Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**CURTIS HIGH SCHOOL**
DBN (*i.e. 01M001*):	**31R450**
Principal:	**DR. AURELIA L. CURTIS**
Principal Email:	**ACURTIS@SCHOOLS.NYC.GOV**
Superintendent:	**AIMEE HOROWITZ**
Network Leader:	**DEBORAH SCHAEFER**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Aurelia L. Curtis	*Principal or Designee	
Mr. John Pillarella	*UFT Chapter Leader or Designee	
Ms. Gillian Foster	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Charlaine Gonzales	Student Representative	
Arianna Rodriguez	Student Representative	
	CBO Representative, if applicable	
Pete Devlin	Member/ CSA, Co-Chair	
Eric Ritzer	Member/ CSA	
Dwayne Archbold	Member/UFT	
Margarita Fernandez	Member/ UFT	
Christopher Basso	Member/ UFT	
Deirdre Armitage	Member/ Parent	
Kidert Jean-Mary	Member/ Parent	
Lynette Meeker	Member/ Parent, Co-Chair	
Ruth Thornton	Member/ Parent	
Tamika Mahone	Member/ Parent	
Laurie Daghestani	Member/ Parent	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, college readiness for students in the 2015 cohort will increase by 1% as measured by the High School Quality Snapshot college readiness metrics

Comprehensive Needs Assessment

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

Progress Report data shows the following raw scores for College Preparatory Course Index (CPI) and College Readiness Index (CRI)

	2010-2011	2011-2012	2012-2013	2013-2014
CPI	46%	56%	57.1%	62%
CRI	25%	29%	46.1%	32%

While these scores are comparatively better than citywide and peer group scores, they lag behind a few borough high schools. Additionally, the scores suggest that almost half of graduates are not ready to take college level courses as defined by the Progress Report (available up to 2013-2014 school year) metrics.

Instructional Strategies/Activities

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

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

1. One Inquiry Team will focus on improving readiness for post-secondary articulation
2. Collaborated efforts of community-based organizations (CBOs) will provide support to school personnel for SAT preparation and other college/career readiness activities
3. Students will retake ELA and Integrated Algebra Regents Examinations to achieve minimum scores of 75 (English Language Arts - ELA) and 80 (Algebra)
4. Students will take one or more college preparatory courses

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

1. Principal, Assistant Principals, Guidance Counselors, ELA and Mathematics Teachers
2. Princeton Review, Math Teacher, ELA Teachers
3. Guidance Counselors, Assistant Principals, ELA Teachers, Mathematics Teachers
4. Guidance Counselors, Assistant Principals, College of Staten Island, St. John's University, Kingsborough Community College

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

1. Team will conduct collaborative inquiry at least monthly using a protocol developed by the National School Reform Faculty
2. Data Specialist will conduct an analysis of Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT) results to identify students who will receive maximum benefit from SAT test prep course
3. Data Specialist will conduct an analysis of ELA and Integrated Algebra Regents data to identify students who passed with scores below the college readiness minimum with a view of providing targeted assistance for retaking exams
4. Guidance counselors will use the Advanced Placement (AP) Potential Report to identify students for courses currently offered in the school. Students will be guided to enroll in College Now courses offered on-site and on college campuses

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

1. Monthly between September 2014 and May 2015
2. A minimum of three times a year between November 2014 and March 2015
3. A minimum of two times a year between October 2014 and May 2015
4. A minimum of two times a year between September 2014 and May 2015

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

1. Inquiry Team comprised of 8 guidance counselors, 1 social worker, 2 grade advisors and 1 supervisor meets 1 x per month x 9 months for 1 hour sessions during the school day
2. 2 Data Specialists meet 1 x per week x 20 weeks for a 2 hour session after the regular school day at the per session rate
3. 2 Data Specialists meet 1 x per week x 20 weeks for a 2 hour session after the regular school day at the per session rate
4. 8 Guidance Counselors, 1 Social Worker, 2 Grades Advisors meet 1 x per month x 9 months for 1 hour session during the regular school day

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Regularly scheduled meetings – Parent Teacher Association - PTA (monthly), School Leadership Team - SLT (monthly), Parent –Teacher (PT) conferences (twice a year) 2. School Events – PT Conferences (twice a year), College Workshops, Financial Aid Night 3. Online Resources – Naviance (online platform for college applications and interest inventories), Jupiter Grades, Emails, Website 4. Individual Parent meetings – on as-needed basis

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, at least two small learning communities will improve integration of technology in teaching and learning through a one-to-one device roll-out to a maximum of 500 students

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Thoughtful and effective use of modern technology has the potential to change education. Since the introduction of computers in education, proponents of integration of technology in the curriculum have argued that technology can level the playing field by creating new opportunities for educators to build communities of best practices. As far back as 1997, an Apple Classroom for Tomorrow (ACOT) research study concluded that teachers who had access to technology were more likely to integrate technology in their instruction. The studies found that when technology is used appropriately, it can facilitate an increase in collaboration, dynamic exploration of information, problem solving and experimentation, social awareness, independence, and positive orientation toward the future. In the fall of 2008, Apple, Inc. worked with the New Media Consortium to conduct a pilot study with six schools from across the country with one-to-one laptop initiatives in place. Both teachers and students found challenge based learning effective and engaging. Fully 97% of the 321 students involved found the experience worthwhile. Moersch (1995) defines 8 levels of implementation of technology in schools that range from Nonuse to Refinement. Moersch found that as a teacher progresses from one level to the next, a series of changes to the instructional curriculum is observed. The instructional focus shifts from being teacher-centered to being learner-centered. Computer technology is employed as a tool that supports and extends students' understanding of the pertinent concepts, process and themes involved when using databases, telecommunications, multimedia, spreadsheets, and graphing applications. Based on results from surveys, teachers in this school are at Level 3 on Moersch's Level of Instructional Technology Implementation (LoTi) scale. According to Moersch, teachers progress up the scale to Level 6 with professional development that allows them to develop proficiency to integrate technology such that students are the primary users of technology and instruction would be impeded without technology integration. As such, the technology must be available in the hands of teachers and students for this progression to occur.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. The school-based Digital Ready Team will identify lever leaders for Teaching, Curriculum, Assessment and Expanded Learning Opportunities 2. The school based Digital Ready Team will recommend device for one-to-one roll-out 3. Lever Leaders will build teacher teams to form professional learning communities (PLCs) in each area 4. Lever Leaders will meet quarterly with Digital Ready leaders in other schools 5. Teachers and students will use Google Classroom to enhance collaboration using the chosen device 6. Provide professional development for teachers involved in roll-out
B. Key personnel and other resources used to implement each strategy/activity
1. Digital Ready Team consisting of Principal, Assistant Principals, Teachers 2. Digital Ready Team consisting of Principal, Assistant Principals, Teachers 3. 4 Lever Leaders, Teachers, Assistant Principal 4. 4 Lever Leaders 5. Teachers in identified small learning communities (SLCs), Assistant Principals, students 6. 4 Lever Leaders, Digital Ready Team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Select 4 Lever Leaders, one for each area - Teaching, Curriculum, Assessment and Expanded Learning Opportunities 2. Choose device for one-to-one roll-out; prioritize pilot group of students and teachers to include in roll-out 3. Form PLCs, obtain rights to operate as a Google Apps for Education (GAFE) school, implement systems (Enterprise Enrollment System and Go Guardian) to track distribution of devices and inform parents and students about requirements and responsibilities 4. Establish calendar of citywide Digital Ready cohort meetings 5. Create Google classrooms for teachers involved one-to-one device roll-out 6. Establish calendar of professional development opportunities for teachers involved in roll-out
D. Timeline for implementation and completion including start and end dates

1. Select lever leaders: between August 15, 2014 and September 14, 2014
2. Choose the device (i.e. iPad, Laptop, Chromebook, etc.) and prioritize pilot groups: between August 15, 2014 and September 15, 2014
3. Form PLCs and obtain rights: Between July 1, 2014 and September 2014
4. Establish meeting calendars: Between July 1, 2014 and August 15, 2014
5. Implement Google classrooms: Between September 2014 and May 2015
6. Provide PD: A minimum of once weekly in PLCs between September 2014 and May 2015

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

1. School-based Digital Ready (DR) Team will attend one-week professional development with DR Teams City-wide, after which lever leaders will be chosen
2. In choosing a device, four (4) considerations will be employed: affordability, deployability, usability and supportability
3. School will apply to be a GAFE school. Teachers and students will receive Google accounts through the school domain (www.curtishs.org)
4. Citywide DR support team will provide tentative dates for quarterly meetings
5. Lever leaders will collaborate to organize and implement Google classrooms for teachers and students involved in roll-out
6. On-site professional development will be conducted during the Wednesday morning PD time and during professional periods requiring no additional budget resources. Off-site professional development (for Lever Leaders): 4 teachers per term x 4 days per teacher x per session rate

Strategies to Increase Parental Involvement

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

1. Parents will be invited to attend roll-out meetings in September to understand requirements and responsibilities
2. Parents will participate in annual school review by the School Leadership Team (SLT)
3. Parents will participate in Open School Week once a term to visit with teachers
4. Parents will attend monthly PTA meetings
5. Parents will have access to online grade book

Budget and Resource Alignment

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

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**

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

NYS STVP Hardware fund, NYS NYSTL hardware allocation, Digital Ready Grant

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, teachers from at least two small learning communities will assemble digital libraries consisting of a minimum of 10 resources in each major subject area (Mathematics, ELA, Social Studies, Science) that will be accessible by all members of the school community

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Students learn at varying paces and in diverse styles. Technology provides constant access to both the information and the tools needed for authentic learning. The ubiquity of technology allows students to benefit from the power of access – doing a rapid-fire research via an Internet search or creating unique multimedia content and sharing it with the world. Constant access to resources and communities means more time to actually practice and create. Online access can enhance education when the curriculum capitalizes on it. The research, problem-solving, and content-creation skills that students develop on their own time can reap big rewards in the classroom, providing a new level of engagement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Write curriculum and develop collaborative exercises in Google Classroom 2. Build lessons and activities for interactive boards 3. Develop online video library using Edmodo or other option
B. Key personnel and other resources used to implement each strategy/activity
1. Teacher Teams in English, Mathematics, Social Studies and Science 2. Teacher Teams in English, Mathematics, Social Studies and Science 3. Teacher Teams in English, Mathematics, Social Studies and Science
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Lead teachers will research exemplars to ensure that the team's work is CCLS-aligned 2. Lead teachers will facilitate sharing of best practices to identify lessons and activities for online display 3. Lead teachers will facilitate sharing of best practices to identify lessons and activities for online utility
D. Timeline for implementation and completion including start and end dates
1. A minimum of twice a month between October 2014 and May 2015 2. A minimum of twice a month between October 2014 and May 2015 3. A minimum of once a month between October 2014 and May 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher team comprised of 4 to 8 teachers on each team meet 2 x per month x 9 months during PD Time or during professional periods 2. Teacher team comprised of 4 to 8 teachers on each team meet 2 x per month x 9 months during PD Time or during professional periods 3. Teacher team comprised of 4 to 8 teachers on each team meet 2 x per month x 9 months during PD Time or during professional periods

