



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

DBN: (i.e. 01M001):

27Q650

School Name:

**THE HIGH SCHOOL FOR CONSTRUCTION TRADES, ENGINEERING, AND
ARCHITECTURE**

Principal:

LAKEISHA GORDON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 27Q650
School Type: High School 9-12 Grades Served: 9-12
School Address: 9406 104th Street Ozone Park, NY 11416
Phone Number: 718-946-6280 Fax: 718-846-6283
School Contact Person: Audrey Graves Email Address: AGraves@schools.nyc.gov
Principal: Lakeisha Gordon
UFT Chapter Leader: Monique Pearson
Parents' Association President: Anna Maria Carpinone
SLT Chairperson: Matthew Dimella
Student Representative(s): Ashaki Gumbs and Sean Singh

District Information

District: 27Q650 Superintendent: Donald Conyers
Superintendent's Office Address: 6565 Flatlands Avenue, Room 104c, Brooklyn, NY 11236
Superintendent's Email Address: DConyers@schools.nyc.gov
(718) 968-4100 extension
Phone Number: 1044 Fax: 718-241-9223

Cluster and Network Information

Cluster Number: Cluster 4 Cluster Leader: Chris Groll
Network Number: 403 Network Leader: Nathan Dudley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lakeisha Gordon	*Principal or Designee	
Monique Pearson	*UFT Chapter Leader or Designee	
Anna Maria Carpinone	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Brad Shenkman	Member/ UFT	
Matthew Dimella	Member/UFT	
Ed Hawkins	Member/UFT	
Karen Wong	Member/ UFT	
Gilbert Callan	Member/UFT	
Deborah Capuano	Member/PARENT	
Vivian DeShields	Member/ PARENT	
Michelle Dixon-Clarke	Member/PARENT	
Martina Hernandez	Member/ PARENT	
Angelo Mendel	Member/ PARENT	
Laura Sandora	Member/ PARENT	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The following is The High School for Construction Trades, Engineering, and Architecture's Mission and Core Values.

MISSION STATEMENT: Our school is committed to providing young men and women of diverse cultural, ethnic, and socio-economic backgrounds with a sense of belonging. This is conducted in an educational environment that allows them to explore their talents and interests while receiving a solid academic foundation that prepares them for post-secondary education, as well as careers in Construction Trades, Engineering and Architecture. The learning environment is specifically designed to promote academic achievement through the integration of the student's career interests while making connections of that learning to the world in which we live.

CORE VALUES: A community is based on the combined character and values of its individual members. Every member of the community has the right to expect a safe, clean and supportive environment. We expect students to treat everyone with respect, to withhold judgment until a situation has been viewed from all sides, and to seek help when provoked. Everyone must cooperate to fulfill this expectation.

In order to achieve this goal, each student in our school should make a continuous and determined commitment toward exemplifying the following characteristics and values: Respect, Responsibility, Enthusiasm, Hard Work, and Resilience.

It can be argued that the heart and hub of the school is our Career Technical Education (CTE) Program. This is, after all, why our school was created in the first place. Students apply to The High School for Construction Trades, Engineering, and Architecture (HSCTEA) to be in one of our three career theme academies where, as freshmen, they are introduced to the basics of architecture, construction and engineering. Over time they explore these fields in more depth while developing sophisticated skills through a series of hands-on project-based experiences.

In their Engineering course, students wire electronic circuits that perform logical quests, linking this to similar topics of logic in math. In Construction, students work with hand and power tools to create, design and construct practicum areas and install electrical circuitry. In Architecture, students have spent months in "architecture boot camp," focusing on developing hand-drafting and model-making skills, learning how scale plays a significant role in developing and representing creative architectural ideas. A superlative example of this is the large periodic table displayed in the main lobby of our school, a collaborative project between the students' architecture and chemistry classes.

What is even more remarkable is the fact that the infrastructure of our school was not designed to accommodate construction or engineering, as we were originally intended to be the *School of Architecture and Urban Planning*. Thus, to the credit of our teachers, students are learning their career skills in converted computer, art, and music rooms.

Students taking Engineering Design and Development, for instance, work in groups to design solutions to problems of their own choosing that are interdisciplinary and build on prior knowledge from all academic content areas. The research and documentation portions of the projects are very focused on literacy and expository writing while the hands-on development of solutions focuses on teamwork, problem solving, decision making, and quantitative skills.

But there is, perhaps, no greater measure of success than knowing that our students are continuing in their career pathways after graduation as carpenters, electricians, laborers, steamfitters, and painters, as well as continuing their education in post-secondary colleges and institutions, such as Cornell University, Rensselaer Polytechnic Institute, NYU Polytech, Syracuse, and City Colleges of Engineering and Architecture and work-based learning opportunities.

What our school does well:

- School leaders and faculty have aligned curricula to NYS Learning Standards integrating Common Core Learning tasks across grade and subject areas with a clear emphasis on higher order thinking skills and academic rigor addressing the needs of subgroups.
- School leaders regularly gather and analyze summative, periodic, and classroom level assessment data to determine areas of strengths and needs in order to track progress and influence school practices.
- School leaders and faculty developed and use tools to identify student mastery and performance trends greatly impacting curricular and organizational decisions.
- School leaders and faculty use Periodic Assessment and student artifacts to track progress and adjust school wide and classroom level plans and goals of student subgroups.
- Assessments and grading practices are regularly evaluated and adjusted with a focus on building alignment and coherence leading to an effective expectation of the Common Core Learning Standards.
- Annual planning processes are strategically aligned to measure progress for long and short terms goals which is collectively shared and valued by teams of teachers and individual teachers to improve instruction.

What our school needs to improve/areas of improvement:

- **STUDENT GOALS AND NEXT STEPS TO ACHIEVE MASTERY:** Teacher teams and individual teachers' assessments and rubrics identify students' strengths and areas of needs; however individual students do not always receive actionable feedback from their teachers and teacher are not given actionable feedback and therefore are not always clear of their next learning steps to achieve mastery.
- **SOCIAL EMOTIONAL GROWTH:** In order to achieve a highly inclusive culture, social-emotional learning goals and youth development needs should be fully supported by the school faculty.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The 2014 School Quality Snapshot indicates that only 67 percent of our students graduate college ready. Only 39 percent of our students enter a four year university. 36 percent of our students enter a two year university. Furthermore, although we had a 95 percent graduation rate for the 2013/2014 school year, only 85 of those graduates received an Advanced Regents diploma. Even more alarming only four students received a diploma with mastery in math and only one student received a diploma with a mastery of science. As a school community, we would like to see our students graduate with mastery of the Common Core Standards which will better prepare them to succeed in their post-secondary academic careers and allow them more opportunities to receive diplomas with greater academic distinction. Therefore, we are increasing our focus on disciplinary literacy to ensure that our students have sufficient literacy skills to read and comprehend in all of their content areas.

