

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

DBN: (i.e. 01M001): THE HIGH SCHOOL FOR CONTEMPORARY ARTS
School Name: 11X544
Principal: TILSA RODRIGUEZ-GONZALEZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 11x544
School Type: High School Grades Served: 9-12
School Address: 800 East Gun Hill Road Bronx, New York 10467
Phone Number: 718-944-5610 Fax: 718-944-5650
School Contact Person: _____ Email Address: _____
Principal: Tilsa Rodriguez-Gonzalez
UFT Chapter Leader: Michael Wooley
Parents' Association President: Jose Vasquez
SLT Chairperson: _____
Student Representative(s): _____

District Information

District: 11 Superintendent: Carron Staple
1 Fordham Plaza, Bronx NY 10458
Superintendent's Office Address: _____
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718 741-3157 Fax: 718-944-5650

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: 562 Network Leader: BARBARA GAMBINO

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)
Tilsa Rodriguez-Gonzalez	*Principal or Designee	
Michael Wooley	*UFT Chapter Leader or Designee	
Jose Vazquez	*PA/PTA President or Designated Co-President	
Michele Torres	DC 37 Representative, if applicable	
Gregory Tamala Tamara Montgomery	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Luz Liriano	Member/ASA	
George Zepeda	Member/ Teacher	
Sandra Roman	Member/ Community coordinator	
Juan Alberto	Member/ Parent	
Santa Alvarado	Member/ Parent	
	Member/	

**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

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.

Our school is housed inside the Evander Campus in the Bronx. We have 518 students with the average incoming ELA proficient of 2.23 and math proficiency of 2.06. During the 2013-14 School quality guide HSCA met and exceed all targets.

School Mission: To provide for the success of our students. Students of today must be able to adjust to the rapidly changing technology and society that we live in. The High School for Contemporary Arts will use all the resources available to prepare students. Technology will be employed in all of the arts and academics to provide our students with the experience they need to be able to succeed in this technological world. Using the interest in the arts held by many of our students, The High School for Contemporary Arts will provide an environment where the arts will be used to develop our students' artistic abilities, academic achievement, and cultural empowerment.

In the coming year we look to expand upon that by increasing our emphasis on a data driven culture, technology and teacher capacity.

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.

After reviewing the school’s data, visiting classrooms, and talking to teachers the administrative staff observed the need for the increased use of analyzing student work to drive instruction.

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.

The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

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>
<ol style="list-style-type: none"> 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 			
Teachers will use Skedula, New Visions Student Sorter, teacher made assessments to analyze student achievement.	ELL Special Education	Sept-June	Principal, Assistant Principal, Teacher Inquiry Teams, AUSSIE Consultants, Network Support
Teachers will receive ongoing profession development to deepen their understanding of the Inquiry Process as a means to analyze student work to revise and differentiate instructional strategies .	Lowest third in each subject	January-June	Principal, Assistant Principal, Teacher Inquiry Teams, AUSSIE Consultants, Network Support
Training will be provided for parents to help parents work with their children to improve their achievement level, e.g., literacy, math and	Entire School	December –June	Network Support, Principal,

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.			Community Associate
Teachers will provide rationales for groupings.	Entire School	December –June	Network Workshops Principal Protocols, -folders, documenting

Part 4 – Resources Needed

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

- AUSSIE
- 80 minute Monday PD time
- The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry by Nancy B. Love and Katherine E. Stiles
- The Power of Protocols by Joseph P. McDonald
- The Facilitator's Book of Questions by Tina Blythe and David Allen
- Looking Together at Student Work by Tina Blythe and David Allen

Part 5 – Budget and Resource Alignment

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

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

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.

- Teacher Observations
- Scholarship reports
- Regents Exams
- Teacher exams
- Research Projects
- Caliber of student work
- Evidence of differentiation

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/> No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Teachers meet during common planning time in departments. Each department has a facilitator that keeps track of meeting agendas and artifacts. Departments are structured as Inquiry Teacher Teams. They have introduced to the six stages of an action plan to Focus on inquiry work to target instructional planning to address student needs and strengths and collaborate on consistent instructional practice across classrooms. The department facilitators for the Teacher teams working in an inquiry process capacity are also part of the School Development Committee (SDC). The School Development Committee meets every Tuesday afternoon to plan professional development in conjunction with teacher and department needs. The SDC helps to also plan the professional development to build teacher leadership capacity and effective structures for the inquiry process.

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.
<ul style="list-style-type: none"> • Currently staff engages in professional development through the direction of AUSSIE consultants. • The teachers play a minimized role in deciding the professional development topics. • The majority of teachers were rated effective. • Classroom instruction does not show evidence of differentiation across all classrooms. • The has a growing population of SWD, therefore instructional gaps vary. 	

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>By June all teachers will be provided with differentiated staff development using the Danielson Framework as an indicator of needed areas of growth.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Teachers will provide a variety of entry points for the lesson.	All Teachers	December-June	AUSSIE Principal, Assistant Principal Observation
Teachers will indicate differentiation in the lesson plans three times a week.	All Teachers	December-June	AUSSIE Principal, Assistant Principal Observation
Teachers will provide rationales for groupings.	All Teachers	December-June	AUSSIE Principal, Assistant Principal Observation

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Part 4 – Resources Needed

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

- AUSSIE Consultants
- Write book titles
- Network Support
- Teacher Leaders
- Workshops

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

- Observations
- Team Meeting Notes and Minutes
- Resources developed as a result of workshops
- Evidence of differentiation in class assignments and work products

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

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

Teachers have had several professional development sessions based on the DF and a survey on defining how students learn best. They are working in revising the school’s mission to ensure theory and practice coincide.