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Parents will have access to online curriculum and resources 2. Parents will participate in annual school review by the School Leadership Team (SLT) 3. Parents will participate in Open School Week once a term to visit with teachers 4. Parents will attend monthly PTA meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, the school will provide expanded learning opportunities for students in at least four small learning communities by establishing partnerships with community based organizations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to the data available from the Progress Report, about one-fifth of students in the most recent graduating class did not complete high school in four (4) years. Improving curriculum and tackling the dropout rate are among our school's top priorities. Washor and Mojkowski (2013) maintain: (1) education is always and inevitably personal; (2) education is about learning; (3) focusing on learners and learning has important implications for the culture of school. To succeed as it has to, education must engage the curiosity, creativity, aptitudes, and passions of every student. Drop-out is nested within disengagement. To keep students enrolled and engaged as productive learners through to graduation, schools must provide many experiences in which all students do some of their learning outside school. All students need to leave school – frequently, regularly, and temporarily – to stay in school and persist in their learning. To accomplish this, expanded learning opportunities (ELO) take down the walls that separate the learning that students do, and could do, in school from the learning they do, and could do, outside of school. The world outside school has many stories to tell our students and provides powerful settings and contexts for their learning. The learning in both settings and contexts must be seamlessly integrated.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Inventory existing expanded learning opportunities (ELOs) 2. Identify at least four (4) small learning communities (SLCs) or programs that will benefit from ELOs 3. Identify ELOs that are suitable matches for SLCs identified 4. Establish and maintain relationship with ELO partner organization or community-based organization (CBO) 5. Determine tangible end-product for each ELO-school partnership
B. Key personnel and other resources used to implement each strategy/activity
1. Digital Ready ELO Lever Leader, Resources Coordinator, Community School Director, Teachers, Assistant Principals, Principal 2. SLC Coordinators, Assistant Principals, Principals 3. SLC Coordinators, Assistant Principals, Principals 4. Digital Ready ELO Lever Leader, Resources Coordinator, Community School Director, Teachers, Assistant Principals, Principal 5. SLC Coordinator, ELO Partner organization, Assistant Principals, Teachers, Students
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Inventory of existing expanded learning opportunities (ELOs) 2. Identification of at least four (4) small learning communities (SLCs) or programs that will benefit from ELOs 3. List of ELO partners that are suitable matches for SLCs identified 4. Regular meetings and activities with ELO organization or community-based organization (CBO) 5. List of end-products for each ELO-SLC partnership
D. Timeline for implementation and completion including start and end dates
1. Between September 15, 2014 and December 15, 2014 2. Between September 15, 2014 and December 15, 2014 3. Between September 2014 and December 2014 4. At least monthly between September 15, 2014 and June 2015 5. Between September 2014 and May 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. 1 ELO Lever Leader and 1 Resource Coordinator meet 1 x per week for 1 hour sessions during the school day 2. 1 Principal, 4 Assistant Principals, 4 SLC Coordinators meet 1 x per month for 1 hour sessions during the school day

3. 1 Principal, 4 Assistant Principals, 4 SLC Coordinators meet 1 x per month for 1 hour sessions during the school day
4. 1 Principal, 4 Assistant Principals, 4 SLC Coordinators meet 1 x per month for 1 hour sessions during the school day
5. 1 Principal, 4 Assistant Principals, 4 SLC Coordinators meet 1 x per term for 1 hour sessions during the school day

Strategies to Increase Parental Involvement

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

1. Parents will participate in annual school review by the School Leadership Team (SLT)
2. Parents will participate in Open School Week once a term to visit with teachers
3. Parents will attend monthly PTA meetings
4. Depending on partner and activity, parents will be invited to experience presentation of end-product

Budget and Resource Alignment

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

X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**

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

Digital Ready Grant, VTEA

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
NONE

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
NONE

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. NONE
B. Key personnel and other resources used to implement each strategy/activity
1. NONE
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. NONE
D. Timeline for implementation and completion including start and end dates
1. NONE
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. NONE

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
NONE

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
NONE											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Using the NYS 7th/8th grade ELA test scores as well as in-house assessments (SORT, AGS reading level indicator, writing samples), all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed according to the aforementioned data. Low to mid-Level 1s are placed in the Wilson Literacy program. High level 1s and low-level 2s are placed in CTT classes. The classes meet on a daily basis throughout the school year. In addition, students are programmed for an additional support class in reading comprehension using the Scientific Learning Fast ForWord program. The students are re-evaluated three times during the course of the school year using in-house assessments and NYC periodic assessments, as well as on-going formative assessments and assigned portfolio writing projects. On the sophomore, junior and senior levels, students in need of additional support are programmed for CTT classes. These classes also meet on a daily basis. Students are assessed according to the above-mentioned criteria. Achieve 300, a web-based reading comprehension program, is also utilized in the literacy classes, as well as in our ESL support classes. Students who have not met the CCR benchmark of 75 for the ELA attend the Regents Success Institute, an intense preparation program held after school Monday through Thursday.	Opportunities for remediation and enrichment are available during and after school, as well as on Saturdays. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. SAT /PSA tutoring sessions are held on Thursdays periods 10 and 11 and on Saturdays from 9-12.	Opportunities for remediation are available during and after school, as well as on Saturday. Tutoring sessions are tailored to students' specific needs and may be in small group, one-to-one, or via online sources.

Mathematics	ICT Classes - Using the NYS 7th/8th grade Math test scores as well as in-house assessments (department created exam, Acuity predictor), all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed in math classes. The ICT is comprised of two teachers, one math licensed teacher and one special education licensed teacher. The classes meet on a daily basis throughout the school year. The students are evaluated three times during the course of the school year using in-house assessments, as well as the NYC Performance-based tests. Tutoring- Occurs after school hours and is available to all students who score a level one or two on the 8th grade NYS Math test. Teachers will supplement the classroom instruction in these sessions. Saturday School- Saturday school is available for students who need additional assistance in Algebra, Geometry or Statistics. 9th Grade reduced class size- Using the NYS 7th/8th grade Math test scores as well as in-house assessments (department created exam, Acuity predictor), all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed in math classes. The class is limited to 24 students maximum. The students are evaluated three times during the course of the school year using in-house assessments, as well as the NYS performance-based tests. SAT prep- SAT preparation is conducted twice weekly on Thursdays and Saturdays. Students are prepared to	Services are provided in whole group, small group, one-to-one, and via online sources offered outside of the regular school day.	During the school day and as part of the Extended Day School

	take the SAT and review test taking procedures. Student will also receive instruction in Algebra to reinforce techniques and lessons learned in class.		
Science	Using the NYS 7th/8th grade ELA test scores, all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed into ICT classes in Living Environment. The classes meet on a daily basis throughout the school year. The ICT is comprised of two teachers, one Science licensed teacher and one special education licensed teacher. On the sophomore, junior and senior levels, students in need of additional support are programmed for ICT classes. These classes also meet on a daily basis. Opportunities for remediation and enrichment are available during and after school. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. This provides assistance to students who are not proficient in Living Environment and Earth Science. Twice yearly for students who need additional instruction to supplement the curriculum, Regents preparation is offered in Living Environment, Earth Science and Chemistry. These classes run for four weeks at three hours per class	Services are provided in whole group, small group, one-to-one, and via online sources offered outside of the regular school day.	During the school day and as part of the Extended Day School
Social Studies	Using the NYS 7th/8th grade ELA test scores, all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed into ICT classes in Global History and Geography. The classes meet on a daily basis throughout the school year. The ICT is comprised of two teachers, one Social Studies licensed teacher and one special education licensed teacher. On the sophomore, junior and senior levels, students in need of additional support	Services are provided in whole group, small group, one-to-one, and via online sources offered outside of the regular school day.	During the school day and as part of the Extended Day School

	are programmed for ICT classes. These classes also meet on a daily basis. Opportunities for remediation and enrichment are available during and after school. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. After-school offerings include an intensive study program which meets twice weekly for 2 hours per session. This provides assistance to students who are not proficient in Global History and Geography and United States History and Government. Twice yearly for students who need additional instruction to supplement the curriculum, Regents preparation is offered in Global History and Geography and United States History and Government. These classes run for four weeks at three hours per class.		
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	**At-risk Services provided by the Guidance Counselor** 1. Counseling services are provided to at-risk students through small learning community and cohort assignments. Those services include: academic intervention, behavior intervention plans, time management, stress management, coping strategies and test-taking strategies. 2. On an as-need basis students are monitored more closely by requiring daily accounting in specific areas: attendance, behavior, classwork, homework and test/quizzes performance. 3. Agency referrals for extended counseling or treatment 4. College/Career presentations to promote college and career readiness	Services are provided in whole group, small group, one-to-one, and via online sources	Services are provided during regularly scheduled appointments, crisis moments, regularly scheduled classroom visits Students are encouraged to take advantage of services available during the Extended Day School for academic intervention and youth development

	At-risk Services provided by the School Psychologist 1. One-to-one counseling during the school day for parents and students with suicidal ideations and severe depression **At-risk Services provided by the Social Worker** 1. One-to-one counseling services during the school day including at-risk counseling, assessment of depression/suicidal ideation, parent-teen counseling, teacher referrals and classroom presentations to students regarding stress management		

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recruited from various sources: 1. New York City Department of Education New Teacher Finder 2. Local colleges and universities 3. Student teachers 4. Word-of-mouth Teachers are provided with mentoring according to the requirements of the NYCDOE. Additionally, new teachers are paired with more experienced teachers who provide support. Subject-area supervisors provide support and guidance for new teachers to ensure that they adjust well to teaching.

