

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

DBN: (i.e. 01M001): **31R470**

School Name: **CONCORD HIGH SCHOOL**

Principal: **CHRISTOPHER ANZALONE, I.A.**

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 31R470
School Type: Transfer School Grades Served: 9-12
School Address: 109 Rhine Avenue, Staten Island, NY 10304
Phone Number: 718-447-1274 Fax: 718.442.6276
School Contact Person: Diana Callahan Email Address: DCallahan3@schools.nyc.gov
Principal: Christopher Anzalone, I.A.
UFT Chapter Leader: Richard Lipscomb
Parents' Association President: Ernestine Avera
SLT Chairperson: Christopher Anzalone
Student Representative(s): Michele Gutierrez, Luis Valentin

District Information

District: 31 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Avenue, Room 304, Brooklyn, NY 11212
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718-778-7305 x315 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 108 Network Leader: Lisa Pilaski

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anzalone, Christopher	*Principal or Designee	
Lipscomb, Richard	*UFT Chapter Leader or Designee	
Avera, Ernestine	*PA/PTA President or Designated Co-President	
Hansen, Grace	DC 37 Representative, if applicable	
Valentine, Luis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Prescia, Antonia	Member/Staff/UFT	
Steinfeld, Nancy	Member/Staff/UFT	
Brown, Kimme-Kwa	Member/Parent	
Diamond, Dixieann	Member/Parent	
Genco, Karen	Member/Parent	
Nagangast, Sheila	Member/Parent	
Williams, Nicole	Member/Parent	
Sobel, Michael	CSA Representative	
Gutierrez, Michele	Member/Student	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Concord High School Mission Statement:

The mission of Concord High School is to develop the leaders of tomorrow by preparing all students to meet the high academic, technical, civic and workforce challenges of the twenty-first century. We believe that strong leadership throughout our united community of faculty members, students, parents and associates will move us toward our goals. We, therefore, hold in the highest regard the initiative, planning, effort and teamwork that result in academic rigor, in standard setting student performance and in continuous improvement.

Concord High School is the only transfer high school on Staten Island. We work closely with all of the high schools on Staten Island to identify students that would benefit from the special atmosphere and approach of Concord.

Concord High School provides a warm and welcoming school environment for all students. The environment is one in which every staff member knows every student in the school. Concord also has a “Student Adoption” program where every student is “adopted” by a staff member. That staff member becomes the student’s point of contact for questions, report cards, and guidance. This has played a key role in the increase in credit accumulation and attendance at Concord.

In the 2014-2015 school year, Concord High School will focus on increasing our students writing ability and capacity to write. We have an instructional focus that is centered on the Common Core Standards for Writing, specifically the College and Career Anchor Standards. Through this focus we will increase students’ credit accumulation and transitional readiness.

Concord High School’s teachers take part in extensive professional learning activities that lead to increased student success in their courses. Our teachers look for new and innovative approaches to increase student engagement.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- High standards are set and clearly explained to students at the beginning of each term. These expectations are continually restated by the faculty and conveyed in all feedback to students. (Score of 3.34 out of a possible 3.75 on 2012-2013 School Progress Report/Learning Environment Survey for “Academic Expectations”)
- Instruction is customized to the needs of each individual student within the classroom.
- All students have access to a laptop computer to increase student engagement and allow for quick research within classes. The laptops allow for more variety in class activities, increasing differentiation, engagement, and rigor. (Score of 3.44 out of a possible 3.75 on 2012-2013 School Progress Report for “Engagement”)
- All classrooms equipped with Smartboards. (90% of teachers agreed that “Overall, my professional development experiences this school year have...helped me to meaningfully use technology in the classroom” on Concord’s 2013-2014 NYC School Survey)
- Push-In SETSS in all core four classes to create a school wide inclusive setting.
- Science classrooms with built in lab desks in addition to regular classroom desks allowing for quick experiments within the class period.
- Tailor made student programs to help the student be successful (start time, period placement, double periods, etc.)
- We utilize double period classes for students taking specific NYS Regent Exams or requiring remediation.

Needs:

- Unpacking the Common Core Standards and their alignment to the Danielson Framework. (9% of teachers disagreed that “Professional development helped me shift my practice to align to the Common Core Learning Standards” on Concord’s 2013-2014 NYC School Survey)

Priority Need:

- Teacher teams analyzed student work and the baseline assessment and found that students needed to increase their writing capacity.