Strengths and needs:

- Created a Department Lead position in all content areas to further enhance the Professional Learning Community (PLC) within the science Department.
- Developed a common rubric along with common writing tools to ensure coherence among tools used to teach and assess their students’ writing to strengthen students’ comprehension of literacy in all content areas.
- Develop a writing benchmark checklist to ensure that teachers and students are aware of the writing skills and techniques that students are taught at each grade level.
- Develop a writing scope and sequence in all subject areas.
- Implement Content Based Literacy skills into all subjects. Our teachers are expected to incorporate reading, writing, and speaking into every lesson plan.
- Provide continuous professional development to all teachers to ensure that they have the skills to teach literacy in their specific content areas

These on-going strategies have also been implemented to ensure that our students develop the skill of using evidence to thoroughly explain and support claims in writing and discussions in each discipline. This will then transfer to stronger writing and speaking in disciplinary literacy which will support college and career readiness and will eventually lead to an increase in the number of diplomas that are awarded with mastery in Math and Science.

Part 2 – Annual Goal

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

By June 2015, 100% of CTEA teachers will strategically use the English Language Arts Common Core Learning Standards (CCLS) and the CCLS in History, Science, and the technical subjects to successfully teach disciplinary literacy in their classrooms. This should result in at least a 2 percent increase in the number of

students graduating college and career ready (63%-65%) as evidenced by 2015 School Quality Snapshot.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Attend Dudley Children’s First Network Professional Development Meetings (Principal’s meeting, AP meeting, Data Specialist Meetings, Teacher Leader Meetings) to ensure that we are receiving and providing our teachers with continuous support. • Use Common Planning Time and the Grade Team to develop standards’ based unit plans, lesson plans, and strategies for each subject based on the data from the interim assessments and the Common Core Standards. • Teacher Lead will provide targeted professional development opportunities based on the needs of the students and teachers as demonstrated on assessments and observations reports. • Administrative Team and instructional coaches will conduct classroom walkthroughs, inter-visitations and/or observations and feedback to teachers to determine the effectiveness of strategies introduced. 	All students	September 2015- Ongoing	Administrative Team and Teacher Department Lead Team
<p>Utilize Common Planning time and Department time to ensure that content and special education teachers are incorporating differentiated instructional and UDL strategies into their lesson plans.</p>	All students	September 2015- Ongoing	Administrative Team and Teacher Department Lead Team
<ul style="list-style-type: none"> • Parent Workshops: Understanding the Common Core, Parent Road Map • Understanding your students’ Individualized Education Plan (IEP) • Parent Focus Brunch • New York City Department of Education Common Core Library for Parents 	All Parents	September 2015- Ongoing	Parent Coordinator
<ul style="list-style-type: none"> • Create a calendar of common planning time meetings for all teachers. • School Team Building Retreat • School administered survey 	All students	September 2015- Ongoing	Administrative Team and Teacher Department Lead Team

<ul style="list-style-type: none"> Use Common Planning Time and the Grade Team to develop standards based unit plans, lesson plans, and strategies for each subject based on the data from the interim assessments and the Common Core Standards. This is also time to share best instructional strategies. 			
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Part 4 – Resources Needed

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

Baseline Assessments, Interim Assessments, Final Assessments, Observation Reports, Lesson and Unit Plans, Regents Data, Advanced Placement Scores, Progress Reports

Part 5 – Budget and Resource Alignment

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

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

- TL Fair Student Funding HS**-Training will consist of CFN403 Support and Professional Development
- TL Fair Student Funding HS**-9th Grade Writing Course will further enhance the skills and strategies that they will need in order to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.
- TL Fair Student Funding HS**-Tax Levy will be used for Saturday and after school courses
- TL Fair Student Funding HS**-Advanced Placement training for teachers and administrative team

Part 6 – Progress Monitoring

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

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

- Data Analysis of Interim Assessments will be reviewed on February 2, 2015. Lesson Plans and Unit Plans will be reviewed and collected during observation process and given actionable feedback.
- February 2, 2015-Mid-point review of progress.

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

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|--|---|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

CTEA is a screened school with three rigorous Career Technical Education majors. Students with special needs are increasingly representing a larger part of the school’s total population of 957 students. In fact, for the first time in our school’s history, we have a full Special Education Program in all four grades (9-12). According to our scholarship reports, our Special Education students received less credits than students without an Individualized Education Plan during all years of high school. It is our goal to ensure that all students including students with special needs are passing all of their courses, have access to a rigorous curriculum, and have the tools and skills needed to succeed in their post-secondary career.

Part 2 – Annual Goal

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

By June 2015, 80% of students in the Integrated Co-Teaching (ICT) cohorts will pass 80% of their core Academic classes evidenced by the school Scholarship Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Common Planning with Content Teachers • Effective Writing of IEPs • Rubric Training for IEPs • Developing Reading and Writing Comprehension for Students with Special Needs • Attend Dudley Children First Network Professional Development Meetings (Principal’s meeting, AP meeting, Data Specialist Meetings, Teacher Leader Meetings) to ensure that we are providing our teachers with the tools and skills needed to support our students. • Use Common Planning Time and the Grade Team to 	All Students	September 2015- Ongoing	Administrative Team and Teacher Department Lead Team