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).
The Basic Educational Data Survey (BEDS) completed in February 2014 identifies over 95% of our teachers as being highly qualified. Two (2) Naval Junior Reserve Officer Training Corps (NJROTC) instructors are not considered highly qualified because New York State does not issue a permanent certification in NJROTC instruction. Although the BEDS survey lists 4 language teachers as not highly qualified, those teachers are delivering the majority of instruction in licensed areas in which they are highly qualified. We are actively seeking out licensed Spanish teachers from all local colleges and universities. The Assistant Principal Foreign Languages/ESL and the Assistant Principal Administration attend hiring fairs to recruit licensed Spanish teachers. The Assistant Principal Administration continually searches the open market hiring system for highly qualified teachers in all subject areas.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title I funds are set aside for parent involvement and Students in Temporary Housing (STH). Federal, State and local funds are coordinated to meet the intent and purpose of all programs from which funds are consolidated. For example: • Through our partnership with the Children's Aid Society (CAS), Staten Island Foundation, College of Staten Island (CSI) of the City University of New York (CUNY), Athlife Foundation, United Federation of Teachers (UFT), New York Center for interpersonal Development (NYCID), Global Kids (GK), Staten Island University Hospital (SIUH), City University of New York (CUNY) Service Corps Program, the school will continue to provide students and parents with a comprehensive After School Program. This program will provide students with tutoring, recreational activities; exposure to the arts and homework help services, as well as the opportunity for both parents and students to become certified Conflict Mediators. Students will have the opportunity to participate in college and career readiness field trips to local colleges and universities. • Through our partnership with the College of Staten Island (CSI), we will continue to have mental health counseling interns placed to assist with students mental health issues • Through our partnership with the NY Public Library System, parents will continue to have access to ELL classes and basic computer training. • Through our partnership with St. John's University's students will continue to have the opportunity to receive college credit for their high school course work through the High School Extension Program. • New York Immigration Coalition will provide assistance to families with the Deferred Action Status process.

- SIUH supplements the health education program by providing instruction in classes on HIV/AIDs prevention, sex education and self-esteem.
- Students in temporary housing will be provided with all of the required items to meet with academic success that are usually provided by their parents or guardians. Students will be given required physical education uniforms, notebooks, review books, etc. The parent coordinator will work with these families to determine if any other items such as clothing, eyeglasses, prescription drugs, etc., need to be purchase to ensure that these students can attend school at least 90% of the time.

SWP Schools Only

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

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers participated in the Measures of Student Learning (MOSL) committee to select the assessments that are used in the new evaluation system. Even though the State measures are the Principal's decision, the Principal involved teachers in the selection process to ensure that teachers understood the process and felt that their voices were heard.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., No Child Left Behind (NCLB)/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Curtis High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents/guardians 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

The administration, faculty and staff of Curtis High School will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

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);
- providing additional support and assistance to students with disabilities (SWDs), limited English-proficient students (LEPs) and students in the lowest third of the school;
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

We, as parents/guardians, will support our children's learning by:

- monitoring my child's attendance and ensuring that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensuring that my child comes to school rested and ready to learn based on the needs of my child;
- checking that homework is complete and/or assisting my child in completing homework tasks, when necessary;
- providing an environment conducive for study;
- participating, as appropriate, in decisions relating to my child's education;
- promoting positive use of extracurricular and free time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encouraging my child to follow school rules and regulations and discussing this Compact with my child;
- helping my child accept the consequences for negative behavior;
- expressing high expectations and offering praise and encouragement for achievement
- volunteering in my child's school or assisting from my home as time permits;
- communicating with my child's teacher about educational needs and staying informed about my child's education by promptly reading and responding to all notices received from the school or district;
- responding to surveys, feedback forms and notices when requested;
- monitoring my child' academic progress by checking Jupiter Grades, the online grade book (passwords and instructions are mailed home in September and February);
- providing updates to any changes in address or contact numbers;
- becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participating in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- participating in the school's monthly Parent-Teacher Association meetings or serving to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- sharing responsibility for the improved academic achievement of my child;
- providing my child with a library card;
- respecting the cultural differences of others.

III. Student Responsibilities:

We, as students, will share the responsibility to improve our academic success and achieve the city and state standards, by:

- attending school regularly and arriving on time;
- coming to school ready to do our best and be the best;
- coming to school with all the necessary tools of learning – supplies, books, etc.
- completing my homework and submitting all assignments on time;
- participating in class discussions and activities;
- studying for tests and assignments;
- reading at least 30 minutes every day outside of school time;
- getting adequate rest every night;
- using the library to get information for find books that we enjoy reading;
- giving our parents/guardians all notices and information we receive at school every day;

- monitoring our academic progress by checking Jupiter Grades, the online grade book, at least once a week.
- adhering to the school's academic honesty policy;
- following the school and individual subject class rules of conduct and be responsible for my actions;
- showing respect for myself, other people and property;
- following the school's dress code;
- trying to resolve disagreements or conflicts peacefully;
- trying at all times to be the very best.

DBN: 31R450

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$1,078,300.08	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	$17,348.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$12,254,783.00	X	See action plan

[1]Explanation/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.

[2]The **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.

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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 450
School Name Curtis High School		

B. Language Allocation Policy Team Composition ⓘ

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 Dr. Aurelia L. Curtis	Assistant Principal Adele Rombley
Coach June Kelly	Coach Mr.Ben Davis
ESL Teacher Mr.Ben Davis, Dr. Komi Agoda	Guidance Counselor Ms. Jona Balili
Teacher/Subject Area Ms Isasi-Endress/Algebra	Parent Ms. Michelle Alvarez
Teacher/Subject Area Ms.Cinthia Grullon/NLA	Parent Coordinator Mr.Tom Hepworth
Related Service Provider Mrs. Jaclyn Zito	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2397	Total number of ELLs	141	ELLs as share of total student population (%)	5.88%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☐	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										1	1	1	0	3
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										3	4	2	6	15
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	5	3	6	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	141	**Newcomers (ELLs receiving service 0-3 years)**	67	**ELL Students with Disabilities**	49
SIFE	29	**ELLs receiving service 4-6 years**	25	**Long-Term (completed 6+ years)**	49

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	23	4	0	6	1	3	9	1	0	38
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	4	7	19	3	4	40	2	38	103

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	67	8	7	25	4	7	49	3	38	141
Number of ELLs who have an alternate placement paraprofessional: 0										

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
Spanish										22	15	1	0	38
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	22	15	1	0	38

*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										50	40	2	3	**95**
Chinese										1	4	2	1	**8**
Russian										0	0	0	0	**0**
Bengali										1	1	0	0	**2**
Urdu										0	0	0	0	**0**
Arabic										5	8	3	1	**17**
Haitian										1	1	0	0	**2**
French										1	2	0	0	**3**
Korean										0	0	0	0	**0**
Punjabi										0	0	0	0	**0**
Polish										0	1	0	0	**1**
Albanian										0	3	0	1	**4**
Other										4	3	2	0	**9**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**63**	**63**	**9**	**6**	**141**

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)										14	13	3	0	**30**
Intermediate(I)										20	27	3	3	**53**
Advanced (A)										29	23	3	3	**58**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**63**	**63**	**9**	**6**	**141**

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

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	102		19	
Integrated Algebra	42		13	
Geometry	17		3	
Algebra 2/Trigonometry	7		3	
Math _____				
Biology				
Chemistry				
Earth Science	27		7	
Living Environment	54			
Physics			8	
Global History and	44		4	
Geography				
US History and	67		5	
Foreign Language	11		10	
Government				
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)	1	7	10	1				
Chinese Reading Test								

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

1. 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.

   1. The assessment tools Curtis High School uses to measure early literacy skills are the Acuity Periodic Assessments, Pearson Reading Level Indicator, in-class reading comprehension assessment, Academic Language and Literacy Diagnostic (ALLD), and portfolio writing assignments. These assessments provide us with the basic reading level of each student as well as their writing abilities. It also

provides us with the word recognition skills of each student. The reading comprehension assessments provide us with an indication of what skills the students need to develop, such as inferencing and visualization. The English Language Arts (ELA) scores provide us with an indication of the students' listening, reading, and writing skills. The information we gather from the students' test results helps us determine how instruction will be delivered and what we have to focus on in order to help the students progress to the next level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. Data patterns reveal that students across all levels and grades perform well on the Speaking and Writing parts of the new York State English as a Second Language Achievement Test (NYSESLAT). Out of the 120 students that were tested, 54 were tenth graders and 24 tenth graders scored on the Intermediate level. Seventeen scored at the Advanced level. The data patterns across proficiency levels for the Language Assessment Battery-Revised (LAB-R) and the students' grades are as follows for 2012-2013 school year: 9th GRADE: 19 students were tested, 16 students scored on the Beginning level, 6 scored on the Intermediate level, and 3 scored on the Advanced level, 10th GRADE: of the 54 10th graders, 39 scored on the Beginners level, 0 scored Intermediate, and 3 students scored on the Advanced level, 11th GRADE: of the 8 students tested 6 scored Beginner level, 1 Intermediate level and 1 Advanced level, 12th GRADE: 4 students were tested, 2 scored Beginner level and 2 scored Advanced level. It is apparent that the 9th and 10th grade students scored lower than the higher grade students. The Intermediate level is the level that most English Language Learners (ELLs) have difficulty moving past in order to reach the Advanced or Proficient levels when they are in the 11th or 12th grades, although of the 4 12th graders we tested 2 scored Advanced on the LAB-R.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

3. The patterns across the NYSESLAT modalities show that students score higher on the Speaking and Writing and do poorly on the Listening and Reading part of the test. According to the NYSESLAT data from the last three years, 10th graders showed an overall decrease in the NYSESLAT scores. The group that showed the most significant increase was the 12th graders. Eight out of the ten 12th graders that took the test scored Proficient (80%). Teachers deliver instruction to improve these skills and focus on the listening and reading comprehension by differentiating instruction and aligning instruction with the ELA Common Core Standards for New York State.

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?