A School Development Committee which meets every Tuesday afternoon has been convened to plan professional development in conjunction with teacher and department needs. The SDC was created in accordance with the citywide instructional expectations for collaborative professional learning and knowledge of students. The SDC follows the protocols and structure outlined by the chancellor’s Handbook for Professional Development put out by the Office of Curriculum, Instruction & Professional Development. The SDC has input into the school’s professional development plan and the professional development required for common planning to institute adequate structures for the inquiry process.

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

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| 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. |

- The school lacks essential needs for the use of technology in classrooms.
- The teacher room has 5 computers that are not working and 4 out of 4 printers are not working.
- There are 2 copiers for all staff and school personnel to use.
- The school uses paper as a sole means of communication, emails and other communications are not currently the norm.

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 HSCA will support the effective use of technology during instruction, school-wide communication and systems management.

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			
Each class will have access to the computer cart twice a week 1. Technology person will check the laptop computers and the cart. Written inventory will be completed on all available computers in HSCA. -technology person -secretaries -teachers -calendar with schedule 2. Teachers will document any Smart Board or projectors in their room. Equipment will be updated. Administration will look for technology use in the lessons.	All staff and students	December -June	Technology Person Secretaries Administration Teachers

-Technology person -Rating sheet assessing technology use in the class. 3. Encourage staff to share technological tools they use in their classroom.			
Monthly meeting on technology for each subject. -Compiling a resource guide for each subject on technology.	Students	December –June	Technology Person Secretaries Administration Teachers

Part 4 – Resources Needed

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

Chromebooks
Technology Person
Calendar for use of Chromebooks
Googledoc
MyHSCA Website

Part 5 – Budget and Resource Alignment

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

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

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.

- The increased use of technology during classroom instruction.
- Increased communication to staff through email.
- Increased use technology as part of student work products.
- Administration will use google docs to memorialize systems.

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

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

- Teacher access to Skedula has been modified to include additional access portals that will allow them to analyze data and memorialize student interventions, and improve communication school wide.
- Paper memos have been reduced and more communication is sent via email.

- HSCA Administration has been introduced to Google docs to store school documents and share information such as the teacher evaluation tracker for the tracking observation feedback cycle.
- The principal sends out HSCA Weekly via email, which a summary of school wide information and celebrations.
- The school has contracted a technology specialist which has improved the functioning of the technology in the: teacher's room, guidance suite, main office, and college office (a newly dedicated space).
- A space has been dedicated specifically for students to have access to computers as a resource center for college and career planning.

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

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| 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. |

As part of the follow up to last year’s CEP goal to “consolidate the use of evidence in argument with appropriate language/vocabulary syntax across all content areas” students will continue the focus on developing the use of collaboration with peers to support arguments during discussion.

Classrooms show evidence of discussion, yet it is mostly teacher directed. Student to student discussion and questioning is not evident as part of all classroom discussion.

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.

Teachers and students will develop questioning and discussion techniques to accommodate a range of collaborative discussions in topics, texts and issues that will allow students to build on ideas and clear expression leading to CCR.

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			
Teachers will be given PD on questioning, discussion techniques and building arguments to develop college and career readiness	11 th & 12 th grades	December-June	AUSSIE College Now ASCD-conference UBD workshops Observations
One on One Conferences with teachers to explore different instructional skills to focus on questioning	11 th & 12 th grades	December-April	Network support Power of Protocols Articles Journal Writing
Student led debates -create a link between research & questioning	9 th & 10 th grades	December-June	

-procedures for discussion			

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

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

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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.

- Increased student to student discussions and student led questioning
- Increased use of Socratic Seminar

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

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

Teacher feedback from observations has focused on the increased use of DOK questions. Teachers have been provided with a copy of the Hess Rigor Matrix. Teacher are working on using common planning time within departments to establish structure and protocols for looking at student work to target discussion techniques to accommodate a range of collaborative discussions and texts.

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. |

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.

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			

Part 4 – Resources Needed

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

Part 5 – Budget and Resource Alignment

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

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

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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.

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

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

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Section 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)	Test Scores Teacher needs assessments and checks for understanding 8 th grade assessment regents	Using Graphic organizers to scaffold writing – selecting the most effective organizers matched to the texts types from the Common Core Curriculum Standards teachers are working with in their current and future curriculum units.	Small group	During School
Mathematics	Test Scores Teacher needs assessments and checks for understanding 8 th grade assessment regents	Using Graphic organizers to scaffold writing – selecting the most effective organizers matched to the texts types from the Common Core Curriculum Standards teachers are working with in their current and future curriculum units.	Small group	During School
Science	Test Scores Teacher needs assessments and checks for understanding 8 th grade assessment regents	Ways to manage student response rates so that all students are expected to be engaged in the learning and are participating and valued as part of the lesson. Assessment for learning - ways of monitoring student understanding during the instruction rather than after the unit and assessment is completed. Various strategies for checking for understanding	Small group	During School