Part 2 – Annual Goal

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

- By June 2015, students will improve their writing capacity and writing quality through utilization of the College and Career Readiness Anchor Standards by 5%; moving the students average from 4.85 to 5.09 as evidences by the ELA Predictive Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element,	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start</i>	Key Personnel <i>Who is responsible for implementing and</i>

including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<i>targeted?</i>	<i>and end date?</i>	<i>overseeing the activity/strategy?</i>
All students will take the ELA Fall Predictive Assessment (Schoolnet) to establish a baseline.	All students	Oct.-Nov	Testing Coordinator (Implementing/Overseeing, ELA Teacher Team (Grading/Explaining Findings
Students with disabilities and English Language Learners receive extra help in writing from their SETSS or ESL teacher	IEP Students, English Language Learners	Sept.-June	SETSS Teachers, ESL Coordinator/Teacher
Teachers will look at student work to identify trends, areas of improvement, and areas in need of improvement.	All students	Sept.-June	All faculty
Parent involvement will be increased through writing projects assigned over school breaks expressed to parents to aid and monitor their child's work, teacher use of Skedula, and weekly time allotments to faculty for increased parent engagement.	All students	Sept.-June	All faculty

Part 4 – Resources Needed

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

- Baseline Assessment – Schoolnet
- Benchmark Assessment – Schoolnet
- End of Year Assessment – Schoolnet
- Professional Learning on Schoolnet Assessments – norming, data collection/review, etc.
- Professional Learning on College and Career Readiness Anchor Standards for Writing.
- Computers for students

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
February 2015, there will be a 2.5% increase in the quality of students' writing as evident by the Predictive Assessment.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Tailor made student programs to help the student be successful (start time, period placement, double periods, etc.)
- Every student in the building is known by every staff member. All students are greeted by name upon entry to building/class. (95% of students agreed that “at my school I feel welcome” on Concord’s 2013-2014 NYC School Survey)
- Students are “adopted” by a staff member to create a family atmosphere. That person acts as the student’s main point of contact and support. (Score of 3.37 out of a possible 3.75 on 2012-2013 School Progress Report for “Safety and Respect”)
- Weekly attendance meetings are held and students identified as having attendance issues are then brought in to identify ways for the school to help them be successful.
- Student progress is reviewed with each student and parent on an individual basis with the guidance counselor each marking period (at a minimum).

Needs:

- Community based organization to address greater student needs and increase student engagement in school.

Priority Need:

- Increased focus on student’s transition from high school to both college and career. (29% of students disagreed that “There is an adult who is helping me plan for my next steps after graduation (career planning, college selection and application process, financial aid process, etc.)” on Concord’s 2013-2014 NYC School Survey)

Part 2 – Annual Goal

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

By June 2015, students will improve their awareness of the requirements of transitioning to college and/or career by 5%, moving the students’ positive responses from 72% to 76% on Concord’s School Survey, specifically transition question results (student response of “Strongly Agree” or “Agree” to the question “There is an adult who is helping me plan for my next steps after graduation (career planning, college selection and application process, financial aid process, etc.”).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities,			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
Key staff members will attend training during the summer of 2014 to create a College and Career Readiness curriculum to be implemented in September 2014.	All Students	Aug.-Sept.	CCR Teachers
All students will take a College and Career Readiness elective class upon their acceptance to Concord High School. This class will provide access to college and career research. Student progress will be assessed through report card grades.	All students	Sept.–Jan. & Feb.- June	Guidance Counselor
Guidance staff will speak with students to gather information on potential colleges and careers of interest. She will then gear her school trips and college/career fair to them.	All students	Sept.–Jan. & Feb.- June	CCR Teachers, Guidance Counselor
<p>All students will have the opportunity to take part in the following school activities:</p> <ul style="list-style-type: none"> • College and career fair held at the school. • Attend college visits with our guidance counselor set up by the school. • Attend a CoopTech visit with our guidance counselor set up by the school. • Attend a college application workshop with our guidance counselor set up by the school. 	All students	Sept.–Jan. & Feb.- June	Guidance Counselor

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Teacher attendance at summer training • Incorporation of iLearn/Apex College and Career Readiness curriculum. • Schedule adjustment to allow for college and career fair during the day to increase attendance and engagement. • Schedule adjustment to allow for college and career visits during the day to increase attendance and engagement.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>10. Specify a timeframe for mid-point progress monitoring activities.</p>
Mid-year progress will be assessed through a school made survey (with the question referenced above), distributed in February, receiving a 76% positive response (2.5% increase response of Agree or Strongly Agree).