4. a) According to the NYSESLAT modalities 9th and 10th graders did well on the Speaking and Writing modalities. They also scored well on the Intermediate level in the Listening and Reading modalities. Generally, across all grade levels students did better in the Speaking and Writing modalities and on average scored Intermediate level on the Listening and Reading modalities. This school year, 2013-2014 we have three Native Language Arts classes in place at Curtis High School, one Beginner class, one Intermediate class, and one Advanced class. These classes are targeted for students that scored low on the Literacy test in their native language (Spanish) and English. Students in these classes receive instruction in Spanish as per the mandated percentage for each level (B- 60%-40%, I- 50%-50%, A-30%-70%) via differentiated instruction. Instruction is delivered in all four modalities, listening/speaking, reading/writing; although lessons are differentiated the focus is in the Listening and Reading components.

b) Teachers and the school leadership analyze the results of the NYSESLAT and plan their instruction based on the data. They are focusing on the reading and listening components in order to strengthen their students' skills in the two modalities. Tutoring is also offered every day, during periods 10, 11 for one hour. FastForWord, a web-based literacy program, is used for ELLs and ELL SWD students whose literacy levels are low, every day, Monday-Friday during their regular school schedule for 45 minutes. Saturday school, from 8:00 A.M. to 12:P.M is available to the students for tutoring and/or review classes for MATH and ELA. In the spring, 2014 an ELA and NYSESLAT review class will be created for students. It will be team-taught with a licensed ESL teacher and an English teacher. Differentiated instruction aligned to the Common Core Curriculum will be used in order to focus instruction on the four different modalities of the test and tailored to each student's performance on the NYSESLAT.

c) The data indicates that ELLs, along with those students identified as Students with Interrupted Formal Education (SIFE) and Long term ELLs (those that completed 6+ years) need extra services in order to increase their scores on various assessments. Native Language Arts classes have been created, as well as two Algebra bilingual classes. The first year is offered to Beginner students; the second year of the course culminates in the New York State Regents exam. Presently for those students not in the Native Language Arts classes, native language is used in the Spanish classes and as a support by many people at Curtis H.S. who speak Spanish. Students are placed in a Spanish class based on an assessment given by the Foreign Language Department. Depending on the students' proficiency and literacy in Spanish we will place him/her in an appropriate level of Spanish. There are four teachers that work closely with our ELLs and all four of them speak Spanish fluently.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

The inquiry team meets twice a month to discuss our program and the services we can offer these students in order to improve their literacy and Math skills, as well as their academic performance across all content areas. Using the Universal Design for Learning as a model, instructional teams meet to discuss strategies to incorporate multiple entry points for ELL leaners into the curricula. After we examine instructional strategies, we differentiate instruction within the classrooms and also create support classes and programs like the Transitional Bilingual Education (TBE) and the NYSESLAT review classes.

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs by looking closely at our data and making decisions based on attendance rate, graduatio rate, Regents exams, NYSESLAT results, and the ELA regents as well as anecdotal teacher evaluations. The Inquiry Team meets twice a month after school to review this information; we also meet every Wednesday morning for one hour for our weekly Professional Development with the ELL content-area teachers, the ELL guidance counselor and the assistant principal to evaluate student performance in the content-area classes, English as Second Language (ESL) classes, the Native Language Arts classes, and the bilingual Algebra classes. Additional tutoring opportunities as well as credit recovery classes are planned in order to give students the opportunity to fulfill graduation requirements and to become proficient in the NYSESLAT. Socio-emotional support is also discussed and additional support is recommended and planned for the next semester. Students are encouraged and welcomed to come to the Assistant Principal's office during their free periods or lunch periods to discuss any problems or issues they may have. Each ELL student's program is examined on an individual basis and is tailor-made to meet his/her individual needs. This year our projected graduation rate for ELLs is 88%. A conference with each student is cheduled with the guidance cousnelor; report card grades as well as attendance records for each subject area are reviewed as well as any remedial class attendance. Each student is then asked to focus on any specific problems, which is then periodically addressed to ensure that the student stays on task. Parents are aware of the support we give their children. If a parent comes to us with a problem or if we become aware of a problem we meet with the parent and we refer the child and the parent to a school based psychologist. The student with the parents' permission attends counseling sessions. For the Spanish speaking students and parents there is a Spanish speaking social worker that attends the initial meeting and subsequently meets with the student.

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.)

1. When a student enters Curtis High School, the steps we take to identify the student as a potential ELL student are:

a) conduct an oral interview;

b) offer the Home Language Identification Survey (HLS), if required, either the Assistant Principal, Adele Rombley or one of our Native Language Arts teacher, Ms. Kelly(ESL/Bilingual License) administers the Home Language Identification Survey. The Assistant Principal, Adele Rombley and the Native Language Arts teacher support both the parents and the students in their native language throughout the Identification Process.

c) administer the LAB-R, if indicated from HLS. The Assistant Principal(ESL/ForeignLanguage License) administers the LAB-R in Spanish as well as administers the English LAB-R.

These steps are all effectuated within the first ten days of the student's enrollment at Curtis H.S. The oral interviw is conducted by the ESL Guidance Counselor, Jona Balili, a NYS licensed pedagogue, Ms. Kelly, a NYS licensed ESL/Bilingual teacher, who determines the need for the student's family to complete the HLS. Based on the family responses to the HLS, school personnel, Ms.

Balili and Ms. Rombley determine the need to administer the LAB-R. The LAB-R is administered in Spanish if the student demonstrates inability to comprehend the English administration of the test.

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.

2. At the Mandatory Parents' Meeting and during the initial interview, parents are informed of the program choices available at Curtis High School. We explain the two choices available at Curtis H.S., the Freestanding ESL classes and the Transitional Bilingual Program for our Spanish speaking students. These choices are discussed further during our mandatory Parents' meeting, which occurs within the first ten days of the opening of the school year. At the meeting, which took place on September 18, 2013, parents are introduced to all school personnel who may have direct involvement with families and students, including the supervisor of the Foreign Language /ESL Department, Ms. Rombley, the teachers; an ESL teacher, Mr. Davis, Ms. Isasi-Endress (Bilingual Algebra teacher (Foreign Language License and native Spanish speaker, and Ms. Urban-Rahn, (Licensed Math teacher), the Guidance Counselor for the ELLs, Ms. Balili, a paraprofessional, Mr. Lopez, and the Parent Coordinator, Mr. Hepworth. School personnel explain the similarities and differences between the three choices offered to ELLs by the New York City Public Schools (Freestanding ESL program, Transitional Bi-lingual program and Dual Language program), and we show parents a video recording provided by the Department of Education which also explains the available options. Parents are divided into small groups based on language spoken to watch the video. After the video presentation, the rationale for program offereings at Curtis High School is explained to parents and the current choices are formally introduced: a Freestanding ESL Program and a Transitional Bilingual (Spanish) Program (effective spring 2011). We explain all three choices offered in the New York City schools but we stress that we offer only the two, Freestandind ESL Program and the Transitional Bilingual Program in Spanish. We also explain why we can only offer the TBE in Spanish and we inform the parents that if they want their child to be part of another TBE program in another language we will help them find the school that offers that particular program. Thereafter, the parent choice letter is distributed requesting parents to select one of the two programs available. The parent choice letter is mailed home to parents who are absent from this meeting with a coevr letter translated into the indicated language of the student. The guidance counselor follows up with all parents through phone calls and mailings. As we get other ELL students into Curtis H.S., we continuously follow the same steps we did at the beginning of the year. We explain the three programs offered in New york City schools, followed by the DVD explaining the three programs in the native language of the family and detail the two programs we offer, and finally we help them fill out the Parent Choice Letter which is written in their native language.

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].)

3. Curtis High School ensures that entitlement letters, Parent Surveys and program selection forms are distributed and collected using the steps already outlined above. The guidance counselor/ ESL coordinator, Ms. Balili makes phone calls and sends translated letters home to parents who do not attend the meetings. Parents are encouraged to make an appointment to meet with the guidance counselor/ program coordinator if they so desire. Follow up phone calls are also made to ensure that parents have received the correspondence and to answer any questions the parent may have after reading the letter. The guidance counselor takes advantage of the DOE-provided translation services and in-house multi-lingual school personnel when making phone calls to non-English speaking homes. If the form is not returned, Spanish-speaking students are placed in the Transitional Bilingual Program. All other students with no returned forms are placed in the Freestanding ESL Program. All Parent Choice letters as well as entitlement letters are kept in a separate, locked file cabinet in the Guidance Counselor's Office, Ms. Balili. Ms. Balili calls parents/guardians of families that did not return the Program Selection form and asks them to make an appointment to come in to return the forms.Students are also informed to ask the parents to have their children return the signed forms. Ms. Balili stores everything in a locked file cabinet.

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.

4. Students are placed in either the Freestanding ESL classes or the Transitional Bilingual Program based on the following:

(a) parent choice - as already discussed above, parents are given the opportunity to select the program they want for their child. After parents choose the program they want their child to be placed in, Ms. Balili sends home letters informing parents which program their child is placed in. We also distribute the letters to every ELL student to hand deliver to their parents/guardians.

(b) literacy skills - the student's performace on the LAB-R often gives keen insight into literacy skills. Three levels of Freestanding ESL

classes are available to students. Students who are not literate in their first language are generally more likely to benefit from the

Transitional Bilingual Program. Spanish-speaking students with interrupted formal education (SIFE) students and Spanish-speaking

Special Education students are placed in the Native Language Arts classes and at least one dual language core subject class.

(c) student choice - sometimes students express strong preference for classes based on their learning styles. When possible and pedgagogically congruent, those requests are honored.

Parents are kept abreast of student progress regardless of the program choice. Students may change programs after consultation with parents. The placement letters are maintained in a binder in the Guidance Counselor's office, Ms. Balili. Continued entitlement letters are distributed every six months to parents via mail and to the students in school. The continued entitlement letters are maintained in big binders as well in the Guidance Counselor's office, Ms. Balili. All communication with parents/guardians is delivered in the families' native language, whether it is a written or oral communication. Oral communication with parents is delivered via Curtis H.S. personnel because we have many staff members that speak the various languages that our students speak. All ELL students are placed in the program of the parents' choice.

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

The NYSESLAT is administered annually to all students identified as ELLs. The NYSESLAT is administered by NYS licensed ESL teachers according to the instructions issued by the New York State Education department (NYSED). An accurate record is kept of student participation in the test to ensure that appropriate outreach will maximize student participation in this end-of-year assessment. School personnel create test schedules that allow for ample time for administration of all four components of the NYSESLAT. Students are duly informed of the importance of the assessment and the academic implications of their participation. Pedagogues involved in test administration are provided with annual training to ensure that the integrity of the assessment is preserved. Post assessment is based on the students' portfolios, on-going classroom formative evaluations given by the ESL/NLA teacher and the students' results of the NYSESLAT test given in May. The Guidance Counselor, Ms. Balili goes on ATS and retrieves the Entitled students list to make sure all students are administered the four parts of the exam. Ms. Balili and Ms. Rombley continuously look for students that are absent in the morning and we begin our out-reach efforts to have them come in to take the exam.