Social Studies	Test Scores Teacher needs assessments and checks for understanding 8 th grade assessment regents	Grouping strategies to maximize student engagement and independence as learners Exploring different question techniques and activities to challenge thinking	Small group	During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Test Scores Teacher needs assessments and checks for understanding 8 th grade assessment regents Scholarship data	Exploring different question techniques and activities to challenge thinking Using Graphic organizers to scaffold and promote understanding of reading texts Demonstrating the use of different organizers in connection with reading different kinds of informational texts Using Graphic organizers to scaffold writing – selecting the most effective organizers matched to the texts types from the Common Core Curriculum Standards teachers are working with in their current and future curriculum units.	Small group	After-School

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.
<ul style="list-style-type: none"> ● In the recruitment of a teacher for example, part of the interview process may include teaching of lesson in the subject area. It is essential that a seasoned teacher in the subject area be present during this part of the interview process. The interview questions should include areas of expertise in the use of research-based instructional methods, knowledge of content, scenarios that would reveal knowledge of effective use of classroom management techniques, student learning styles, use of data and parental outreach. ● It is essential that a teacher's assignment match their skills and expertise. However, a new teacher must be supported in order to ensure professional growth and responsibility. Usually, the teacher is provided with a mentor for support, both in the content area, organizational structure and in leadership skills. ● Teachers, guidance counselors, administrators, and school support staff must feel the sense of belonging in the organization. In order to ensure retention of staff, it is imperative that they feel part and parcel of the organizational structure and decision-making process. They must subscribe to the vision, and feel that the organization makes adequate efforts to encourage mutual respect, professional collaboration and collegiality.

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).
<ul style="list-style-type: none"> ● Professional development must address the needs of staff. In order to accomplish this, it is essential to design a professional development plan in which all members of the organization participate in the deliberation and planning. In a school, professional development must take into account the needs of the students. This may involve the analysis of student work to determine areas of deficiencies. For example, if students lack the ability to write constructive scientific argument in a Living Environment class, it may be necessary to provide teachers with appropriate professional development in this area. ● Principals are supposed to be effective instructional leaders. Therefore, it is incumbent upon the hiring entities to provide them with adequate training in order for them to become effective managers of their schools. They must be versed in research-based instructional best practices and curriculum design and implementation. They must acquire the skills in the design of

effective organizational structure, and the ability to exhibit stellar organizational leadership. Principals must be experts in the use of data to drive instruction, and make curricula decisions that impact student learning. Finally, they must have the ability to manage resources, including human capital.

- Paraprofessionals become effective in when they are properly trained in assisting teachers to address student needs in the classroom. They must receive adequate professional development in their areas of expertise to be able to assist teachers to support students and guarantee academic success. For example, for students with special needs and English Language Learners, they must be trained in the use of differentiated instructional techniques in the new Common Core Learning Standards and strategies for College Readiness. That may involve attending seminars and training sessions that are tailored and purposeful.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

SLT

Weekly Meetings:

- Teacher Leaders
- Attendance Meeting
- Guidance Meeting
- Safety and School culture

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

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

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

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: HS for Contemporary Arts	DBN: 11X544
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: pull-out SIFE
Total # of ELLs to be served: 41
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 11

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The supplemental program will consist of individualized and group instruction to target a diversity of students aligning the school's free-standing ESL program with the specific needs of different sub-groups such as: (Beginner, Intermediate, Advanced, Transitional, SIFE and Exceptional students). It will include individualized instruction for SIFE and Exceptional students implementing pull-out and push-in sessions during the regular school day, after-school, and on Saturdays. Direct academic and language instruction will be provided by ESL/Bilingual NYS certified teachers. The rationale of the language supplemental program is to diversify language and academic instruction focusing on the reinforcement of skills addressed in the free-standing ESL program that students will need in order to meet graduation requirements while they learn a second language. These services will be provided to students in grades nine-twelve. During the regular school day ELLs will be programmed to follow their regular class schedule and push-in or pull out sessions to address specific needs. At the end of the school day they will attend after-school instructional periods from 3:00-5:00 P.M.. In addition, targeted academic intervention will be provided on Saturdays throughout the year from 9:00 A.M. to 1:00 P.M.. The language of instruction will be English as a target language. However, there will be some flexibility to utilize a second language where possible to scaffold instruction parallel to the student's native language as a means to reinforce and facilitate meaningful conceptual knowledge that entail psycholinguistic analyses by comparing and contrasting language structures. Instructional materials will be selected based on specific academic interactions the students will be engaged in throughout the year. Materials will include content area literature, specific vocabulary buildup activities, workbooks, visual representations, electronic dictionaries, and other technology that facilitates English language acquisition. In addition, content area subject matter workbooks in social studies with complex vocabulary that ELLs might have difficulty with, will be provided in the native language where possible. The following Title III service providers will provide after-school direct services to ELL students:

- 1) Dr. Lara NYS Certified (Bilingual Extension)
- 2- Humberto Grullon (Foreign Language) NYS Certified (Bilingual Extension)
- 3- Ms. Deblasi NYS Certified (ELA) and (ESL)
- 4- Ms. Rosado NYS Certified (ESL)
- 5- Mr. Rodriguez NYS Certified (ELA-English Day High Schools, Special Education, and Bilingual Extension)

Title III staff will provide approximately 130 hours of direct services to ELL students at the current per-session rate of \$51.51.