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

- Teacher Teams focused around both student improvement and subject specific instructional improvement. (100% of teachers agreed that “Teachers in my school...work together on teams to improve their instructional practice” on Concord’s 2013-2014 NYC School Survey)
- Diverse Professional Learning team that identifies areas of learning need for the staff.
- School schedule that allows for collaborative time.
- Weekly meetings (School Implementation Team, Attendance Team, etc.) to discuss and address issues in the school.
- An instructional focus identified and supported by the staff.

Needs:

- Additional subject specific professional learning.

Priority Need:

- Individual staff specific professional learning. (60% of teachers disagreed that “I am receiving professional development that is more tailored to my development needs” on Concord’s 2013-2014 NYC School Survey)

Part 2 – Annual Goal

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

By June 2015, 100% of teachers will engage in 4 cycles of individualized professional learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Establish a Professional Learning Team to conduct a survey and identify teachers’ specific learning needs.	Staff	Oct.-Nov.	Principal, Professional

			Learning Team
Consult with the network Achievement Coach to develop a professional learning plan that will address the common areas of concern for teachers.	Staff	Oct.-Nov.	Principal, Professional Learning Team, Network Achievement Coach
Meet with educational consultant companies to find professional learning consultants to address teacher needs in a non-threatening/non-rating manner.	Staff	December	Principal, Professional Learning Team
Implement a schedule to address individual professional learning needs for each teacher with consultant(s) and/or network achievement coach.	Staff	Jan.-June	Principal, Professional Learning Team, Network Achievement Coach, Professional Learning Consultant(s)

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Professional Learning Team Network Achievement Coach Educational Consultant(s)

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, teachers will complete 2 cycles of professional learning and display a 75% positive response on school constructed survey, distributed in February, around the question, “Professional learning activities addressed my specific needs” (response of “Agree” or “Strongly Agree”).				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

- School Teams focused around student improvement, subject specific instructional improvement, and professional growth (School Implementation Team, Professional Learning Team, etc.) (100% of teachers agreed that “Teachers in my school...work together on teams to improve their instructional practice” on Concord’s 2013-2014 NYC School Survey)
- All teachers engage in extensive discussions with the principal both before and after observations.
- Many teachers assume leadership roles (COSA, yearbook, IEP Coordinator, etc.)
- All teachers take place in Initial Planning Conferences and end of year summative conferences where they discuss goals, accomplishments, projects, etc. with the principal.
- Each teacher meets with the principal to discuss course preferences and the expectations of the course/curriculum.

Needs:

- Smaller staff (13 teachers) leads to many teachers having to assume multiple school roles.

Priority Need:

- Staff members struggle to find time to attend professional meetings outside of the school, limiting their overall professional growth.

Part 2 – Annual Goal

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

By June 2015, 75% of Concord’s teaching staff will attend professional meetings/professional learning conferences outside of the school building to further their professional, leadership, and instructional growth (component 4e: growing and developing professionally).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			

28. Activities that address the Capacity Framework element of Trust			
Meet with individual teachers to collect their specific professional learning needs.	Teaching Staff	Oct.-Nov.	Principal
Review professional learning activities available on a weekly basis (Principal's Weekly listings, NYCDOE Teacher's Page listings, professional publications, UFT offerings, inter-school visitations) and disseminate materials of upcoming meetings that meet teacher's needs to the applicable teacher(s).	Teaching Staff	Sept.-June	Principal, staff, UFT Chapter Chair

Part 4 – Resources Needed

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

- Professional learning activities being offered (Principal's Weekly listings, NYCDOE Teacher's Page listings, professional publications, UFT offerings, inter-school visitations)
- Funds to cover substitute for the day(s) teachers are attending the activities.
- Funds to cover the cost of activities.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