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

At Curtis High School, the trend in program choice is the Freestanding ESL Program. Approximately 96% of parents make this selection. Growth of the Transitional Bilingual Program is anticipated as students become more comfortable in this learning environment and understand the efficacy of dual language immersion. The program models are aligned with the requests of Spanish-speaking parents. Unfortunately for non-Spanish-speaking families, the Transitional Bilingual Program is not a viable option. Nonethless, parents are informed that if they want their children in a Transitional Bilingual Program they have a choice of sending their children to a school that offers such a program in their native language. We have no record of parents opting to leave Curtis High School to choose a non-Spanish Transitional Bilingual Program. We also offer three (3) levels of Native Language Arts classes for the Spanish speaking students. A Transitional Bilingual Program was started at Curtis H.S. because we had and still have over 20 Spanish speaking students. Although, according to the parent choice letter, the percentage has increased by 2% over the years in favor of the TBE program, especially for those students that have greatly improved academically they prefer the TBE program; however most parents choose the Freestanding ESL program.

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])?

    1. Instruction is organized departmentally. Students are placed homogeneously in both the ESL classes and the Native Language Arts classes. ELL students receive the mandated ESL classes through the ESL/Foreign Language Department. Subject-specific ESL and dual language classes are offered in Mathematics, Social Studies and Science. Students in the ESL classes are placed according to the LAB-R or NYSESLAT results. Students in the Native Language Arts classes are placed according to their literacy skills in Spanish. We have three levels of ESL and NLA classes. Students who scored low on the LAB-R/NYSESLAT and the Academic Language and Literacy Diagnostic (ALLD) are placed in a Beginner class, and so forth for the Intermediate and Advanced levels. Both the ESL and NLA classes are part of the students' daily schedule. ELL students are fully integrated in the school's Small Learning Communities, taking elective classes according to their expressed interests. All classes are taught by NYS licensed teachers. ELL classes are organized homogeneously based on proficiency level established by LAB-R or NYSESLAT results

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)?

    2. Based on the results of the LAB-R and NYSESLAT, students are placed in the appropriate level of instruction for the mandated number of minutes, in the program chosen. All classes are taught by NYS licensed teachers. Consistent with CR Part 154, students receive the following mandated minutes of instruction depending on ESL level:
        (1) Beginning - 540 minutes weekly
        (2) Intermediate - 360 minutes weekly
        (3) Advanced - 180 minutes weekly

    When possible and deemed to be in the student's best academic interest, students are offered additional ELA responses to intervention (RTI) to ensure that the student will perform well on the NYS ELA regents and the NYSESLAT, while meeting standards for college readiness.

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.

    3. Both Beginning and Intermediate ESL students have 225 minutes of instruction per week in Global History, Earth Science, or Biology and Algebra 1. In these classes the self-contained model is observed. The ELLs are grouped together and receive content area instruction with ESL methodologies in English with native language support and instruction is aligned with the New York State Common Core Standards. The native language support is also available at Curtis H.S, because the Bilingual/ESL certified teacher and coach visits the content area classes on a rotating schedule to provide native language support. Mr. Davis, also a certified ESL teacher, also meets with content area teachers during professional development sessions. Both Ms. Kelly and Mr. Davis meet with various content area teachers after school to discuss the support and specific topics to help teachers and students. Content area class rooms are provided with Native Language libraries, bilingual dictionaries and textbooks that are ESL specific for each content area. All the content-area teachers have been sent to Quality Teaching for English Learners (QTel) training. These teachers also regularly attend both in house PD and PD offered outside of the school building during the school year by the Office of English Language Learners. This year we offered a Global 1 bilingual class, where instruction delivery is 60%-40% as stated in the chart below.

    Advanced ESL classes are mainstreamed in most content area classes. ESL content area classes in both American History and Economics are offered to the Advanced ESL students, in order to enable the ELLs to pass the American History and Government Regents exam.

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

4. Since the majority of ELLs are Spanish speakers we first give tham an oral exam followed by an Academic Language and Literacy Diagnostic (ALLD) where the students are tested in Spanish. Based on the results of the diagnostic test the students are placed in a Native Language Arts class and/or a bilingual class. This year we have 38 students enrolled in the Transitional Bilingual Program. Students are evaluated in the classroom via formative assessments, student portfolios, and the ELE test. Teachers align instruction with the Common Core Standards for the Native Language Arts curriculum

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

5. Teacher evaluate students' English acquisition in all four modalities via teacher assessments that are aligned with the Common Core Standards for ELA, the Home Language and Second Language five progressions standards are also used to evaluate the students. Student portfolios and various types of assessments targeted for each modality are used in the classroom; for example, written and oral reports in both English and Spanish, reading comprehension that is aligned with the Common Core Standards and listening comprehension evaluations. Teacher assessments in all four modalities are aligned with Common Core Standards as do the in class assignments, group work and pair share acivities.

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).

6. a) Curtis HS was allocated a SIFE grant for the school year 2012-2013. As a result of this grant Curtis H.S. created an Advanced Native Language Arts class for SIFE students which meets period 4, Monday-Friday during the students' regular school schedule. Students are also scheduled during their regular school hours for an Algebra 1 and Geometry support class as well as a Literacy support class. Club Connect, a regularly scheduled socio-emotional support class, was also scheduled one period per day; during this class a Spanish-speaking Guidance Counselor addressed such topics as college readiness, rights of the students when it comes time to apply for college, and other related topics of interest to ELLs. At the beginning of the spring semester 2013, ELLs were given a diagnostic reading test in order to establish their reading ability (ALLD). The ESL students use a Web based literacy program, called FastForWord, in order to improve their literacy skills. All students selected for this class are mandated to attend the Literacy class during their regular school day, Monday through Friday. Licensed ESL teaches were trained in the FastForWord program. Tutoring is also available Monday-Friday, periods 10 and 11. Dr. Agoda, an ESL licensed teacher, is in charge of the literacy class and tutoring. Students that have been identified as SIFE/Long Term English Language Learners (LTELL) students are enrolled in one of the Native Language Arts class. They are also enrolled in one of the Algebra classes.

A partnership between Curtis High School and St. John's University provided an opportunity for the ESL students and their parents to attend ESL and Beginning Computer classes at the St. John's University Staten Island Campus. This year "El Centro del Emigrante", a not for profit organization, will offer computer classes and English classes to parents of ELLs free of charge. Parents were notified of this opportunity on September 18, 2013 at the Parents' Mandatory meeting. They will meet in the Curtis H.S. Library every Thursday from 6:00 P.M. to 8:00P.M.

Depending on the allocation of our proposed SIFE grant for 2013-2014 Curtis HS will continue to expand the Transitional Bilingual Program to the science classes. As of this moment, however, we have purchased the Visual Learning DVDs for Living Environment and Earth Science. "Club Connect", a Guidance class for academic and social support, will also be added during second period. "Club Connect" will again be conducted by a Spanish-speaking College and Career guidance counselor. In addition, CHS will continue to implement the Literacy class for those students who qualify to attend. The Read 180 and Achieve 3000 are used as well for beginning ESL students during their regular school day. SIFE/SWD students will also be scheduled to attend a team-taught literacy class with a Reading Specialist during their regular school day and/or a team-taught Math skill-building class, according to the students' needs.

b) For ELLs who are newcomers (are in the US less than three years) instruction will be delivered using ESL strategies and QTel instruction. ESL and content area teachers have attended QTel training, with the exception of three teachers who will attend as soon as the PD is offered. The classrooms are supplied with bilingual dictionaries and native language libraries. Students are programmed for a literacy class in addition to their required ESL classes. Based on the Parent Choice letters we also program these students in a Transitional Bilingual Program. At present we have three Native Language Arts classes, a Global 1 class, and two Algebra classes. Tutoring is offered to these students as well after school, periods 10 and 11in the content area and in ESL. ELA tutoring is also available on Saturdays from 8:00 a.m. to 12:00 p.m. For these students we offer Read 180 classes, as well as FastForWord. FastForWord and Read 180 are both used in the students' regular school day program. During the regular school day an ELA review class will be scheduled and team taught by an English teacher and a licensed ESL teacher.

c) ELLs who are receiving services four to six years are scheduled for review classes during period 8 and 9. They also attend Saturday support classes from 8:00a.m. to 12:00 p.m. Based on their literacy level Spanish-speaking students are placed in the Transitional Bilingual Program along with the Native Language Arts class. When the ELL students are first registered at Curtis High School

over the counter, the parents complete a Home Language Survey (HLS) which determines the student's placement into the ESL program. The parents are informed that three types of ESL programs are available to their children in NYC: the dual language, the transitional bilingual program, or the freestanding ESL program. In the past, based on the results of the completed Parent Survey and Program Selection Form, the ELL parents have selected the freestanding ESL program. However, for those students whose literacy skills in their native language is under developed, we inform the parents that the Transitional Bilingual Program is recommended. We also explain to them why it is a benefit for their child to be based in this program along with the Native Language Arts class The students are given the LAB-R test to determine their English language abilities. Based on the results of the LAB-R test, the guidance counselor will place the students into the grade- appropriate ESL level. In addition, the guidance counselor will place the students into the grade- appropriate content area classes. A reading class will also be provided to these students in additon to the other services described above. Ms. Krongold, the reading specialist, works with these students every day during their regular school day. The students are given choices regarding their electives and the type of gym classes. They are invited to orientation meetings and college workshops.

d) At present Curtis High School has 49 Long-Term ELLS (6+ years). Curtis H.S. requests an Extension of Services for these students. The ESL guidance counselor of Curtis High School continues to monitor the progress of the students by recommending placement into the Native Language Arts classes for Spanish speaking students, a class where the FastForWord literacy program is used daily and a literacy class. FastForWord is presently used in one of the ESL literacy classes. If the SIFE grant is awarded this school year Achieve 3000 will be purchased and used in the ESL and Literacy classes in order to increase the students' literacy skills. A class targeted for these students is in place specifically for the ELA instruction during periods 8 and 9, Monday through Friday. This class is scheduled during the students' regular school day. The class will be team taught with an Assistant Principal of English and a certified teacher of ESL. In addition, the ELLs attend tutoring and review classes offered during Saturday School in order to build their literacy skills. Based on the literacy skills in their native language, they will be placed in the Native Language Arts class which meets five periods every day, Monday to Friday. This year the three Native Language Arts classes meet periods 2, 4 and 6. A mentoring program for these students is being planned as well as support group which will meet every morning during period 1. The group will be monitored by a teacher who has experience with ELLs and is an Advancement Via Individual Determination (AVID)-trained teacher/mentor here at Curtis H.S.

e) Former ELLs are entitled to ESL services for two years. We ask these students if they want to remain in the L House and take classes offered by one of our other small learning communities, or if they want to be in one of the other seven Small Learning Communities of their choice. We explain to them that if they choose to go into another specialty houses they are still entitled to ESL services for two years. The majority of students opt to stay in the ESL House, although they take additional courses offered in the other houses. We also explain to them that testing accomodations are provided for them for two years after they become proficient. we explain to them that they are entitled to take regents exams in their native language if it is offered in their language and they are entitled the use of a bilingual glossary and most importantly they are entitled to time and a half during an exam. At Curtis H.S. we place all ELL students in designated classrooms, usually on the 4th floor, by the Foreign Language/ESL office where students are more comfortable and understood.