In addition, three staff development sessions will be provided by Dr. Romina Carrillo, PhD ESL Specialist. The duration of each session is one hour to allow for hands-on interactions among staff members in which new presented strategies can be implemented and evaluated. Consultant services will be paid at an estimated rate of \$300 per session.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The three professional developments workshops with the duration of an hour each will focus on best practices and how to include instructional support for a diverse ELL population in different areas. It will focus on scientifically research-based instructional methodologies that have proven to be reliable and successful with ELLs. It will cover a broad range of topics related to language modalities, different degrees of bilingualism, English proficiency, academic promotion of ELL students, didactic materials for ELLs, NYS regulations for placement of ELL students, inclusion of ELL activities in lesson plans based on the Danielson instructional model, differentiating instruction for ELLs in different subject areas and meeting NYS Regents examinations and high school credit requirements.

The rationale is to empower the staff with the new trends and tools needed to accommodate for the implementation of scientifically research-based-methodologies and strategies that meaningfully facilitate the acquisition of a second language and that consider multicultural, socio-economic, psycholinguistic, and educational prior-knowledge factors of the diverse ELL population. All teachers will receive direct teacher consultant support from a NYS ESL Certified consultant approved by the NYSDOE.

Teachers who will participate in the professional development program:

I- English Language Arts Teachers

- 1- Ms. Lewis
- 2- Ms. Vertl
- 3- Ms. Deblasi (ESL-ELA)
- 4- Ms. Marshall

II- Content Area Teachers

- 1- Ms. Rosado (bilingual)
- 2- Mr. Hubbard
- 3- Dr. Lara bilingual
- 4- Ms. Lorenzo (bilingual)
- 5- Mr. Rodriguez (Special Education) (bilingual)
- 6- Mr. Zepeda bilingual
- 7- Mr. F. Lewis
- 8- Ms. Stamper (Special Education)
- 9- Ms. Ortega bilingual
- 10- Mr. Reichman
- 11- Mr. Pierre Noel (French bilingual)
- 12- Mr. Fonfa
- 13- Mr. Wooley
- 14- Mr. Parker

Part C: Professional Development

15-Mr. Vargo
16- Mr. Nicholson
17- Mr. Grullo

Part C: Professional Development

The first phase of the staff development program will begin at the start of the school year for one entire term to allow enough time for all staff to participate. It will include an assessment piece to allow educators to reflect on their students' performance and response to the methodologies and strategies being implemented and to make instructional adjustments where needed.

The second phase will begin in the beginning of the second term to provide staff with additional support based on the reflections of the first assessment conducted at the end of the first school term. An additional general assessment piece will be included for staff to reflect on the success of the implementation of strategies and methodologies for ELLs as evidenced by students' work, language acquisition, and general academic performance leading to meeting the requirements for graduation and substantial English language acquisition. The staff development workshops will be provided by Dr. Romina Carrillo, PhD certified ESL Specialist. Silva Markus Patricia, Bilingual Licensed/ Bilingual extension. The duration of each session is one full school day to allow for hands-on interactions among staff members in which new presented strategies can be implemented and evaluated. Consultant services will be paid at an estimated rate of \$300 for each session. There will be three full-day sessions estimated at \$900.00 for the three sessions.

Saturday Classes (Regents Prep)

Per-session English Tutors

Topics that will be included in the staff development program but not limited to the ones presented:

- * The different modalities of language acquisition and language development
- * Different language skills levels by modalities
- * Differentiated Instruction for ELLs
- * SIFE Students (students with interrupted formal education)
- * Age factors in language acquisition
- * Why students neglect or reject a second language
- * Learning Styles and ELL instruction
- * Age factor and meeting graduation requirements
- * Cultural and Academic Language Proficiency Skills of ELL Students
- * Fostering a less stressful academic experience for ELLs with specific learning disabilities
- * Selection of didactic materials that appeal to the age, literacy level, culture, and personal interests of the ELL student.
- * Pre-reading and vocabulary analysis activities
- * Cultural and academic fun enrichment activities
- * Application of multiple intelligences skills of students to the language acquisition experience
- * Scaffolding language instruction based on students' prior knowledge
- * Incorporating different language modalities during lesson planning
- * How the incorporation of different language modalities in lesson planning align with balanced language acquisition expectations.

Part C: Professional Development

- * Alternative language assessment best practices for Special Education ELLs.
- * College and graduation readiness interventions to empower ELL students to accomplish their goals.
- * Available NYSDOE and NYCDOE instructional support and resources websites to help educators and students succeed together.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents will be included as an extension of the educational process. They will be invited to attend school meetings to receive interactive orientation on the different available resources in the immediate and extended communities to help them acclimate to the processes that will enable them to become empowered in their communities to better help their children academically and to provide the emotional support as they make the transition to interact in a new culture and make the effort to meet the demands of proficiency in a second language and graduation requirements. Four meetings will be schedule during Parent teacher conferences for the duration of one hour on November 17 - November 21, 2014, March 26, May 7, and March 27, 2015.