- By February 2015, 37.5% of the teaching staff will have attended professional learning/meetings outside of the school.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Concord offers multiple activities to facilitate parent involvement. (90% of parents agreed that “My child’s school...keeps me informed about what my child is learning” on Concord’s 2013-2014 NYC School Survey)
- Concord utilizes online student progress monitoring system (Skedula) to allow for parents to monitor their child in real time.
- Concord utilizes automated phone system that allows the school to send out school happenings (PTA, SLT, parent-teacher conferences, etc.) quickly and often. Phone system also used to send wake up calls (at the student’s request) to students who have expressed trouble getting to school on time.
- Concord utilizes a second school website (Concordhs.net) to allow school materials to be continuously updated as well as allow for student life to be more represented (pictures, videos, etc.)
- Every student meets with school administration during their intake interview where the student’s past, present, and future are discussed.
- Award ceremony held twice per year where student achievement in academics, attendance, and overall improvement are recognized.

Needs:

- Parents call and utilize online monitoring site but do not frequently come to the school to speak with staff face to face.

Priority Need:

- Parent feelings and beliefs are not truly represented due to a low participation rate on the NYC School Survey. (34% parent response rate for Concord’s 2013-2014 NYC School Survey)

Part 2 – Annual Goal

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

By June 2015, Concord’s parent response rate to the NYC School Survey will increase by 5% from 34% to 36% providing the school a better indicator of parent needs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Acquire parent email addresses at time of intake to increase options for contact.	All parents/guardians	Sept.-Oct.	Intake staff (school aide)
Create and administer school based survey(s) throughout the school year to increase parent familiarity with providing the school with feedback.	All parents/guardians	January (possibly a 2 nd in March)	Principal, technology coordinator, data coordinator
Utilize automated phone system to send out reminder phone calls.	All parents/guardians	Feb.-May	Support Staff (secretary/school aide)
Have stations set up during parent teacher conferences to urge parents to complete their surveys.	All parents/guardians	During Parent-Teacher Conferences	Support Staff (secretary/school aide)

Part 4 – Resources Needed

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

- Automated phone system
- Online school surveys
- Extra support staff during parent-teacher conferences

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

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

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

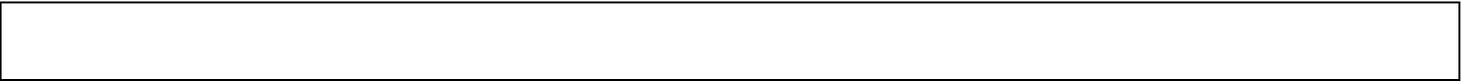
40. Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored in February through a school based parent survey response rate of 35% (showing a 2.5% increase compared to 2013-2014 school year).

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	8 th Grade ELA State Exam Scores, NYS Regent Exam Score, teacher observation	Double period of ELA regents class, interactive reading program Read 180, remediation work through iLearn Foundation Courses, tutoring.	Small group, one-to-one	During and after the school day
Mathematics	8 th Grade Math State Exam Scores, NYS Regent Exam Score, teacher observation	Double period of Algebra regents class, remediation work through iLearn Foundation Courses, tutoring.	Small group, one-to-one	During and after the school day
Science	NYS Regent Exam Score, teacher observation	Double period of Living Environment and Earth Science NYS Regents class, tutoring.	Small group, one-to-one	During and after the school day
Social Studies	NYS Regent Exam Score, teacher observation	Double period of Global History and US History NYS Regents class, tutoring.	Small group, one-to-one	During and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Staff Observation, parent observation	Counseling	Small group, one-to-one	During and before the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
----------	---------------------------------	--	---	--	--------------------

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Recruitment: work with colleges and NYCDOE recruitment programs to identify highly qualified teachers to staff any current or future vacancies.
- Retention: work with staff to identify concerns that could lead to their leaving and work to address them together.
- Assignment: work with the school's program chair and guidance counselor to assign staff to classes they are qualified to teach and have data supporting their effectiveness.
- Support: all staff will attend professional learning activities to further their professional development and increase student outcomes

2b. High Quality and Ongoing Professional Development

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

- Teacher Teams focused around both student improvement and subject specific instructional improvement.
- Diverse Professional Learning team that identifies areas of learning need for the staff.
- Weekly meetings (School Implementation Team, Attendance Team, etc.) to discuss and address issues in the school.
- Monthly work with Network Achievement Coach.
- Monthly work with outside professional learning consultants.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The school utilizes the Measure of Students Learning (MOSL) Committee to identify assessments for baselines, benchmarks, and culminating assessments. The student results are then disseminated to appropriate staff and professional learning activities are provided to help the teacher address student weakness.