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?

7. Students identified as ELLs/SWD who are required to have ESL services are monitored by the Instructional Services Department as per protocols established to write annual goals through Annual Review Conferences. At these yearly meetings parents, students, teachers (Special Education and General Education) and a compliance coordinator review how the students are performing academically in all subject areas including ESL. Once every three years, the School Assessment Team (School Psychologist and Social Worker) evaluates each student in Special Education in preparation for a new IEP. Recommendations as to future ESL services are made at this meeting.

ELLs who do not come to Curtis High School with an IEP and have difficulties in the ESL and ESL content area classes are evaluated by the subject teachers, a Special Education teacher as well as the Assistant Principal of Pupil Personnel Department for possible placement into Special Education. However, this procedure is not done for at least one year after the student has been attending Curtis High School. The ESL teacher initiates the process of placing an ESL student into Special Education after observing the ESL student over a period of time. The documentation includes notes on the student's academic performance or behavioral problems in class in comparison to the other ELLs who are progressing well. The teacher will send guidance referrals to the Assistant Principal of Pupil Personnel, who will begin the interview process for placement into Special Education. The instruction is delivered via the Freestanding ESL class with native language support. The teacher, Ms. Quevedo, supports them in Spanish using WILSON methodology; materials used (i.e. books) are also in the native language. ESL methodology and instructional strategies are employed. Bilingual dictionaries are also used and kept in the class rooms. Students identified as having IEPs will be tested with modifications as indicated on their Individualized Education Plans (IEPs). Students with disabilities are provided the testing accomodations specifics in their IEPs. Spanish-speaking students with IEPs will also be placed in the Native Language Arts class if the data indicates that their literacy skills in their native language are low.

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?

8. Students identified as ELL/SWDs are placed in mainstream classes at Curtis H.S. in the content-area, except for the Native

Language Arts classes, Math support class, and the Global 1 class. The curriculum follows the New York State standards as well as the Common Core Standards across the disciplines. Instructionally, teachers differentiate instruction based on the data we have gathered according to the Universal Design for Learning (UDL). Academic rigor and balanced literacy are evident in the classrooms. Students identified as ELL/SWD are placed in Collaborative Team-Teaching (CTT) classes in the content areas and are given Foreign Language and elective courses. The required courses that students take in order to satisfy graduation requirements are given to ELL/SWD students. The required Regents exams that they need to take to qualify for an Advanced Regents Diploma are also administered to these students. Students who are ELLs/SWD are programmed for all their classes with the rest of the mainstream population, except for their ESL or Native Language Arts classes.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	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.

9) Intervention services for ELLs in ELA, Math, Science, Global History, English, and US History include but are not limited to:

- After school tutoring- ELA, Math, Global History. U.S.History content area
- Literay support classes for SIFE students and Native Language Arts Classes (3 levels)
- Saturday tutoring-content area
- FastForWord and Achieve 3000 support for literacy-SIFE students

Most of the intervention services offered at Curtis High School are conducted in English. Classes in Math and History are conducted 70% in English and 30% in Spanish. Science class is also conducted 70% in English and 30% in Spanish. The Native Language Arts classes and the Algebra classes are conducted in Spanish 70% and English 30%. The ELL subgroups targeted are the lower third students, the SIFE students, and newly arrived students. The targeted population are also those students that are very close to graduating. We analyze data based on the students' needs academically and then we discuss and implement classes and tutoring in order to increase the passing rate of each student's Regents exams. Saturday classes, from 8:00 A.M. to 12:00 P.M., are offered, review classes in the content-areas are created in order to have students accumulate credit. All classes are offered in both Spanish and English. Extended day school is offered every day for all content area instruction, Monday-Thursday, from 3:45 P.M.- 5:45 P.M., also in Spanish and English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

10. Since the inception of the Transitional Bilingual Program and the creation of the bilingual classes students have improved a great deal in the Native Language Arts classes and in the two Algebra classes. Students' performance in the content area has improved where there is a Spanish speaking instructor. As a result of the TBE students are more motivated to come to school and data shows a great improvement academically in those classes.

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

11. For the upcoming year we will re-create a literacy and a NYSESLAT review class, and re-introduce "Club Connect", for socio-emotional support and to foster college and career readiness. The college office counselor, who is a native Spanish speaker, will push in two days a week to discuss such topics as resume writing, the college application process, the rights of undocumented young people and college, and the process and vital information about the "Dream Act".

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

12. Curtis High School will not discontinue any services for ELLs.

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

13. Tutoring for the ELA, Math, Social Studies, both Global and US History, and the Sciences (Living Environment, Chemistry, Earth Science) is available after school, Monday through Friday during 10th and 11th periods in the school library. One of our licensed ESL/Bilingual certified teacher is also there to help and support our students. Tutoring is also available on Saturdays for all content area classes. The classes begin at 8:00 a.m. and end at 12:00 p.m. A SIFE Literacy class will be offered as well during the students regular school day, Monday-Friday in Room 422. ELLS are offered equal access to programs such as the International Bacclaureate classes if students excel in their previous courses. Students are placed in the IB classes if they show mastery in the subject area and a strong desire to be in the program. Many ELLs at Curtis H.S. are placed in the IB Spanish, Italian, or French classes. This is true for the other content area classes. ELLS are encouraged to participate in Curtis H.S. extra-curriculuar programs; many of them play soccer and have been offered scholarships to colleges when they graduate.

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

14. FastForWord, a web-based Literacy program, is used in the beginner and intermediate levels of ESL classes. The students use the program in one of their ESL classes. The targeted groups are the SIFE students and SWDs. Some English classes also use the program for SWDs and students in the lower third percentile. The ESL department provides materials and books that facilitate learning. Bilingual dictionaries in languages spoken by our ELLs are ordered every year as well as bilingial Global History, US History and Algebra classes for the bilingual Spanish classes. For the Native Language Arts classes books (short stories, magazines, novels) are ordered every year for each level. Over $15, 000.00 is spent on new material every year.

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

15. Native Language support is delivered via the Transitional Bilingual Program in the three Native Language Arts classes, Global History class,and two Algebra classes. In the ESL classes Spanish is also delivered by two of the three certified ESL teachers. The Foreign Language teachers also support our Spanish speaking students in delivering the language whenever possible.

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

16. Students are placed in age apprpriate grade levels in their content area classes. If a student fails a content area class one semester, he/she is placed in an extended day class that he/she failed and is scheduled for the content area class that is grade appropriate. ELLs are placed in their appropriate level in ESL classes based on the students' NYSESLAT scores. Students are placed in the Native Language Arts classes based on their literacy skills in Spanish and if they are SIFE students. Students are placed in the appropriate grade level Science, Math, and Social Studies classes.

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.

17. Newly enrolled ELLs are offered the "Bridge Program" during the summer before they begin school in September. In August there ia Freshman Orientation; students are programmed to attend and are given a mock schedule run. We plan to add the "Club Connect" class in the spring, depending on the outcome of the 2013-2014 SIFE grant. ELLs are invited to participate in the International Festival every year during December. Many ELLs participate in this event because they can show off their traditions, food, and culture to the students and their parents.

18. What language electives are offered to ELLs?

18. ELL students are offered to study either Spanish, Italian, or French. We program students up to and including the three year sequence in a foreign language which terminate with a Languages Other Than English (LOTE) exam. Students in all language classes including those in the Native Language classes are encouraged to continue in the IB/AP Spanish, Italian or French classes. Many of them take advantage of the opportunity.

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)?

19. Curtis High School does not offer a Dual Language Program; we offer the TBE.

C. Professional Development and Support for School Staff

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

1. Professional development to individual ESL content area teachers, Bilingual content area, Ntive Language Arts, and ESL teachers at Curtis H.S. is provided through various Professional Development conferences at Curtis High School. On Wednesday mornings the staff meets for one hour, from 7:45A.M. to 8:45 for Professional Development. Our school is divided into separate "Houses" or "Small Learning Communities". The ESL content are , Bilingual content area, Native Language Arts teachers, ESL teachers, the Reading/Speech specialist, the parent coordinator , the paraprofessionals for ELLs, along with the ELL students guidance counselor and the Assistant Principal meet in room 421 to discuss various issues concerning our ELLs. Training for the FastForWord Program and the Achieve 3000 program are offered at school or outside of the building. The Assistant Principal of the English Department and the Foreign Language/ESL Assistant Principal, along with three ESL/Bilingial teachers and English teachers, participated in the training for the FasForWord Program in Manhattan during August, 2013. Achieve 3000 training takes place two times a year, once in the fall and once in the spring at Curtis High School. Almost all content area teachers including the Assistant Principal attended Qtel workshops. The Bilingual and ESL teachers participated in the Common Core Standards workshops held during the summer for a total of 6 sessions in July and August. The Professional Development at Curtis High School are offered in three week sessions. Teachers and Assistant Principals offer the workshops to all content area teachers of ELLs. Topics offered are: The New Langauge and Home Language Progressions, Common Core Standards, academic language for content area, word walls, student work and actionable comments, the NYSESLAT. One three part series of workshops was delivery of instruction, scaffolding, and differentiating instruction by using various means of entry.

2. . Teachers of ELLs, including ESL and bilingual teachers, are offered professional development every Wednesday fron 7:45a.m.-8:45 during our Professional Development hour. Common Core Standards for ELA are used for our ELLs in the ESL and Native Language Arts classes as well as the content area ELL teachers. Teachers turnkey lesson planning that is aligned with the Common Core Curriculum. Each topic is offered in a three week series. Curriculum mapping based on the Common Core Standards has been written during a three week series; student work thats reflect the common core standards and actionable comments that reflect the "next steps" are discussed. Scaffolding and differentiating instruction to the needs of the ELL students are also offered.

3. . During our "Small Learning Community" meetings and staff development days prior to the start of classes, the guidance counselor and the assistant principal prepare staff in assisting ELLs as they transition into high school. We discuss problems that ELLs face and inform staff to whom they must refer the students if and when a problem arises. Some of the problems that ELLs face when they are new to the country are housing, work issues, immigration and lack of parental/guardian support. We also speak to the staff in a foreign language and then we ask them how they felt when when they were spoken to in a language they did not understand. We stress the fact of how difficult it is for ELLs to know what is going on in a classroom when another language is spoken that they do not understand. The ELL guidance counselor also attended many professional development workshops to help students transition. She has attended such training as "accountability for ELLS", "Emporium for dual language education", and the McKinney-Vento homeless assistance training. She then conducts workshops and turn keys the information to content area, ESL, and Native Language Arts teachers.