RATIONALE: The rationale of parental engagement is based on the specific needs of families and their children. Many parents immigrate to the U.S.A. in pursuit of better economic opportunities. However, when we say better economic opportunities we must not exclude the educational component. After all we strive to achieve academic success, to be self-sufficient, and self-reliable. Many parents of ELL children are of young age and have the potential to improve their lives economically and emotionally. By engaging parents and providing them with interactive orientations, they can become empowered and better educated to help their children succeed academically. During parents-teachers-students meetings ideas and questions can be shared or exchanged to assist parents in planning measures they can take to improve themselves academically and replicate the same for their children. By meeting with different staff members and engaging in the educational process of their children they can empower their children to be academically successful and to have economic and emotional stability.

Schedule and Duration: Parent engagement activities will be scheduled on Saturdays. School attendance records indicate a good parent turnout on Saturdays because most parents have conflicting schedules and cannot make it to the meetings during regular school days. Parent engagement activities will consist of approximately five sessions lasting two hours each and paid at a per-session rate of \$51.51. Parents will be notified by mail and by telephone and given enough time to make sure they are able to plan ahead of time to attend the meeting.

In addition, a Language Access Plan has been developed to communicate with parents in various languages in written and oral form. A binder describing a contingency plan according to Section VII of Chancellor's Regulations A-663 is in place to assist parents with language services. All school personnel

Part D: Parental Engagement Activities

including security agents at the front desk will follow the procedures outlined in the school's language access plan. The Language Access Plan includes a list of parents with their respective native and preferred languages. Translations and interpretations will be provided by in-service providers within the campus for immediate translation services. In the event translations services are not readily available school staff will consult The Language Access Plan binder to request translation services via the NYCBOE websites and telephone directories. The Language Access binder includes a list of NYCBOE website addresses.

Topics to Be Covered:

- * Immunization requirements and access to school
- * How parents empower their children to succeed academically
- * Health resources and aids in the immediate and extended communities for parents and their children
- * Mandated services for children regardless of their immigration status
- * Politics of schools, confidentiality, and the law regarding the reporting of undocumented immigrants.
- * Seeking mandated health services for undocumented children and the law
- * Educational assistance and programs for parents who want to return to school
- * Attendance as an important component for academic success and college readiness
- * Academic services and programs for parents who want to learn English
- * Sharing empowerment resources with other parents who are new arrivals to the USA
- * Technology resources to help ELL learners acquire language skills and complete assigned homeworks
- * Special education services for ELLs
- * Translation and interpretation services and resources
- * Student school readiness, (being prepared for work)
- * NYC Public Library resources (internet, books...)
- * Internet homework help
- * Skedula (Staying in contact with the school's administration, teachers, and monitoring academic performance and behavior via the Internet).
- * Work-study programs
- * College Partnership programs
- * Continued education programs for students and parents in their immediate and extended communities.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	6,720	Direct Services to Students: ELL instructors will provide approximately 113 hours of direct

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 		services at the current per-session rate of \$51.51.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	6,720	60% After-school tutoring Pull-out, Tutoring Certified ESL Teacher Consultant: (Three full-day sessions) Estimated \$900.00 for the three sessions. Saturday Classes (Regents Prep) Per-session English Tutors
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	1,120	10% Didactic materials: 1- electronic dictionaries 2- composition notebooks 3-hard copy bilingual dictionaries 4- Thesauruses 5- language skills workbooks 6- linguistic activities reproducible
Educational Software (Object Code 199)	1,120	10% Rosetta Stone Program (language reinforcement software) Rosetta Stone Interactive Language CD Program
Travel	1,120	10% College Summit Trips Cultural and Educational Trips
Other	1,120	10% Parent Inclusion Activities: Literature Translation/Interpretation Services Parent Hosting Activities: Food and miscellaneous
TOTAL	11,200	11,200

**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 11	Borough Bronx	School Number 544
School Name High School for Contemporary Arts		

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 Francisco Sanchez	Assistant Principal Luz Liriano
Coach Jeffrey Wilder	Coach type here
ESL Teacher Ms. deBlasi	Guidance Counselor Max Petrus
Teacher/Subject Area Jesus Rodriguez (Special Edu)	Parent Iris Tirado
Teacher/Subject Area Humberto Grullon	Parent Coordinator type here
Related Service Provider Mr. Petrus (counselor)	Other Michele Torres (family Para)
Network Leader(Only if working with the LAP team) Barbara Gambino	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	3	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	2	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	2	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)	461	Total number of ELLs	45	ELLs as share of total student population (%)	9.76%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained														0
Push-In										10	5	3	2	20
Total	0	0	0	0	0	0	0	0	0	10	5	3	2	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	0
SIFE	7	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	21

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									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	16	1		8	5		21	1		45

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	16	1	0	8	5	0	21	1	0	45
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	14		13	2	7		6	6	40	8	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	14	0	13	2	7	0	6	6	40	8	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>48</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>48</u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	12	6	10	41
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
TOTAL	0	14	13	7	10	44								