<p>develop standards based differentiated unit plans, lesson plans, and strategies for each subject based on the data from the interim assessments and the Common Core Standards.</p> <ul style="list-style-type: none"> • Teacher Lead will provide targeted professional development opportunities based on the needs of the students and teachers as demonstrated on assessments and observations reports. • Administrative Team and instructional coaches will conduct classroom walkthroughs, inter-visitations and/or observations and feedback to teachers to determine the effectiveness of strategies introduced. 			
<ul style="list-style-type: none"> • ICT students will have a point person who assists with their learning and checks on their progress in their core academic classes on a daily basis. • The point person will also be charged with writing and facilitating their IEP meeting. • ICT students will identify their learning goals through the help of their point person and will meet weekly to discuss their progress towards these goals. • ICT students will be recommended for targeted tutoring. • ICT students will be recommended for a weekly progress report that will help to ensure effective communication between teachers and parents/guardians. • Use grade team to encourage students to attend tutoring and to continue to develop and discuss differentiated strategies to support students. • Use charts to monitor testing accommodations, credit accumulation, and related services after each semester and monitored by the students point person. • Schedule professional development for teachers to assist in differentiating instruction and grading for all students. • We will develop a common language and expectations across the classes. • Weekly team meetings discuss students who are falling behind, curriculum development and Planning. • Administrator in charge of Special Education monitors grades, progress reports, scholarship and assessment data to recommend intervention. 	All Students	September 2015- Ongoing	Administrative Team and Teacher Department Lead Team
<ul style="list-style-type: none"> • Parent Workshops 	All Parents of Students with Special Needs	September 2015- Ongoing	Parent Coordinators
<ul style="list-style-type: none"> • Create a calendar of common planning time meetings for all teachers. • Use Common Planning Time and the Grade Team to develop standards based unit plans, lesson plans, and strategies for each subject based on the data from the interim assessments and the Common Core Standards. This is also time to share best instructional strategies. 	All Students	September 2015- Ongoing	Administrative Team and Teacher Department Lead Team

Part 4 – Resources Needed

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

- Resources for Children with Special Needs, Inc.
- UFT
- Dudley Children’s First Network

Part 5 – Budget and Resource Alignment

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

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

- **TL Fair Student Funding HS-2** SPED teachers hired.
- **TL Fair Student Funding HS-**Funding to support attendance at professional development conferences and training.
- **TL Fair Student Funding HS-**Compensatory time positions (Grade Team leaders and Department Leads) to support grade teams and ongoing monitoring of student progress.
- **TL Fair Student Funding HS-**Per session to compensate teachers for attending after school meetings, workshops and conferences.

Part 6 – Progress Monitoring

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

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

Analysis of Scholarship Report , Observations of ICT classrooms, and Review of Unit and Lesson Plans to ensure that UDL strategies and differentiated instruction is included.

February 2, 2015-Mid-point review of progress.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

By May 2015, 100% of CTEA teachers will have collaborated with their content teachers and grade team teachers to develop units of study that are aligned to the Common Core standards, develop and implement common literacy strategies/techniques and common rubrics. Our teachers have collaborated with their Department and Grade Team for five years. This is a continued need of focus as cited in the 2011/2012 Quality Review. Our meetings have become increasingly focused on aligning our curriculum to the Common Core Standards and increasing the quality of our students’ work and an increased score on their Common Core English Language Arts exam. By choosing this goal we are not only ensuring that our teachers are committed to our students’ success in improving their literacy skills in all disciplines, we are also moving toward creating a Professional Learning Community that promotes a culture of respect and continuous improvement amongst our teachers.

Part 2 – Annual Goal

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

By May 2015, 100% of CTEA teachers will have collaborated with their content teachers and grade team teachers to develop units of study that are aligned to the Common Core standards, create and implement common literacy strategies/techniques and common rubrics. As a result, 100 percent of teachers will have at least one unit of study that culminates in a performance based writing task and requires our students to use evidence to thoroughly explain and support claims in writing. Attainment of this goal will be measured by at least 30 percent of our students passing the Common Core English Language Arts exam with a score of an 80 or higher.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Professional Learning Communities • Common Planning Time • Department Meetings 	All Teachers	September 2015- Ongoing	Administrative Team and Teacher Department and

<ul style="list-style-type: none"> • Grade Team • Data Analysis • Targeted Professional Development • Ongoing/Frequent Observations 			Grade Lead Team
<ul style="list-style-type: none"> • Use grade team to encourage students to attend tutoring and continued development and discussion of the best UDL strategies and differentiated instruction techniques. • Schedule professional development for teachers to assist in differentiating instruction and grading for all students. • Weekly team meetings discuss students who are falling behind, curriculum development and Planning. • Administrator in charge of Special Education monitors grades, progress reports, scholarship and assessment data to recommend intervention. 	All Teachers	September 2015- Ongoing	Administrative Team and Teacher Department and Grade Lead Team
<ul style="list-style-type: none"> • Parent Workshops 	All Parents	September 2015- Ongoing	Parent Coordinator
<ul style="list-style-type: none"> • Analyze Baseline Assessment Results and student work to identify the gaps between what students currently know and are able to do and the demands of the Common Core. Understanding the gaps between the two will help our teachers determine what our students need to learn and inform their decisions about what to teach in response. • Develop Action Plan. The action plan will contain detailed steps, components and goals for our teachers to complete each month. • Teachers will work with their grade teams to develop a Literacy interdisciplinary Performance Based Assessment Task (PBAT) that is aligned to the Common Core Standards. • Teachers will develop common rubrics, and formative assessments (student work, exit slips, parking lots) to frequently assess their students' mastery of the Common Core Literacy Skill(s). Formative assessment slips will be differentiated based on the evaluation of our baseline and sub-group data. For example, teachers will begin to make more intentional moves to include Universal Design for Learning assessments inclusive of level 3 and 4 Depth of Knowledge Assessments. Task will also intentionally be created for our growing Special Education population of students. • Design differentiated tasks for higher performing and lower performing groups • Conduct inter-visitations and provide feedback on low inference observations using the Danielson framework to strengthen school-wide coherence. For example, since we are implementing component 3.B. Using questioning and Discussion techniques, questioning will be one of our lens used as a tool to create a common language across departments and grade levels. • Collect and examine student work and assessments to determine students' mastery of the literacy skill(s) using an agreed upon protocol. Students' work will be evaluated through a protocol inclusive of Depth of Knowledge to ensure that all tasks are intentionally aligned to all student data. For example, our high performing students will continue to be 	All Teachers	September 2015- Ongoing	Administrative Team and Teacher Department and Grade Lead Team