4. The minimum 7.5 hours of ELL training for all staff takes place the first two days of Staff Development before the first day of classes in September. Staff reports to school at 7:50 a.m. and the day ends at 2:50p.m.. Staff is divided into the morning session and the afternoon session. After the faculty conference teachers attend professional development workshops for ELLs during the Small Learning Comminity meeting for the "L" House, coded for ELLs. Cetificates of completionn of the 7.5 hours are given to conten area teachers, ESL teachers, Native Languae Arts teachers who complete the mandated hours. The certifiactes are then kept in a file cabinet in the office of the assistant principal. Explanation of the seervices required by the State and Fedral Government are discussed as per Jose P. These include services mandated for ELLs/ Students with Disabilities where schools in the Eastern district of New York are required by federal court to appropriately evaluate, place, and provide services for these students. Advocates for Children of New York continues to monitor the implementation of the Jose P. judgemnts and orders. Other training for staff is held throughout the school year during the school's Professional Development time, Wednedays for one hour, 7:45a.m.-8:45a.m.

D. Parental Involvement

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

1. Parents of ELLS are invited to the Freshmen Orientation two times during the school year, once in the spring and then again in the summer. After the general meeting with all parents and their children , the Small Learning Communities meet separately with the parents and their children to discuss any important issues and to explain the identification and intake process, the mandated ESL and Bilingual classes, the NYSESLAT and any other important information. The Assistant Principal and the guidance counselor explain what their roles are and review the students' programs as well as all state and federal mandates. During the school year, specifically for our School Leadership Committee meetings, parents are invited to attend the once a month meetings. During the holiday season the Parent Teacher Association organizes an International Celebration where parents and students are invited to bring dishes that represents their respective cultures. Students are involved by performing a dance or any form of culture that represents their country of origin This year the celebration will be held December 10, 2013. Many parents and students attend and the food represented by many countries is quite astonishing. At the end of each semester we invite students whose academic performance has improved to a special recognition ceremony. We invite the parents as well. We invite the content area teacghers, ESL and Native Language Arts teachers. Teachers recommend students who excelled in three categories: the student that most improved academically, attendance, and highest overall average.

2. The Guidance Counselor and the Parent Coordinator recommend and advise parents of ELLs of any Community Based Organizations or agencies that may meet their needs. This year, during the mandated parents' meeting, September 18, 2013 El Centro del Emigrante, a nonprofit organization that helps immigrant families was invited to speak. They informed parents of the many issues that students and their families are faced with. Curtis H.S. also has a strong relationship with the New York Immigration Coalition and the Mexican Consulate. With the help of these organizations and the cooperation of the Mexican Consulate, we will host an adult education program based on the consulate's Plaza Comunitarias model. Plaza brings a ready-made, technology rich menu such as Native Language pre-GED, GED, civics, cultural enrichment and job training as well as a strong ELL component and native language parent workshops. This year we also offer free English and computer literacy classes to parents of ELLs. These classes will be held every Thursday evening in the school Library from 7:00P.M. to 9:00 P.M. As an added service we also offer free job skills workshops to parents. El Centro del Emigrante also offers the parents food and clothing for those parents in need. During Parent Teacher Conferences the point person for El Centro, Mr. Kevin Ferrero, came to the ESL teachers' classrooms and spoke to the parents about the above mentioned services to the families. He explained to them how El Centro is available for support and help to families in need or families that may have questions or concern regarding any issue, from finding a job to legal advice about becoming a legal resident. Parents were also informed of the translation services available to them. For example, Curtis H.S. has many pedagogues or staff that speak various languages; we also have the bilingual paraprofessional, available during Parent-Teacher Conferences, Parents' meetings, and of course during the course of the day. Translation services are also available via Erickson Translation And Interpretation Services. Curtis H.S. also purchased FM transmitters and receivers for translations called the "Talk and Listen Kit".

3. We evaluate the needs of the parents through meetings and individual conferences. The guidance counselor is available at all times to assist parents in any way possible. Her door is always open to welcome parents and students. Parents are given personal business cards from the guidnce counselor, the parent coordinator, the bilingual paraprofessional, and the assistant principal. They are told to call any of the staff involved with their children's issues at any time and we will be more than happy to assist them in any way possible. The Parent Coordinator calls parents during the school year concerning events that take place in school and invitations to parents of ELLs. Meetings are scheduled to inform the parents of issues concerning their children. Letters are sent home to inform them of any free services that are avilable through the school and other agencies or community organizations. The parent coordinator sends letters and calls the homes to inform parents of services available to them; for example, free English classes in the school library every Thursday evening from 7:00 P.M. to 9:00 P.M. Parents are also asked to fill out surveys concerning the needs of their children and their own needs as parents of ELLs. These surveys are distributed to parents at Parent-Teacher Conferences, Parents' meetings and are also sent home with their children and mailed to them as well. They are then asked to return them either in person or with their children. If they have not returned them, the parent coordinator and the guidance counselor call their homes.

4.We evaluate the needs of the parents through meetings and individual conferences. The guidance counselor is available at all times to assist parents in any way possible. Her door is always open to welcome parents and students. Parents are given personal business cards from the guidnce counselor, the parent coordinator, the bilingual paraprofessional, and the assistant principal. They are told to call any of the staff involved with their children's issues at any time and we will be more than happy to assist them in any way possible. The Parent Coordinator calls parents during the school year concerning events that take place in school and invitations to parents of ELLs. Meetings are scheduled to inform the parents of issues concerning their children. Letters are sent home to inform them of any free services that are avilable through the school and other agencies or community organizations. The parent coordinator sends letters and calls the homes to inform parents of services available to them; for example, free English classes in the school library every Thursday evening from 7:00 P.M. to 9:00 P.M. Parents are also asked to fill out surveys concerning the needs of their children and their own needs as parents of ELLs. These

surveys are distributed to parents at Parent-Teacher Conferences, Parents' meetings and are also sent home with their children and mailed to them as well. They are then asked to return them either in person or with their children. If they have not returned them, the parent coordinator and the guidance counselor call their homes.

E. Additional Information

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

Paste response to question here

Part VI: LAP Assurances

School Name: Curtis High School			**School DBN:** 31R450
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Aurelia L. Curtis	Principal		11/15/13
Ms. Adele Rombley	Assistant Principal		11/15/13
Mr. Tom Hepworth	Parent Coordinator		11/15/13
Mr. Benjamin Davis	ESL Teacher		11/15/13
Mrs. Michelle Alvarez	Parent		11/15/13
Ms. Alicia Isasi-Endress	Teacher/Subject Area		11/15/13
Ms. Cinthia Grullon	Teacher/Subject Area		11/15/13
Mr. Benjamin Davis	Coach		11/15/13
Ms. June Kelly	Coach		11/15/13
Ms. Jona Balili	Guidance Counselor		11/15/13
Mr. Roberto Hernandez	Network Leader		11/15/13
Mrs. Jaclyn Zito	Other School Psychologist		1/14/13
	Other _____		
	Other _____		
	Other _____		

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Curtis High School	DBN: 31R450
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information

☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12

Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The ELL population at Curtis High School needs support in both the academic and socio-emotional settings. In order to successfully intergrate these students into the English academic mainstream and prepare them for college and career success we have created several programs and classes designed to foster learning English for authentic purposes in both the social and academic arenas. These programs are designed for all ELL/SWD students in grades 9-12, including newcomers, SIFE, and LTA students. Some of the supplemental programs we will create after school are:

1- An ELA, NYSESLAT enrichment and remediation class will take place after school, at 3:45-5:15 on Mondays, and at 3:05- 4:35 on Wednesdays beginning January 5th and ending June 10th. The focus of our enrichment activities are three-fold: 1) improving the students' critical reading capabilities by developing close reading/annotation strategies 2) improving the students' writing by developing assignments that bridge the gap between high school and college and 3) increasing our students' Tier II and Tier III vocabulary awareness. Instruction will be delivered by a certified ESL teacher and a certified English teacher. Native language support will be provided by the certified ESL teacher. Based on data from past Regents examinations , the NYSESLAT, and in-school assessments, instruction will be aligned to the Common Core standards and incorporate best practices as prescribed in Danielson's Framework for Teaching. Differentiated instruction and accountable talk will be incorporated as part of the daily lessons. Classes will begin as soon as money is available. The targeted population consists of English Language Learners, grades 11 and 12, including SWDs and LTAs. Classes will continue through June, 2015.

2- A support class for newcomers will take place after school, at 3:45-4:45 on Tuesdays and Thursdays beginning January 6th and ending June 11th, 2015. Since we have a large number of newcomers this year, the class will be taught by a licensed Spanish teacher. The teacher will address any socio-emotional problems students have encountered in their new environment, whether it is at home and/or in school. The teacher will also offer enrichment activities such as using the Hochman writing program across the content areas, and discuss team building and extra-curricular activities that are offered in the school. During the year, the ELL Guidance Counselor, in conjunction with the licensed Spanish/ESL certified teacher, will come in once a month to talk to students about issues they may encounter such as legal status, pathways to higher education, and opportunities they have even if they are undocumented, as provided by the Dream Act. They will also discuss the requirements for graduation in New York State, classes they are mandated to take, i.e. ESL and NLA classes, explain the mandated NYSESLAT exam and how their scores determine the number of ESL classes they take and what determines their placement in mainstream classes. The guidance counselor is a native speaker of Spanish as well and will be able clarify or explain the mandates required in the United States, specifically New York State.