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)										2	1	1	1	5
Intermediate(I)										5	0	3	2	10
Advanced (A)										4	5	0	2	11
Total	0	11	6	4	5	26								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										0	2	0	4
	A										8	2	0	0
	P										4	4	2	0
READING/ WRITING	B										3	3	0	1
	I										6	3	3	3
	A										3	2	2	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	16	0	1	0
Integrated Algebra	42	8	14	1
Geometry	5	5	5	
Algebra 2/Trigonometry	1		1	
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	22	4	14	2
Physics	0	0	0	0
Global History and	40	0	23	3
Geography	0	0	0	0
US History and	40	0	2	0
Foreign Language	40	0	20	0
Government	40	0	24	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
Evaluation and assessment of the program will consist of qualitative and quantitative data taking as point of reference previous academic student data (baseline) consisting of language proficiency levels, academic performance across different disciplines, and New York State standardized tests results of Regents Examinations). Other qualitative data will be derived from different assessment

sources provided by teachers, parents, and ELL students. Assessment data will include instructional trends and methodologies used by New York State Certified ESL and General Education teachers with ELL students as a means to identify areas of strengths and weaknesses across different content areas and to plan future staff development interventions and collaborative team work to address the academic needs of the students and professional needs of teachers and other staff. In addition, the NYC Periodic Assessment results are analyzed to see areas of strengths and weaknesses for future academic intervention and staff development planning. Analyses of discrepancies among different modalities are graphed and shared with students and teachers as a means to balance instruction so that a particular language-learning modality is not neglected over another, and to let the students know their strengths and weaknesses and with which modality they must work the hardest. The native language arts results are used to compare performance levels among different modalities in English and the target native language. Performance levels comparisons between English and the native language can also be used as indicators of a possible potential or latent learning disability of the target student. This information can be shared with the Special Education School Based Support Team and the parent for special academic intervention if necessary. Percentiles of Language Assessments in English and the native language are used to compare the proficiency levels in both languages and to determine which academic interventions need to be implemented to improve either the native or English language skills.

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

Proficiency level comparison of modalities between the LAB-R and the NYSESLAT reveal that ELL students develop different degrees of bilingualism with a tendency to favor the spoken form over other language modalities. In other words students develop a higher degree of speaking skills before they develop the written, auditive, and reading comprehension skills. It makes educators aware that although a student might become a fluent speaker of English, he or she might not have reached a high degree of performance or fluency in the other language modalities. These comparisons are very useful to plan future academic interventions according to the individual needs of each particular student. Without this factor differentiated instruction cannot take place.

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

The students will be expected to reach the proficiency level according to the Commissioner of Education recommendations: Proficiency levels will be determined by analyzing NYSESLAT, LAB-R, English Language Arts Regents Examinations results, and students' portfolios. Beginner Level students will be provided with three units of instruction aligned to the ELA curriculum using ESL instructional approaches. Intermediate Level students will receive two units of instruction, and the Advanced Level one unit of instruction using the same instructional approach. The following table describes how the units of instruction will be implemented in the students' instructional program (ESL)

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Performance levels comparisons between English and the native language can also be used as indicators of a possible potential or latent learning disability of the target student. This information can be shared with the Special Education School Based Support Team and the parent for special academic intervention if necessary. Percentiles of Language Assessments in English and the native language are used to compare the proficiency levels in both languages and to determine which academic interventions need to be implemented to improve either the native or English language skills. Proficiency level comparison of modalities between the LAB-R and the NYSESLAT reveal that ELL students develop different degrees of bilingualism with a tendency to favor the spoken form over other language modalities. In other words students develop a higher degree of speaking skills before they develop the written, auditive, and reading comprehension skills. It makes educators aware that although a student might become a fluent speaker of English, he or she might not have reached a high degree of performance or fluency in the other language modalities. These comparisons are very useful to plan future academic interventions according to the individual needs of each particular student. Without this factor differentiated instruction cannot take place.

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](#).)

Teachers use data collected from formative and summative assessments to modify and enhance their delivery of instruction to meet the learning needs of diverse learners. During our teacher terms meeting the data is desegregated and examine for the school to identify trends and areas of academic need. It is then utilized to plan instruction for AIS service, after school and Saturday school. School wide goals are also data informed. AP Supervision provides staff development on using assessment to guide instruction. During CPT teachers use various protocols to look at student work. All core subjects as well as art & music utilize Regent data, midterms and final exams.

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

Paste response to question here:

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

Evaluation and assessment of the program will consist of qualitative and quantitative data taking as point of reference previous academic student data (baseline) consisting of language proficiency levels, academic performance across different disciplines, and New York State standardized tests results of Regents Examinations). Other qualitative data will be derived from different assessment sources provided by teachers, parents, and ELL students. Assessment data will include instructional trends and methodologies used by New York State Certified ESL and General Education teachers with ELL students as a means to identify areas of strengths and weaknesses across different content areas and to plan future staff development interventions and collaborative team work to address the academic needs of the students and professional needs of teachers and other staff. In addition, the NYC Periodic Assessment results are analyzed to see areas of strengths and weaknesses for future academic intervention and staff development planning. Analyses of discrepancies among different modalities are graphed and shared with students and teachers as a means to balance instruction so that a particular language-learning modality is not neglected over another, and to let the students know their strengths and weaknesses and with which modality they must work the hardest. The native language arts results are used to compare performance levels among different modalities in English and the target native language. Performance levels comparisons between English and the native language can also be used as indicators of a possible potential or latent learning disability of the target student. This information can be shared with the Special Education School Based Support Team and the parent for special academic intervention if necessary. Percentiles of Language Assessments in English and the native language are used to compare the proficiency levels in both languages and to determine which academic interventions need to be implemented to improve either the native or English language skills. Proficiency level comparison of modalities between the LAB-R and the NYSESLAT reveal that ELL students develop different degrees of bilingualism with a tendency to favor the spoken form over other language modalities. In other words students develop a higher degree of speaking skills before they develop the written, auditory, and reading comprehension skills. It makes educators aware that although a student might become a fluent speaker of English, he or she might not have reached a high degree of performance or fluency in the other language modalities. These comparisons are very useful to plan future academic interventions according to the individual needs of each particular student. Without this factor differentiated instruction cannot take place.