Subject specific Teacher Teams also create assessments and review student work to better identify student strengths and weaknesses by subject/discipline.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$67,447	X	Pages: 9, 12, 15, 17, 19, 20
Title I School Improvement 1003(a)	Federal	\$0		

Title I Priority and Focus School Improvement Funds	Federal	\$0		
Title II, Part A	Federal	\$0		
Title III, Part A	Federal	\$0		
Title III, Immigrant	Federal	\$0		
Tax Levy (FSF)	Local	\$1,412,938	X	Pages: 9, 12, 15, 17, 19, 20

¹Explanation/Background:

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

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

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

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

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

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

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Concord High 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Concord 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 the school community;

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

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

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

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

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

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

School-Parent Compact (SPC)

Concord 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 of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 470
School Name Concord High School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ronald Gorsky	Assistant Principal David Ashe
Coach type here	Coach type here
ESL Teacher Leslie Chow	Guidance Counselor
Teacher/Subject Area Ida White	Parent Michele Pickering
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	169	Total number of ELLs	2	ELLs as share of total student population (%)	1.18%
--	-----	----------------------	---	---	-------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE							0	0	0	0
Dual Language							0	0	0	0
ESL							2	0	0	2

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

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra	2		2	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	2		0	
Living Environment	1		0	
Physics	0		0	
Global History and Geography	2		2	
US History and Government	1		1	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 We use a variety of assessments to assess the early literacy skills of our students, including:
 Read 180 assessment test
 NYC DOE Performance Assessments

Teacher made Local assessments

We use the data from the test results to adjust student schedules, groupings, and make sure students have access to the curriculum.

Student supports are individualized as needed

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our population of ELLs is too small to track patterns across proficiency levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Our population of ELLs is too small to track patterns across NYSESLAT modalities
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?

For the past few years our Ell population has opted to take their exams in English only. We have not used the ELL Periodic

Assessments

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?
We review data from students' LAB-R exams, NYSESLAT, classroom grades, regents grades, and teacher anecdotal information to help us understand each students language ability and to inform our instructional decisions. Our ESL teacher collaborates with content area teachers to appropriate supports for second language development. These supports include: bilingual glossaries, graphic organizers, print materiales in students native language (when available,) translation services, etc.
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.).
Success of our ELL program is evaluated through a thorough data review of our ELL Students results including:
Attendance rates
Graduation rates
Credit accumulation
Regents exam scores
NYSESLAT results
Career and College readiness
Progress report data
College enrollment and retention

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](#).)

All new admits to Concord High School meet with either the Principal or the Assistant Principal before student begins their first day of classes. During this meeting we hold the informal interview with the students and their parents. If necessary a translator will be provided to assist with native language support. Students new to the New York City Department of Education are given a Home Language Identification Survey(HLIS) to elicit information regarding the language spoken in the student's home. If the HLIS (Home Language Survey) indicates a language other than English, then we administer the LAB-R to assess English proficiency. For all students whose home language is Spanish, we assess students using the Spanish LAB-R. Students who need to take the LAB-R are all tested within the mandated 10 days of being admitted to our school. The ESL teacher administers the LAB-R exams. At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. At the conference we will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Upon admission to Concord High School, parents will be given a parental choice letter and provided with the choice of picking a program that best serves their child's needs. The pedagogue conducting the informal interview is responsible for distributing and collecting the survey forms and Program selection forms. These forms are maintained in the students cumulative records file folder. If deemed necessary, we will provide the Lab-r in both English and Spanish.