3- An enrichment Algebra class will take place after school, at 5:15-6:00, Monday to Thursday beginning

Part B: Direct Instruction Supplemental Program Information
January 5th and ending June 10th. Instruction will be in a bilingual setting, 40% English-60%Spanish ratio taught by a certified Math teacher, in conjunction with a licensed Spanish teacher. The class will include 10th and 11th grade ELLs that did not pass the Regents exam, including SWDs and LTAs, and utilize innovative technology such as the rapid response interactive student assessment system. Curtis High School currently employs three certified ELS teachers and two certified bilingual teachers. The ELA/NYSESLAT enrichment and remediation class will be taught in English using ESL methodology, with native language support. The language of instruction for the Algebra class will be a bilingual class setting, 40%-60% ration (English-Spanish). Finally, the support class for the newcomers will be taught in English(30%) and Spanish(70%) since many of them do not know English. Materials teachers will use are textbooks in English for the ELA/NYSESLAT class as well as additional reading materials such as short stories, novels, essays, informational articles, etc., that align with the common core standards. In the Algebra class the teacher will use the bilingual Algebra textbook that aligns with the new common core exam in Math. Students will also use the on-line workbook that is aligned with the textbook. Since Curtis HS has instituted a chrome book initiative beginning with the International Baccalaureate and SIS programs, we would like to extend the initiative by providing chrome books for 30 ESL students out of the Title III grant. In addition, supplies that the teachers and the students will use that we need funded out of the Title III grant are supplemental materials such as large post-it paper, markers, pens and pencils, and stick-it note pads.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Professional Development for the Title 3 Supplemental Program is designed to improve instruction for our ELL students, including the SWD and LTA students, to increase credit accumulation, increase the Regents exam pass rate, and to increase the NYSESLAT scores by at least one level. Curtis High School's Professional Development for the Title 3 Supplemental Program is as follows: 1- Wednesday mornings from 7:45 A.M.- 8:45A.M. Teachers of ELLs, including ESL/NLA teachers and all content-area teachers of ELLs will attend the scheduled in-house professional development. The PDs are held through June, 2015. The ELL guidance counselor will also attend the meetings to help teachers understand and learn how to deal with certain issues that the ELL population faces. Topics that will be covered are differentiating instruction in the ESL, NLA, and content area classes and incorporating vocabulary-building activities into instruction on a daily basis. "Scaffolding Instructions for ELLs", a new resource, provided by Engage NY, for literacy and mathematics will be studied and the instructional strategies will be incorporated into the English and Mathematics classes. The instructional strategies are aligned with the common core standards. The instructional strategies will also be used in the ELA/NYSESLAT remediation/ enrichment class and in the Algebra class. Lesson study groups will discuss and create unit plans and align lessons to the Common Core Standards. Working closely with the English

Part C: Professional Development
Department we will incorporate a structured writing initiative, such as the Hochmann Writing Program, in the ESL classes. The ESL teachers will facilitate some professional development Wednesdays on how to incorporate ESL methodologies, such as QTel and scaffolding strategies, to content-area teachers. Topic1: Concrete Strategies for Success Rationale: Team-building and sharing best practices Date: Beginning Wednesday, January 7th and ending Wednesday, June 10th. Time: 7:45 -8:45 AM Name of Provider: Foreign Language/ESL Department Audience: teachers 2-Twice a month a P.D. will be scheduled in school, on Wednesdays from 3:05- 4:05. Assistant Principals of the ESL and the English Department will meet with the ESL, NLA, Math, other content area teachers, and the guidance counselor. We will discuss such issues as how we can improve attendance, how we can increase parental involvement, extra curricular activities for our ELLs, and strategies used to help and support socio-emotional issues. Data analysis of NYSESLAT scores in the four modalities and attendance reports will be discussed, and finally we will create cultural and team building activities so that our students can have a sense of belonging. Topic: Attendance and Extra-curricular Activities Rationale: Connecting ELL students to the school culture. Date: Wednesday, January 14th through June 10th Time: every other Wednesday from 3:05-4:05 Name of Provider: Foreign Language and English Assistant Principals Audience: teachers/guidance counselor 3- Teachers will attend attend workshops and Professional Development conferences offered by the OELL and our network such as, "Writing Language Objectives for ELLs in the Mathematics Classroom", "Support Newly Enrolled Unaccompanied Migrant Children", and on upcoming events such as "Professional Learning Day" presented by the Latino Caucaus of the School Supervisors and Administrators. Topic: Taking Advantage of Outside PD Rationale: Connecting to and developing new resources to benefit and support our ELL popluation. Date: TBD Time: TBD Name of Provider: TBD Audience: teachers

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider

Part D: Parental Engagement Activities
• how parents will be notified of these activities
Begin description here: Parents of ELLs are invited to various activities and meeting throughout the school year. We believe that the more parents are involved in their chiildren's lives, the better their children will perform in school. 1- Every year, before the holiday season, the PTA organizes an International Celebration. Parents of ELLs are invited to bring a food that represents their country. Parents are invited to attend the celebration via telephone calls in their native language; notifications are also sent home in English and in their own language. Many parents and students attend the celebration. Topic 1: International Celebration Rationale: Increasing parental involvement by celebrating the many cultures at Curtis HS Date: December 9th, 2014 Time: 7:00 PM- 9:00 PM Name of Provider: Curtis HS Foreign Language/ESL Department Audience: students, teachers and parents 2- The Multi-Cultural Club at Curtis H.S. is a melting pot of the many different cultures represented by our student body. The club organizes a Multi-Cultural event every year. Students perform dances and/or sing songs that are representative of their countries; after the performances refreshments are served. Parents are invited and again lettters are sent home in English and in their native language. Telephone calls are made in the various languages and announcements are made in the Curtis Parent Newsletter, a monthly that is mailed to the families. Many parents attend the event and refreshments are served afterwards. Topic 2: Multi-Cultural Celebration of the Arts Rationale: to heighten awareness of the arts and culture of our many different ethnic groups represented at Curtis HS Date: May 20th, 2015 Time: 9:00 AM- 3:00 PM Name of Provider: the Multi-Cultural Club Audience: student body and faculty 3- The ESL Guidance Counselor and the Parent Coordinator advise parents of any Community Board Organizations or agencies that may meet their needs. A representative of El Centro del Emigrante, a non-profit organization, comes to Curtis H.S. to speak to parents of ELLs about many issues they are faced with. Some of the issues they discuss are immigration, jobs, college, their rights as immigrants, etc. Curtis HS also purchased FM transmitters and receivers called "Talk and Listen" kits. Topic 3: El Centro del Emigrante Rationale: to provide outreach and information to our community of parents Date: March, 2015 Time: 8:00 AM-4:00 PM Name of Provider: El Centro del Emigrante

Part D: Parental Engagement Activities
Audience: Parents/guardians of our ELL students 4- Curtis H.S. has strong ties with the New York Immigration Coalition and the Mexican Consulate. With the help of these organizations and the cooperation of the Mexican Consulate, we host an adult education program based on the Consulate's Plaza Comunitaria model. Plaza brings a ready-made, technology rich menu such as Native Language pre-GED, GED, civics, cultural enrichment, and job training as well as a strong ELL component and native language workshops. We offer free English and computer literacy classes to the parents. The classes are held every Thursday, from 7:00 P.M.-9:00P.M. in the school library. El Centro del Emigrante offers parents free clothing and free food. Parents are also informed of the Translation and Interpretation services via the New York City Translation and Interpretation Unit. The Language Assessment Kit by the New York City Department of Education is used at Curtis H.S. as well. Topic 4: Mexican Consulate Rationale: to provide specific workshops in computer literacy, job training, etc. Date: Thursday, January 15th, 2015 until June 11th. Time: Thursdays 7:00 PM -9:00 PM Name of Provider: Mexican Consulate Audience: Parents/guardians of our ELL students 5- We will schedule two award days for our ELLs attending the after school program. Parents will be invited to attend the ceremony to honor the students with the best attendance, most improved grades, and the highest average. The ceremonies will take place twice during the course of the year, once during the mid-year mark of their classes and the second ceremony will take place in June. Parents will be invited via telephone calls, letters will be sent home, and announcements in the parent newsletter. All communication with families will be in English and in their native language. Topic 5: Celebration of Achievement Rationale: to provide recognition of students who have excelled by taking advantage of the Title III programs offered Date: March 4th Time: Period 2 Name of Provider: Foreign Language/ESL Department Audience: Deserving students, parents and faculty

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• Per diem		
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R450 **School Name: Curtis H.S.**

Cluster: 611 **Network: 611**

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.

The data used to asses Curtis High School's translation and oral interpretation is the number of entitled students registered at the school and the Home Language Survey (HLS). Depending on the home language we provide all written information in the language they fully understand. Letters sent home to inform parents/guardians of an upcoming event or meeting are sent home in their native language so that they can completely understand what is being conveyed. Erickson Translation and Interpretation Services, a company located near Curtis H.S., also provides services for us in a timely manner. In addition, we have the option of using the Department of Education's Translation and Interpretation Services. Fortuitously, we rarely use this service because we have many people on staff who speak another language other than English. All signs that are posted on the wall in the main lobby are in multiple foreign languages, The student/parent handbook we distribute to the parents/guardians of our English Language Leaners at the Freshmen Orientation and at the mandatory parents' meeting is also written in various languages; Spanish, French, French Creole, Albanian, Polish, Russian, Urdu, and Arabic. Oral interpretation is provided by the two certified bilingual teachers, for Spanish-speaking parents/guardians. At the mandatory parents' meeting a bilingual (Spanish, English) paraprofessional is present to provide the parents with oral interpretation of the issues discussed. At Parent-Teacher Conferences the bilingual paraprofessional is also available for oral interpretation for all teachers in the content-area.

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.

Curtis High School is very much on top of the needs of our students and parents/guardians in every way. One of our priorities is to make sure English Language Learners and their parents/guardians are provided with the translation and oral interpretation services. The needs findings are reported to the Principal, Dr. Curtis, the School Leadership Team Committee meetings and all English Language Learners /Bilingual teachers , Mr. Hepworth, the parent coordinator, and content-area teachers of English Language Learners.

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.

The written translation services Curtis H.S. provides will be based on the number of home languages listed in the Home Language Survey as well as the languages spoken by registered English Language Learners who are entitled students. In- house translation services and outside services are provided by Erickson Translation and Interpretation services; Department of Education services are also available if the need arises. Written translation is available through many faculty members who speak a variety of languages other than English. The Assistant Principal prepares letters and notices to parents/guardians as soon as there is a need. She also sends information to parents/guardians via the monthly newsletter sent to the parents/guardians' homes. All important and pertinent information that has to be delivered to parents/guardians is downloaded from the district office, the Office of English language Learners.

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.

The oral interpretation services we provide at Curtis H.S. are in-house through a bilingual para-professional, all Foreign Language teachers, bilingual teachers, and a number of faculty members who speak multiple languages, such as French, French Creole, German, Italian, Spanish, Albanian, Russian, Chinese, Urdu, Arabic. Our staff is as multi-cultural as our students

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

At Curtis H.S. we provide parents of ELLs a copy of the Parents Bill of Rights in several languages. These documents are distributed at the mandatory parents/guardians' meeting, at Freshmen Orientation, and when we hold a parent 'House" meeting. The English Language Learners Guidance Counselor gives any parent who comes in to register his/her child a copy of the document. Due to the large number of English Language Learners students we have signs posted in multiple languages throughout the building. When parents come to school to speak to administration, they are directed to their appropriate location by staff at the school's front desk.