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

The ESL teacher (Ms. deBlasi) surveys content area teachers during common planning time to align ESL instruction to content area topics and themes. She selects literature that includes issues or topics related to social studies (history) and the sciences following a thematic approach. Her objective is to build vocabulary related to different subject areas so students are able to make the transition from the ESL class to the other content area classes in a smoother manner. Also, scaffolding instructional methods are presented to allow the students to expand academically based on their prior knowledge and cultural academic proficiency levels. Other supports consist of bilingual dictionaries and content area textbooks or workbooks in the students' native language for beginner and intermediate level students. All student schedule programming is done in consultation with the student programmer to make sure that all students receive the mandated instructional number of minutes to the fullest extent possible.

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](#).)

Identification process is as follows:

- 1) During Registration (Home Language Personal Interview Survey Form) Interview is conducted by Parent coordinator.
 - a) Letters for Waiver of Transfer (program selection) provided by Parent coordinator
- 2) Description of ELL Programs (videos and provision of the school's ELL program narrative that can be understood by parents) provided by the parent coordinator and Ms. deBlasi (ESL teacher) during parent-teacher conferences.
- 3) HLIS forms are collected and filed during the first day of registration. All HLIS are completed at the school.
- 4) ATS data is retrieved to analyze English proficiency levels based on NYSESLAT and LAB-R scores. ELLs are grouped by English

language proficiency levels.

5) At least 90% of parents prefer the free-standing ESL program because the students continue to receive content area instruction in a general education setting with other language supports and extended school day programs on Tuesdays Thursdays, and Saturdays.

6) Program model offered at the school correlates with parents' program requests. NYSESLAT Assessment Notification to Parents (parent accountability, NYSESLAT and Regents prep after-school/Saturday programs available at the school. Provided by the AP administration: Ms Luz Liriano

7) Parents and Teachers Association's Representative (due process dissemination) Mr. Jose Vazquez (PTA president)

8) LAB-R testing of new arrivals during the first ten days is administered by the ESL teacher (Ms. deBlasi)

9) Community Resources for Immigrants are discussed with Parent coordinator to inform parents about institutions within the community, and other legal issues pertaining to public and college education.

10) Community and School Language Programs for Adult LEPs provided by Parent Coordinator

11) Graduation Requirements (Regents Examinations, high school credits) Mr. M. Petrus (guidance counselor)

12) Community Resources (college partnerships)with Fordham Univ., Mercy College, Lehman College information provided by Ms. Rosario, College Summit coordinator and parent coordinator.

13) Health assistance (immunization requirements, outside counseling, 504, VESID, BETAC, BOCES assistance...) provided by Page 21

14) Assessment Information (Regents, NYSESLAT, LAB-R, PSAT) Ms. Luz Liriano bilingual (AP administration)

15) Parental Accountability (attendance) Ms. Rubino (attendance coordinator)

16) School Accountability (proper placement, general education and ELL teacher training, special education ELLs compliance) Mr. Rodriguez (Special Education Teacher and Compliance Coordinator)

17) Translation Resources for Parents that Do not Speak English (NYS and NYC DOE Websites) provided by Ms. Iris Tirado

18) Access to Translated Documents (inform parents by providing translated documents and translators during parent-teacher principal conferences provided by Ms. Iris Tirado (family para)

19) Transition to College (dissemination of information to parents and students in different languages

20) Special Education Issues Related to Sp Ed ELLs are discussed with the student programmer to ensure that they receive proper placement and needed academic services or other interventions: Conducted by Mr. Rodriguez (special education coordinator).

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.

We only offer Free standing ESL to our students. We explain to parents each program and provide them with a list of schools that offer Dual Language and Transitional Bilingual as another choice for their child.

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

We help ELL parents make informed decisions so that they select the best ELL program for their child. We also support ELL parents with preparing and planning, in the long and short-term, for their child's academic success and the creative ways in which they are successfully engaged in the schools' decision making. Entitlement letters are sent to parents If students' scores fall below proficiency on the LAB-R and also if the scores are below proficiency on the NYSESLAT. Forms are completed in the main office by parents and given to the parent coordinator.

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.

Compliance issues are discussed one-on-one with the school principal, pedagogic and non-pedagogic personnel and parents during meetings or in written form. The school's parent coordinator arranges meetings and workshops to provide vital information about the school's ESL program and other language program options available at other locations to help parents select programs that address the specific language and academic needs of their children. The following list describes the different activities or information discussed or provided to parents as part of the program's implementation: The school's parent coordinator (Ms. Beatrice Alfaro) in conjunction with the guidance counselor (Mr. Petrus) and the family para (Ms. Iris Tirado) provide the following information to students and parents:

1) During Registration (Home Language Personal Interview Survey Form) Interview is conducted by Parent coordinator.

a) Letters for Waiver of Transfer (program selection) provided by Parent coordinator

2) Description of ELL Programs (videos and provision of the school's ELL program narrative that can be understood by parents) provided by Ms. Beatrice Alfaro (parent coordinator) Ms. deBlasi (ESL teacher) during parent-teacher conferences.