We offer a Freestanding ESL program to meet our students needs. We describe the three programs offered at the Department of Education schools to parents.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. At the conference we will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Upon admission to Concord High School, parents will be given a parental choice letter and provided with the choice of picking a program that best serves their child's needs. If a Transitional Bilingual or Dual Language program become available, we will send a letter to the family in both English and the native language to inform parents of their options.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The pedagogue conducting the informal interview is responsible for distributing and collecting the survey forms and Program selection forms. These forms are maintained in the students cumulative records file folder.
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.
Parents choose one of three different programs available for ESL students in NYC. They can choose from Transitional Bilingual , Dual Language and Free Standing ESL programs. Our school offers a Freestanding ESL program currently to meet the requests of parent choice. During our orientation, we explain the three programs that are offered and provide interpreters. We show the Department of Education's video that is available in 13 languages to our parents during orientation. All information from the parent choice process is entered into ATS (via the ELPC screen). This is done within the required 20 days of student's entry. All communications with parents, including continued entitlement letters, are sent in English and the native language. Copies of these letters are maintained in the student's cumulative record.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
During the school we run the RLAT and RELC to make sure all students who are eligible for the NYSESLAT exam are scheduled to take the exam. The school testing coordinator schedules the exam, based on the testing dates central provides, and selects the staff to administer the exam. We provide training for our teachers to administer the exam following the mandated testing procedures.
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. 
We describe the three programs offered at the Department of Education schools to parents. We offer a Freestanding ESL program based on parent choice. All of our parents for the past several years have selected the Freestanding ESL. The parents of the two current ELLs have selected ESL as their program of choice.

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])?

Concord High School provides all eligible ELL students support through a freestanding ESL program, where students receive all instruction in English, emphasizing English Language acquisition. We use a self-contained ESL instructional model. Our period lengths are 39 minutes

Students in Beginning (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction. Students in Advanced (A) ESL classes receive 1 period per day of ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction.

Students' proficiency levels are determined by their scores on the Lab-R or NYSESLAT exam. These students are split into three categories, beginner, intermediate and advanced. The following chart breaks down the proficiency levels by grade. In accordance with the New York City Department of Education, the goals of the ESL program are to:

- Provide academic subject area instruction in English using ESL methodology and instructional strategies
- Incorporate ESL strategic instruction
- Assist students to achieve the state-designated level of English proficiency for their grades
- Help each ELL meet or exceed New York State and City Standards

Based on each student's NYSESLAT or Lab-R scores, we place students in one of the three ESL levels: Beginning, Intermediate, or Advanced.

The Beginning ESL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar. Listening, reading, writing, and speaking are the four components of an ESL lesson.

All ESL and ELA instruction includes literature and content-based instruction which is aligned explicitly to Common Core State Standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.

Content Area Instruction

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the Common Core State Standards. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the Common Core State Standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction

Support for Newcomers (ELLs in US schools less than three years). - At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

Support for Students with Interrupted Formal Education(SIFE) - All ESL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE students are

Concord High school offers a smaller learning environment than the traditional high school setting. Our school culture and learning environment gives use the opportunity and flexibility to differentiate instruction for all of our ELL students . The learning and social emotional needs of our students are met on an individual level, whether that student is a new ELL, 4 to 6 years ELL, or LTE.

Support for long term ELLs and Extension of Services

- After school tutoring services;
- Scaffolding of instruction;
- ESL Library;
- Professional development for staff in the use of ESL instructional strategies and differentiated instruction;
- Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
- Use of "Workshop Model" and "Balanced Literacy" strategies in ESL and content area classes;
- Interns from St John's University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
- Additional Resource Room classes are available to support content area instruction and language development;

Special Education - At this time Concord High School has no special education ELL students. However, all support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. The guidance counselor will review the records of all ELL-SWD's to make sure they receive all services mandated on their iep, as well as spending the maximum amount of time spent with non-disabled peers.

All instruction for ELL-SWD includes literature and content-based instruction which is aligned explicitly to New York State learning standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas

- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.
- Appropriate grade level materials will be made available as needed.

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)?

Students in Beginning (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction. Students in Advanced (A) ESL classes receive 1 period per day of ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction.

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

The Beginning ESL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar. Listening, reading, writing, and speaking are the four components of an ESL lesson.

All ESL and ELA instruction includes literature and content-based instruction which is aligned explicitly to the Common Core State Standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.

Content Area Instruction

All content area courses are taught in English using ESL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction

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

Paste response to question here:

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

A variety of assessments are used to evaluate all four modalities of English acquisition throughout the year. The ESL teacher is continually assessing students progress in all four modalities through classroom observations of students, teacher made tests, review of student work and portfolios. In addition, formative and summative assessments are administered within all classrooms by the content area teacher in collaboration with the ESL teacher.

6. How do you differentiate instruction for ELL subgroups?

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

Support for Newcomers (ELLs in US schools less than three years). - At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered

the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

Support for Students with Interrupted Formal Education(SIFE) - All ESL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE students are provided with opportunities to attend tutoring sessions to provide targeting interventions as determined through ongoing assessment.