<p>challenged by tasks created from level 3 and 4. At the same time, students who are struggling with skill(s) or concept(s) might continue to complete tasks from level 1 or 2. At the end, we want all students completing level 3 and 4 tasks.</p> <ul style="list-style-type: none"> • Revise CTEA 2014/2015 professional development plans based on teacher need. In addition to teacher need the plan will continue to be revised based on student data and data collected through our informal and formal observation using the Danielson framework. • Analyze Interim and Formative Assessments to determine if the students have mastered the Common Core math/literacy. If the data reveals low performance in any specific standard, the teacher will collaborate with their common planning team and implement a new instructional strategy or resources to teach the skill. • Target students for mandatory tutoring if the data indicates that they have yet to master the Common Core math/literacy. 			
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Part 4 – Resources Needed

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

Department Meetings, Common Planning Time, Targeted Professional Development, and Department Leads

Part 5 – Budget and Resource Alignment

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

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

- **TL Fair Student Funding HS, Contract For Excellence HS allocation.** Common planning time for all teachers within each grade team that occur on a weekly basis throughout the year.
- **TL Fair Student Funding HS, Contract For Excellence HS allocation.** Per session for after-school instructional planning and professional development.
- **TL Fair Student Funding HS-Aussie Coach**
- **TL Fair Student Funding HS-Funding** to support registration and travel to attend professional development conferences.
- **TL Fair Student Funding HS and VTEA**-Instructional materials and resources for hands-on projects.
- **TL Fair Student Funding HS**-Funds to support student field trips (e.g. transportation, entry fees).
- **VTEA, TL Fair Student Funding, HS Contract For Excellence HS allocation** Compensatory time for teachers in the role of Grade Team Leaders.

Part 6 – Progress Monitoring

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

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

Analysis of Interim and Final Assessment Results .

February 2, 2015-Mid-point review of progress.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

This year we developed more opportunities that provide our students with the support needed to succeed academically, socially, and emotionally. In addition to Grade Team, where our teachers conduct student case-conferencing, develop interventions to support students, as well as create opportunities to celebrate our students that are improving or succeeding academically, we have now developed Advisory with the goal of developing mentoring relationships with each student that we serve. These relationships will ensure that our students receive ample social-emotional support that may result in improved academic performance. According to our 2013/2014 NYC School Survey, only 70 percent of our students feel that our school offers enough variety of programs, classes, and activities to keep them interested in school. Furthermore our Quality Snapshot, indicates that only 70 percent of our students feel that we offer enough variety of programs, classes, and activities to keep them interested in school. We strongly believe that developing mentor relationships between adults and our students will raise student confidence and improve their outlook on school and may result in students trying new classes, sports, or a club.

Part 2 – Annual Goal

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

By May 2015, in an effort to ensure that our students receive ample support to succeed academically, socially, and emotionally, 100 percent of our students will be assigned to an adult mentor at HSCTEA. Attainment of this goal will be measured by an increase of at least 2 percent in the number of students who respond favorably to the survey question, “My school offers enough variety of programs, classes, and activities to keep them interested in school as evidenced in the 2015 School Quality Snapshot.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to increase parent involvement and engagement
- Activities that address the Capacity Framework element of Trust

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Professional Learning Communities Common Planning Time Department Meetings Grade Team Data Analysis Targeted Professional Development Ongoing/Frequent Observations 			
Utilize Common Planning time and Department time to ensure that content and special education teachers are incorporating differentiated instructional and UDL strategies into their lesson plans.			
Parent Workshops			
<ul style="list-style-type: none"> Create a calendar of common planning time meetings for all teachers. Use Common Planning Time and the Grade Team to develop standards' based unit plans, lesson plans, and strategies for each subject based on the data from the interim assessments and the Common Core Standards. This is also time to share best instructional strategies. 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Baseline Assessments, Interim Assessments, Final Assessments, Observation Reports, Lesson and Unit Plans, Regents Data, Advanced Placement Scores, Progress Reports

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<u>Analysis of Interim and Final Assessment Results .</u>				
<u>February 2, 2015-Mid-point review of progress.</u>				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The 2013/2014 School Quality Snapshot indicates that 96 percent of our parents are satisfied with the education that their child is receiving. The 2013/2014 New York City School Survey Report, indicates that 97 percent of our parents feel welcome in the school. It is our goal to capitalize on our positive relationship with parents by enlisting their support in raising student achievement and college and career readiness rates. We are currently utilizing the extra time that has been built into our schedules for parent outreach to address the College and Career Readiness as well as the importance of the Common Core Learning Standards with parents. I also noticed that we scored a bit lower on the following question: My school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school. Communicating more with parents should improve our parents’ feelings in these areas and also increase our score on the School Survey Report.

Part 2 – Annual Goal

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

By end of the 2014/2015 school year, there will be a 20% increase in the number of contacts between families/parents and teachers and the parent satisfaction level with parent/teacher interaction will be at least 80% as evidenced in the New York City School Survey Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • PARENTING: Help all families establish home environments to support children as students. • COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. 	All Parents	September 2015- Ongoing	Parent Coordinator and Administrative Team

<ul style="list-style-type: none"> o Conferences with every parent at least once a year. o Language translators to assist families as needed. o Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. • VOLUNTEERING: Recruit and organize parent help and support. o Parent room or family center for volunteer work, meetings, and resources for families. • LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. • DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives. o Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation. 			
<ul style="list-style-type: none"> • Parent Workshops • IEP Meetings • 504 Meetings • Guidance Conferences 	All Parents	September 2015- Ongoing	Parent Coordinator and Administrative Team
<ul style="list-style-type: none"> • Create and make accessible a list of resources for types of family/parent workshops. • Identify desired topics through parent survey for parent workshops. • Increase accuracy and timeliness of EnGrade Reporting Data. • Utilize Allocated parent contractual contact time. • Increase interactions and sharing of best practices between parent organizations at different schools. • Enhance an online forum where parents and students can have questions answered by each other as well as by administration. 	All Parents	September 2015- Ongoing	Parent Coordinator and Administrative Team
<ul style="list-style-type: none"> • Parent Survey • Parent Focus Group • Conferences with Staff and Faculty • Parent Workshops • Open Door Policy 	All Parents	September 2015- Ongoing	Parent Coordinator and Administrative Team

Part 4 – Resources Needed

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

Partnerships with Community Based Organizations, Parent Coordinator, PTA, SLT Team

