

Staff development is extremely important to our learning community. Our ELL teacher takes advantage of many opportunities, such as the NYS TESOL conferences and other related workshops. Attending these conferences allows our ELL teacher to stay informed about new approaches, techniques, and assessments. It is also a great way to become familiar with new publications and professional development resources. She also continues to participate in professional development opportunities offered by the Department of Education, as well as study groups with other ELL teachers in other districts.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The parents of ELLs are always included in our school community. We evaluate the needs of the parents through informal surveys and parents are encouraged to participate in a variety of school activities throughout the year. These activities can vary and are included in our monthly calendar. They include but are not limited to: sharing cultural traditions, accompanying the class on a field trip, school fundraisers and class celebrations are a few of the ways for parents of ELLs to get involved and help strengthen parental involvement. In addition, parents of ELLs are always invited to participate in any city-wide workshops that are available.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **Frank Sinatra High School for Arts**

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. The parent coordinator and ESL Teacher confer with the parents by telephone.

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.

Frank Sinatra School of the Arts High School is a public school located in Astoria, NY. It's one of 427 high schools in the New York City Public Schools. It serves 787 students from 9th grade to 12th grade, and has an overall student-to-teacher ratio of 18:1. Special education and vocational/technical programs are available at this school. Student Demographics for Frank Sinatra School Of The Arts High School

Asian 78 (11%)
Black 133 (18.34%)
Hispanic 208 (28.69%)
Native American 4 (0.55%)
White 302 (41.66%)

We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents and students.

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 Albanian, 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. 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.

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, Albanian, Spanish and other languages. The notices announcing special events will be translated into native language as needed, 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.