Concord High school offers a smaller learning environment than the traditional high school setting. Our school culture and learning environment gives use the opportunity and flexibility to differentiate instruction for all of our ELL students, whether that . The learning and social emotional needs of our students are met on an individual level, whether that student is a new ELL, 4 to 6 years ELL, or LTE.

Support for long term ELLs and Extension of Services

- After school tutoring services;
- Scaffolding of instruction;
- ESL Library;
- Professional development for staff in the use of ESL instructional strategies and differentiated instruction;
- Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
- Use of “Workshop Model” and “Balanced Literacy” strategies in ESL and content area classes;
- Interns from St John’s University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
- Additional Resource Room classes are available to support content area instruction and language development;

Former Ell’s are provided with any supports deemed necessary by our instructional staff. All former Ell’s will receive their test modification for two years.

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?

At this time Concord High School has no special education ELL students. However, all support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. The guidance counselor will review the records of all ELL-SWD’s to make sure they receive all services mandated on their iep, as well as spending the maximum amount of time spent with non-disabled peers.

All instruction for ELL-SWD includes literature and content-based instruction which is aligned explicitly to COmmon Core State Standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students’ culture that will connect to the students’ prior experiences.
- Appropriate grade level materials will be made available as needed.

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?

ELL-SWD’s will receive instruction in the least restrictive environment as determined by the school assessment team, giving them the opportunity to maximize time spent with non-disabled peers. All students are individually scheduled, allowing us the flexibility to meet their individual needs and help them to achieve their IEP goals.

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

Courses Taught in Languages Other than English 

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

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

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

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

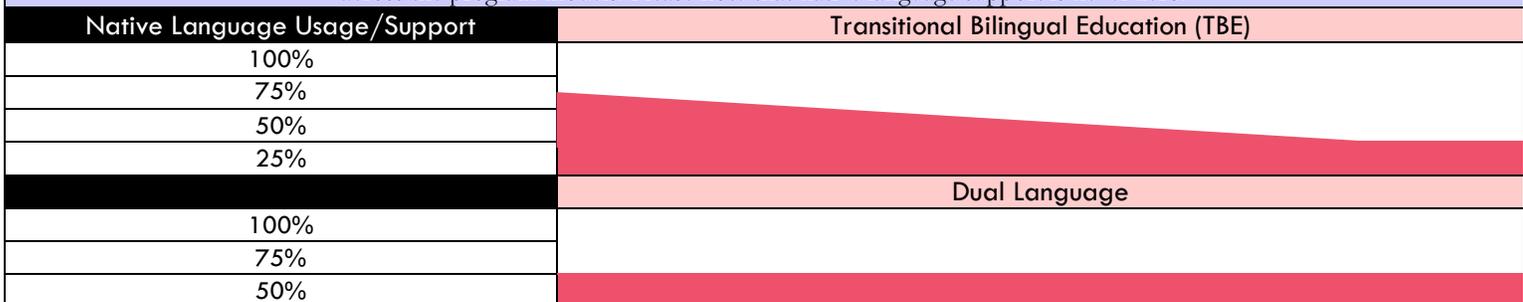
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	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.
- Content Area Instruction is aligned directly to the Common Core State Standards
All content area courses are taught in English using ESL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction
- Targeted intervention for all subject areas (ELA, Math, Social Studies, and Science,) is delivered in English though a variety of methods:
- After-school and lunchtime tutoring
Teachers scaffold academic language and complex content to support student participation in content areas
Language functions and structures are taught within the context of the lesson.
Teachers use a wide range of visuals and print materials to develop English language proficiency
Teachers model the use of the language in ways in which the students are expected to participate.
Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- With an extremely small ELL population, we focus on providing instruction designed to meet the needs of each individual student. This works extremely well, because it allows each content area teacher and our ESL teacher to work together, to get to know each student's individual strengths, weaknesses and design specific strategies, and instructional supports to meet the students' needs.
11. What new programs or improvements will be considered for the upcoming school year?
N/A
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
See above
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Textbooks with lower level vocabulary to provide students with access to curriculum
Content specific bilingual glossaries are provided to all ELL students
All students are provided with an Apple Macbook to support instruction, language acquisition and academic discourse.
Smartboards are used in classrooms to provide students with visual cues to support learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Instructional materials are available in students' native language as needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All service supports and resources are high school appropriate.
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.
At the core of our ESL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Advisory program. This program matches each new student with an advisor who will serve as a mentor. The advisor and other advisory class members help the new student acclimate to the school environment and culture.
18. What language electives are offered to ELLs?
Spanish