Part 5 – Budget and Resource Alignment

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

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

N/A

Part 6 – Progress Monitoring

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

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

CTEA administered Parent Survey-January 2015

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher referrals, data analysis, and student grades.	Before school and after school tutoring, and during lunch. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on. Teachers also case conference in their weekly grade team meetings to support students who are at risk. Teachers write action plans for each student who has failed their class.	Small Group Instruction	Before and After School, and during lunch
Mathematics	Teacher referrals, data analysis, and student grades	Before school and after school tutoring, and during lunch. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on. Teachers also case conference	Small Group Instruction	Before and After School, and during lunch

		in their weekly grade team meetings to support students who are at risk. Teachers write action plans for each student who has failed their class		
Science	Teacher referrals, data analysis, and student grades	Before school and after school tutoring, and during lunch. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on. Teachers also case conference in their weekly grade team meetings to support students who are at risk. Teachers write action plans for each student who has failed their class.	Small Group Instruction	Before and After School, and during lunch
Social Studies	Teacher referrals, data analysis, and student grades	Before school and after school tutoring, and during lunch. Small group differentiated instruction based on Baseline and Interim Assessment Results. The activities are targeted based on the skills each student needs to work on Teachers also case conference in their weekly grade team meetings to support students who are at risk. Teachers write	Small Group Instruction	Before and After School, and during lunch

		action plans for each student who has failed their class.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals, data analysis, and student grades	<p>Counseling Services i.e. peer relations, adult relations, self control, coping skills, decision-making, self evaluation, mediation, etc. Guidance counselors also case conferences in their weekly grade team meetings to support students who are at risk.</p> <p>Savitri Hiralall provides mandated Counseling Services i.e. peer relations, adult relations, self control, coping skills, decision-making, self evaluation, mediation, etc. She also see's students who are at risk.</p>	Small Group Instruction	Before and After School, and during lunch

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

NA

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

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

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

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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 the school. **HS for Construction Trades, Engineering and Architecture**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **HS for Construction Trades, Engineering and Architecture** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the School Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Snap Shot of Quality Schools, Quality Review Report,
- 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;

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

- 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)
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

HS for Construction Trades, Engineering and Architecture 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;
- 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 Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

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;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., 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 27	Borough Queens	School Number 650
School Name The High School for CTEA		

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 Lakeisha Gordon	Assistant Principal Kathryn Stahl
Coach N/A	Coach N/A
ESL Teacher Jason Salamonca	Guidance Counselor Rahim Osman
Teacher/Subject Area Marie Damico	Parent N/A
Teacher/Subject Area Yvonne Johnson	Parent Coordinator Audrey Graves
Related Service Provider NA	Other NA
Network Leader(Only if working with the LAP team) Nate Dudley	Other NA

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	945	Total number of ELLs	4	ELLs as share of total student population (%)	0.42%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
SELECT ONE										1	2	1	0	4
SELECT ONE										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	1	2	1	0	4

B. ELL Years of Service and Programs

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

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	4	0	0	4

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	4	0	0	4
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	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>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>3</u>
	Other: <u>1</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										1	1	1		3
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	2	1	0	4								

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0
READING/ WRITING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
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.
 Paste respon 1. All students are given a Baseline assessment to determine their academic level in all content areas. The data that we receive helps us design our instructional program and the interventions that we implement for our ELL students. This year we are utilizing the Common Core Standards to emphasize the literacy skills that our ELL students have not yet mastered. Additionally, we will

start using the Slosson as a tool to measure reading and will share this info with all of the teachers.se to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the data, it is reveal that our ELL student needs additional support in academic literacy.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The patterns across the NYSESLAT modalities further emphasize the importance of literacy across all content areas. We have since added an additional 9th grade writing class based on our results.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A The current 10th grade students have taken and passed two regents.All 4 of our ELL students are passing their classes. All teachers are are currently using their interim assessment data to determine the three academic areas where they will need additional support.

4B. We use the Periodic Assessments to modify our classroom instruction and to develop intervention programs and strategies based on the invidual needs of our students. All teachers write bi monthly instructional plans.

4C. We are learning that in order for our students to demonstrate proficiency in English, literacy and writing has to be emphasized and taught in each content area.Hence, all 9th graders are taking writing and all tenth graders Science Literacy.

5. N/A

6. We use interim assessments, the scholarship report, Regents' exams, and monitoring of student goals to evaluate the success of our program for ELL. :
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.](#))
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
6. We use interim assessments, the scholarship report, Regents' exams, and monitoring of student goals to evaluate the success of our program for ELL. : Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use interim assessments, the scholarship report, Regents' exams, and monitoring of student goals to evaluate the success of our program for ELLs.

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](#).)

Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher or Administrator conducts interviews with new enrollees. The informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. They will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment. If the LAB-R or Spanish Speaking LAB R needs to be administered, it will be conducted by a spanish speaking pedagogue or the ESL teacher. Mr. Salamanca administers the NYSESLAT to all four of our ELLs.

We use the RESL (ATS) to identify students required to take the NYSESLAT. We use RLAT (ATS) report to get the raw scores. The results of our NYSESLAT and Lab R 9 (if we had a student who took it, which thus far this year we have not) have shown that our studnets consistently fall in the Advanced area in the listening/speaking and reading/writing. We concentrate on all four of these areas when planning and executing our curriculum and instruction.aste response to question here:

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.

To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file in the studnets cumulative folder and. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, transitional bilingual program is chosen by default, and they will not be admitted into our school, since we do not offer that program. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school. Mr. Salamanca will meet with the parents to go over all of the information and will give the HLIS survey to the parents at the initial screening.

Letters to parents will se sent out annually to inform parents who have previously chose TBE/DL program when the program becomes available. Thus far, this has not been prevalent.aste response to question here:

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

ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, ESL is chosen by default. Mr. Salamanca will meet with the parents to administer the HLIS and go over all of the paperwork at the initial screening. All letters will be kept in the studnets cumulative folder. Paste response to question here:

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.

See questions 1-3

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.

Although parents are informed about the variety of ELL programs, they mostly choose ESL because that is the program that we offer at our school and appropriate for their child's needs. 100% of the parents that we have interviewed selected Free Standing ESL. Because we have so few ELL students, the trend for ESL has been consistent.

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. [①](#)

Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for TBL and Dual Language in case the interest arises in the future. Paste response to question here: Paste response to question here:

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])?

Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as the TAP, Music, and Art, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school.

CTEA implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate.
 - To incorporate recognized and researched based ESL instructional strategies across content subject areas.
 - To give students the skills to perform at city and state grade level in all subject areas.
- a. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years. Our curriculum is aligned to the CCLS which pushed for literact across all the content areas.
 - b. Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as TAP, Art, and Music Clubs, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school. Additionally, our Freshman writing and Science literacy classes also help to ensure that all studnets are exposed to more literacy tasks.

CTEA implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in /collaborative teaching model with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years. All 4 students are supported in the push in and pull out structure.

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)?

In the Freestanding ESL component we have students, from grades 9-12. They range from Advanced and Proficiency levels.

a. They receive from 180 minutes a week of ESL support their content area. All ESL students participate in a push-in ESL model for their ELA classes to ensure continuity of rigorous instruction. 90 minutes are in direct instruction pull out ESL and the other 90 minutes is a push in into Science literacy, Freshman Writing, and ELA.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.

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.

At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

ELL students are given ESL instruction in accordance with the mandated number of minutes for ELL students. Advanced students receive 180 minutes per week.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Every student is assessed every 9 weeks. We analyze our Baseline, Interim, and Final Assessments to ensure that all students are gaining proficiency in each content area.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Every student is assessed every 9 weeks. We analyze our Baseline, Interim, and Final Assessments to ensure that all students are gaining proficiency in each content area.

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).

Teachers utilize differentiated instructional strategies to support students' language needs. There is a strong ongoing emphasis on interdisciplinary instruction that focuses on language-across-the-curriculum. Clubs, such as the Drama Club and Newspaper Clubs, provide a more relaxing forum in which students can work on a host of language skills, such as creative writing, speaking, presentation, and listening skills. Additionally, developing language skills is the primary focus of our Children's First Intensive study and involves all teachers in the school.

Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many SIFE students have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFES are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFEs, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFEs. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE. Paste response to question here: Paste response to questions here:

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?

Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient. We currently have 7 students who made a Proficient score for the NYSESLAT.

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?

Our school recently increased the number of content and academic intervention courses that we offer our students by extending the number of periods that we offer from 7 to 8 periods. Additionally, all 9th grade students take two periods of English and a double period of Algebra.

Services for SWD happens half of the time as a push in into their ICT classroom.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

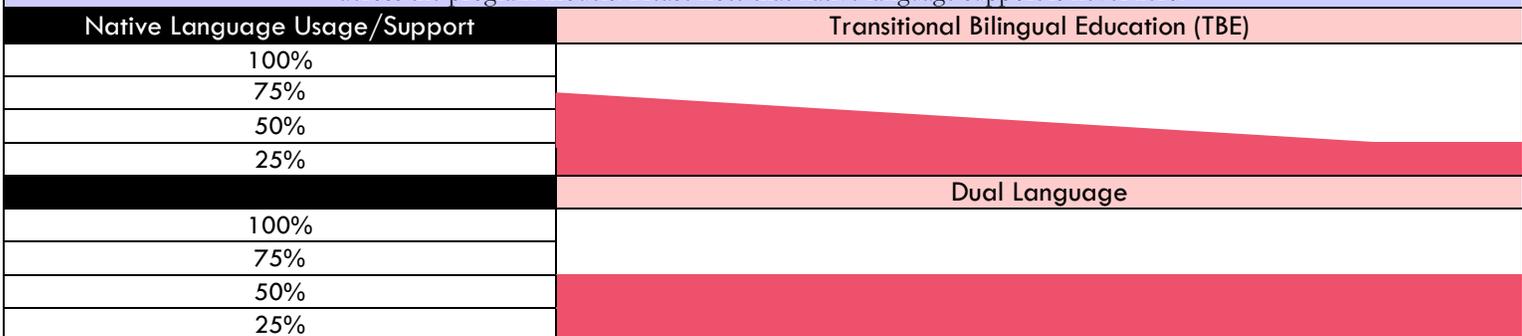
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Saturday Academy:** Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and English for a number of Saturdays during each semester.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Latino Film Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- **Summer Bridge:** Our summer bridge program is designed to help all students make a successful transition into our school. Each teacher at CTEA administers a Baseline assessment, Interim assessments, and Final assessments. These exams are administered and analyzed every 9 weeks. A copy of each assessment is submitted to each department Assistant Principal for review and approval. The goal is to ensure that all assessments are ready and finalized before the start of the school year. This enables all teachers to plan their lessons for mastery of the skills and key Common Core Standards that will be assessed on the Regents and Advanced Placement exams.

In order to ensure that our teachers have sufficient planning time to collaborate with their colleagues and develop assessments, analyze their results, and develop instructional plans, each teacher is assigned to a Common Planning team for each subject and grade that they teach. During this time, teachers analyze our school's previous Regents' results and determine which key Common Core Standards, skills, and content need further emphasis in their instruction. During this time teachers set specific goals and continuously monitor their results to determine the modifications and improvements that must occur in their classrooms and during targeted tutoring. Teachers also rely heavily on this information to determine how and when to differentiate their instruction and develop interventions and extending thinking activities for their students that reach all our subgroups. After each assessment, teachers case conference with their students to share their results and continuously monitor their individual student goals. This information is also shared with the grade team and students who are not meeting their individual goals as well as their teacher's goals are further supported. Students reflect on their own data to determine how they performed on their assessments. We use this opportunity to give students time to self reflect on their goals. Teachers Include targeted students for tutoring and remediation in their Instructional plans. If an ELL student needs remediation, they will be required to attend tutoring before or after school as well as Saturday school academy.

Ee have implemented inquiry team projects, where all teachers are engaging in department wide learning problems, and a couple of the ELL students are included in the subgroups.