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

All teachers receive PD in the use of ESL instructional strategies, designing Common Core units of study, effective teaching practices, differentiated instruction, multiple intelligences, scaffolding of instruction, etc. PD is provided via weekly Friday meetings, after-school workshops as well as through on-going support provided by the Network Instructional Specialist.

As a transfer High School, students do not transition to us from Middle school, they transfer from other high schools. In order to support the transition for all students, including our ELL population, we provide an advisory class that is mandatory for all new admits.

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?

All new admits to Concord High School meet with either the Principal or the Assistant Principal. At this meeting we encourage parents to take an active role in the PTA and School Leadership team. In addition, parents needs are evaluated at this initial conference as well as through parent surveys. Based upon the needs that parents describe, we design and offer workshops for parents throughout the year.

Community based organizations and colleges, such as the YMCA, The College of Staten Island and St John's University provide ESL services for parents of our students.

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.

Concord High School is dedicated to using a comprehensive approach to provide services for our ELL population from the very beginning stages of language acquisition to English language proficiency. Many students who have been turned away from large high schools because of their age and level of English skills, find a home at Concord who help them acquire language skills and credit accumulation in a safe, friendly, and academic rigorous curricula. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL and ELA methodologies and professional development for our staff, we are working on assisting all students in completing their high school diploma requirements.

School Name: Concord High School

School DBN: 31R470

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ronald Gorsky	Principal		
David Ashe	Assistant Principal		
	Parent Coordinator		
Leslie Chow	ESL Teacher		
Michele Pickering	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **31R470** School Name: **Concord High School**

Cluster: **1** Network: **108**

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.

Concord High school identifies the primary language spoken by the parent of each student through personal interviews upon enrollment. A Home Language report (RHLA) is run in ATS to identify any information that may not have been captured at interview. This information is kept on file, maintained in ATS and recorded on the child's emergency contact card. We have translated many of our school letters into Spanish. The Translation and Interpretation unit will assist us in translating any additional information as needed.

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.

We anticipate Spanish as the main language, other than English, that we will need to provide translation and interpretation services. We currently have 16 families that have been identified as having Spanish as the home language. The remaining families are rather diverse with no dominant language group. This information is shared with all of our staff members - teachers and support staff so that everyone is aware of the accommodations we must make to involve and communicate with these families. School information is constantly shared between school and home through the use of mailings and phone calls. Frequent formal and informal conversations and meetings are a by-product of a unique collaborative culture where the exchange of information is encouraged. There have been and will continue to be formal and structured opportunities to share information and provide feedback to the ongoing planning and development of the CEP. For example, there have been frequent parent meetings to elicit feedback from parents. There have been mailings to all parents that do not attend these meetings to provide information about our schoolwide goals and objectives. Our School Messenger service will be used to share information about school programs and plans and will alert parents to special planning meetings and important dates.

Part B: Strategies and Activities

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

We will maintain an appropriate and current record of the primary language of each parent in ATS and on the student's emergency card. We identify all school letters and other written forms of information that need to be translated. All letters and important information will be translated into the parent's primary language. We will use the Translation and Interpretation Unit of the Department of Education when needed. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting written translation.

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.

Through the initial admission interview process, we identify parents who are in need of translation services. Oral interpretation services are provided immediately at the intake process and written services are available as well. This information is recorded and maintained in the student's records and the HLIS is included in the student's file folder. In addition, our school messenger phone system will send messages in English, as well as Spanish for those parents who need the interpretation. On-site Bilingual staff members will translate when parents come in for conferences. If an appropriate staff member is unavailable, we will use over-the-phone interpretation services to communicate with a non-English speaking parent with the assistance of an interpreter on the phone. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting oral interpretation services.

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>.

Concord High School will send written notification to each parent whose primary language is a covered language and who requires assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and on how to obtain such services. In addition, we will post a sign, in the covered languages, indicating where in the school they can go for translation and interpretation services.