In addition to our regular ESL program, our SWD-ELL students are provided mandated counseling (if applicable), one-on-one tutoring, and additional social service support as needed. All of our transfer SWD-ELLs are carefully evaluated at intake by our committee on special education and in careful consultation with the student and family are placed in the least restrictive environment. Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on our data, all of our programs have been successful.
11. What new programs or improvements will be considered for the upcoming school year?
We increased the amount of time that our students spend in their Algreba and Algebra 2 courses.
12. What programs/services for ELLs will be discontinued and why?
No programs were discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our school offers a range of intervention services in ELA, math, and other content areas to target ELL subgroups properly. Students receive services on a differentiated basis. Each student receives AIS through an individualized plan. In addition to AIS classes, test

accommodation training and counseling (i.e. dictionary and glossary workshops,) for all ELL subgroups before Regents exams to ensure student can utilize services. Native Language glossaries and accommodations for all ELL subgroups are available. There daily tutoring in all content areas for all subgroups to maintain grade level proficiency in content area. The school will continue to target Long-Term, SIFE and 4-6 year ELLs who are at-risk for drop out and create a monitoring system using a team of pedagogues and counselors to intervene. We will create peer groups that target individual needs of students via AIS. Our ELL students are afforded all of the same opportunities as other students.

Our Clubs are:

Robotics
Art
Better Earth
Music
Chess
Dance
Amname
Yearbook
Philosophy

Additionally, all ELL students are encouraged to attend both before and afterschool tutoring as well as Saturday 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)?

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / grade level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

The ESL libraries contain age and language level appropriate texts such as graphic novels, and native language books and dictionaries. We also have two PC computer labs and one Macintosh lab. We also have a number of Smart Boards, five laptops carts, and each classroom is equipped with a computer. We also have a fully stocked library and a full time librarian in our school. Since our ELLs are advanced, the materials and technology are differentiated on a case by case basis.

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

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

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

The required services are based on our ELLs specific academic and social emotional needs.

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.

Our summer bridge program is designed to help all studnets make a successful transition into our school culture.

18. What language electives are offered to ELLs?

No language electives:

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)?

NA

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.

Our ESL teacher receives high-quality and ongoing professional development to enable all children in the School wide Program to meet the State's student academic standards.

- Professional development curriculum in 2013-14 is focused on teachers creating goals for their students and aligning their curriculum to the Common Core Standards.
- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers are provided by Marisol Bradbury's Children First Network.
- Our Assistant Principal has received LAP, EPIC, Basis and Title III training, and professional development from the OELL.

ALL TEACHERS engage in the following PD's:

Whole Staff, Grade Team, and Dept Teams. (after school), ongoing PLC, Dept Teams, differentiated teacher meetings
Essential Question What are key changes in the new QR Rubric? What are the differences between Proficient and Well Developed?
According to the Danielson rubric, what is highly effective teaching?

What are PBAT's and DOK? How do they relate to CCLS?

What is inquiry work?

Content Examining the new QR Rubric

Introducing and reinforcing the Danielson Framework as a tool for teacher development and observation.

Continuing to modify and improve our practice to ensure that they are moving our school forward. (QR Rubric)

Examination of Instructional bundles/PBAT and DOK.

Understanding and starting the inquiry process.

Reinforcing the Danielson Framework as a tool for teacher development.

Skills Assessing our school using the new QR rubric for the purpose of beginning a QR self-evaluation

Using the Danielson framework a lens for assessing the quality of teaching and student engagement. Modifying and creating CCLS aligned to PBATs.

Using DOK as a lens for assessing the rigor of tasks.

Evidence

Agendas and the beginning of a QR self evaluation

Agendas evidence of Danielson Framework and teacher observation

Department and Grade Team Agenda tied to yearly goals and expectations

Agendas and teacher products from PBAT and DOK PD from Tuesday Department Meetings.

Department and Grade teams should have completed the modification of the PBAT and noting in their curriculum maps when in the year it will be taught.

Short, frequent and formal observation cycles documented in letters to file.

All teachers given differentiated PD in the Danielson Framework at least once.

Next Steps/Assignments

Visit teachers using the Danielson framework

Begin working with PLCs (Grade and Department) to ensure teachers are given differentiated PD in the Danielson Framework at least once. Continuing to modify and improve our practice to ensure that they are moving our school forward. (QR Rubric)

Begin working as Department and Grade Teams to create your own PBATs that are aligned to CCLS and rigor of the DOK.

PLCs research strategies and assignments for teaching students the skills identified.

Administrators continue to see tenured teachers and “re-see” teachers that were given feedback.

Date December 5th, Ongoing PLC, Dept Team and individual teacher meeting Ongoing PLC, Dept Team and individual teacher meetings

Essential Question Does the student work reflect the skills the PLCs are teaching?

Are teacher tasks incorporating DOK and UDL?

What impact does UDL and DOK have on student work?

Are teachers improving on the basis of the Danielson feedback?

Are the teacher leaders building capacity? How can a midyear assessment of goals refocus the school community?

Analyze our January 30th, 2012 QR Self Evaluation to determine if our PD plan need to be adjusted?

How can PBAT and CCLS be used to drive curriculum creation and modification?

How can data be used from the Regents Exams to inform instruction?

Content DOK, UDL, CCLS,

Continue to engage in the inquiry process to analyze student work

Units grounded in PBAT-CCLS alignment

Danielson Framework and feedback Teacher teams present on their work on PBAT and CCLS. Discussing the challenges of DOK and UDL.

Teacher teams presenting student work as evidence of teaching strategies and tasks.

Revisiting the PD plan and school goals.

Reflecting as a PLC leadership and teacher team work.

Skills

Building PBAT aligned to CCLS and curricular needs with a rigorous DOK level

Evaluating the school community to assess the overall quality

Incorporating UDL and DOK into lesson and unit planning

Facilitating teacher teams

Effective teaching Professional presentation of knowledge learned to greater school community.

Examination of student work to determine teaching effectiveness.

Effective facilitation of teacher teams

Smart goals setting and evaluation to create a culture of high expectations
Evidence Classroom observations

Student work

Agendas documenting teacher teams examining student work

Scholarship report

Observations of teacher facilitation Student work demonstrating the skills the PLC inquiry work focused on

Efficient Teacher teams and presentations

Sufficient yearly progress on goals as evidenced in the Regents Scores, January 30, 2012 QR self evaluation, and 1st semester scholarship report.

Department and Grade Teams share PBATs aligned to CCLS

Short, frequent and formal observation cycles documented in letters to file.

All teachers given differentiated PD in the Danielson Framework at least once.

Next Steps/Assignments Continue work with PLCs to improve pedagogy and student learning.

Continue observations and differentiated professional development. Continue work with PLCs to improve pedagogy and student learning.

Continue observations and differentiated professional development.

Ongoing PLC and Dept team differentiated teacher meetings

Essential Question What strategies/tasks will help teach the students the skill identified through the inquiry work?

How do CCLS aligned PBATs contribute to student learning and influence student results?

How does feedback given in the Danielson Framework influence teacher practice?

Based on our inquiry work, what are students learning? How can the QR data help us plan for next year?

How can student work give us information about effective teaching practices?

How do performance based tasks increase the rigor of student work and lead to further engagement?

Can coaching teachers with the Danielson context help them become more effective educators?

Content CCLS, DOK, UDL, PBAT, Danielson QR Data, DOK, CCLS, PBAT, Teacher team inquiry work, Skills

Effective changes in teaching practices as noted by the short frequent observations

Using resources to research and implement strategies to teach the identified skill across the disciplines

Building curriculum designed to push student thinking to high levels of DOK

Effective team facilitation Effective teaching practice

Using protocols to assess whether or not student work demonstrates the skills that have been previously identified as deficient.

Building curriculum designed to push student thinking to high levels of DOK

Using qualitative data to set SMART meaningful goals

Evidence Teacher team agendas

PLC Agenda

Instructional units aligned to CCLS

Classroom observations

Student work Teacher team agendas

Student work

Curriculum units with embedded PBATS aligned to CCLS and demonstrating principals of UDL

Short, frequent observation cycles documented in letters to file.

All teachers given differentiated PD in the Danielson Framework at least once.

Next Steps/Assignments Continue work with PLCs to improve pedagogy and student learning.

Continue teacher observations and differentiated professional development. Continue work with PLCs to improve pedagogy and student learning.

Continue teacher observations and differentiated professional development.

Ongoing PLC, Dept teams, differentiated teacher meetings

Essential Question How did our school, teachers, and students perform this year?

Content Final review of the PD plan

Further work on citywide instructional expectations

Use student work and assessments to determine how well we performed this year

Final evaluation of teachers.

Analysis of Regents.

Skills Continuing to build capacity and a reflective team.

Evidence End of the year evaluations based on Danielson Framework.

Next Steps Create teacher goals based on identified areas of need.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:
 - Parent Focus Groups with translation services.
 - Parent Surveys are provided in the native language of the student's families.
 - School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, and Arabic. The staff makes daily phone master calls. Content not only includes important notices, but also daily attendance.
 - Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture.
 - Parents are kept informed and meaningfully involved in their students' education through a number of ways. At the main desk, multi-lingual hand-out translations are displayed. Information is disseminated to parents at orientation sessions, monthly PTA meetings, School Leadership Team meetings, monthly mailings and our monthly parent newsletter: SYNERGY. Administrators, counselors/grade advisors/college advisors conduct small group counseling with students and/or with parents; conduct parent meetings; parent-teacher conferences; we
 - organize meetings/seminars for parents on the New Standards, Regents exams, and graduation requirements.
 2. At SLT meetings, data and feedback from teachers is shared and discussed. We also work with our Advisory Board partners to provide extensive samples of reading materials that are relevant to the students' particular career field interests. Our Parent Coordinator also facilitates a parent workshop once a month based on the specific needs of our parent community. We currently are not partnered with and CBO's in relation to the ELL students.
 3. Parent workshops are offered through our Parent Coordinator in a wide range of areas, from academic support practices, to managing stress, to college readiness. The school has put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Act (ESEA). The school provides full opportunities for the participation of parents with limited English proficiency and parents of migratory children by providing school information and reports required under section 1111 of the ESEA. Ms. Graves, our parent coordinator, runs various workshops throughout the year for parents. This year she has conducted one on the new NY state IEP and on CCLS.
 4. The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families is encouraged. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers. He is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved. We have many spanish speaking pedagouges who help to translate during meetimgs and phone conversationsaste response to questions here:

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.

NA

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)
Lakeisha Gordon	Principal		11/22/13
Kathryn Stahl	Assistant Principal		11/22/13
Audrey Graves	Parent Coordinator		11/22/13
Jason Salamonca	ESL Teacher		11/22/13
	Parent		1/1/01

Marie Damico	Teacher/Subject Area		11/22/13
Yvonne Johnson	Teacher/Subject Area		11/22/13
	Coach		1/1/01
	Coach		1/1/01
Rahim Osman	Guidance Counselor		11/22/13
Nate Dudley	Network Leader		11/22/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **650** School Name: **The High School for C.T.E.A.**

Cluster: **4** Network: **403**

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.

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.

We did not have to administer the Lab R this year so far, as none our new admits appeared or indicated that English was not their first language and during the home language survey and interview process.. Three of our CTEA students made a proficient score in the spring administration of the NYSESLAT.

Part II: ELL Identification Process:

Initial Identification Process:

Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference.

After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home.

At our school, the ESL teacher or Administrator conducts interviews with new enrollees. The informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. They will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment.

To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, our guidance counselor, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be

kept on file. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, transitional bilingual program is chosen by default, and they will not be admitted into our school, since we do not offer that program. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school. ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, a transitional bilingual program is chosen by default.

Although parents are informed about the variety of ELL programs, they mostly choose ESL because that is the program that we offer at our school and appropriate for their child's needs. 100% of the parents that we have interviewed selected Free Standing ESL. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for TBL and Dual Language in case the interest arises in the future.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

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.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents. Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

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>.

Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups with translation services.
- Parent Surveys are provided in the native language of the student's families.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, and Arabic. The staff makes daily phone master calls. Content not only includes important notices, but also daily attendance.
- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture.
- Parents are kept informed and meaningfully involved in their students' education through a number of ways. At the main desk, multi-lingual hand-out translations are displayed. Information is disseminated to parents at orientation sessions, monthly PTA meetings, School Leadership Team meetings, monthly mailings and our monthly parent newsletter: SYNERGY.
- At SLT meetings, data and feedback from teachers is shared and discussed. We also work with our Advisory Board partners to provide extensive samples of reading materials that are relevant to the students' particular career field interests.
- Parent workshops are offered through our Parent Coordinator in a wide range of areas, from academic support practices, to managing stress, to college readiness. The school has put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Act (ESEA). The school provides full opportunities for the participation of parents with limited English proficiency and parents of migratory children by providing school information and reports required under section 1111 of the ESEA.

The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families is encouraged. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.