3) HLIS forms are collected and filed during the first day of registration. All HLIS are completed at the school.

4) ATS data is retrieved to analyze English proficiency levels based on NYSESLAT and LAB-R scores. ELLs are grouped by English language proficiency levels.

- 5) At least 90% of parents prefer the free-standing ESL program because the students continue to receive content area instruction in a general education setting with other language supports and extended school day programs on Tuesdays Thursdays, and Saturdays.
 - 6) Program model offered at the school correlates with parents' program requests. NYSESLAT Assessment Notification to Parents (parent accountability, NYSESLAT and Regents prep after-school/Saturday programs available at the school. Provided by the AP administration: Ms Luz Liriano
 - 7) Parents and Teachers Association's Representative (due process dissemination) Mr. Jose Vazquez (PTA president)
 - 8) LAB-R testing of new arrivals during the first ten days is administered by the ESL teacher (Ms. deBlasi)
 - 9) Community Resources for Immigrants are discussed with Parent coordinator to inform parents about institutions within the community, and other legal issues pertaining to public and college education.
 - 10) Community and School Language Programs for Adult LEPs provided by Parent Coordinator
 - 11) Graduation Requirements (Regents Examinations, high school credits) Mr. M. Petrus (guidance counselor)
 - 12) Community Resources (college partnerships)with Fordham Univ., Mercy College, Lehman College information provided by Ms. Rosario, College Summit coordinator and parent coordinator.
 - 13) Health assistance (immunization requirements, outside counseling, 504, VESID, BETAC, BOCES assistance...)
 - 14) Assessment Information (Regents, NYSESLAT, LAB-R, PSAT) Ms. Luz Liriano bilingual (AP administration)
 - 15) Parental Accountability (attendance) Ms. Rubino (attendance coordinator)
 - 16) School Accountability (proper placement, general education and ELL teacher training, special education ELLs compliance) Mr. Rodriguez (Special Education Teacher and Compliance Coordinator)
 - 17) Translation Resources for Parents that Do not Speak English (NYS and NYC DOE Websites) provided by Ms. Iris Tirado
 - 18) Access to Translated Documents (inform parents by providing translated documents and translators during parent-teacher principal conferences provided by Ms. Iris Tirado (family para)
 - 19) Transition to College (dissemination of information to parents and students in different languages)
 - 20) Special Education Issues Related to Sp Ed ELLs are discussed with the student programmer to ensure that they receive proper placement and needed academic services or other interventions: Conducted by Mr. Rodriguez (special education coordinator).
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The NYSLAT is administered to all LEP/ELLs at all levels of English proficiency until they Test out and are mainstreamed. The LISTENING part is administered to a group of students for 45 minutes. Students listen to stimuli on audiotapes and answer questions printed in their test books. The READING is administer for 50 minutes where students answer multiple-choice questions based on reading passages printed in their test books. The SPEAKING is given in 15 minutes and student speaks in response to questions and stimuli that are read by the teacher and printed in his or her test book. The WRITING which is the last part that is done in 50 minutes and students write and perform writing exercises in response to questions and stimuli printed in their test books. Test administration takes place in the dance studio from period 2 to period 5. Students are identified and given sufficient time to finish all sections of the exam as specified by the State.
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. 
- Instruction is aligned to the New York City and New York State Learning and Performance Standards. This methodology of instruction implements a balanced literacy approach to second language acquisition by implementing a whole language experience that integrates different content area subjects as part of the humanities thematic learning approach and the scope and sequence of the curriculum. Instruction is designed to include different modalities (listening, speaking, reading, and writing) and strategic activities to accommodate for different learning styles. Placement of ELL students is done in consultation with the school's programmer to make sure that "Beginner" level students are placed with bilingual teachers teaching content area classes, so that the specific language and academic needs of the students are addressed. In addition, lessons are structured and designed to include the Cognitive and Academic Language Proficiency Skills of the students as a means to scaffold instruction based on their prior knowledge and culture. Content area textbooks and work-books are provided in available native languages to facilitate instruction, to prevent students from falling behind academically in content area classes, and to reinforce Regents Examination test-taking strategies in English and/or their native language. The ELL plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. The ELL instructional plan also makes accommodations to provide ELL special needs students with testing and instructional modifications. Testing modifications are provided as stated on their Individualized Educational Plan. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs. The program intends to incorporate additional supplementary language services to encourage students to build a strong foundation in their native language. This will be accomplished by providing additional instructional time during the

school day, and after-school and Saturday programs. English Language Learners will be programmed to receive native language instruction in an advanced foreign language class with native speakers of English. This instructional and placement approach will provide the opportunity for both groups of language learners to interact in both languages and learn from one another. Current research has proven that this approach accelerates the acquisition of language skills for both groups (ELLs and Native Speakers of English); especially for the beginner level. Many schools at the elementary and middle school levels are now implementing this program with great success. The program will also articulate with the middle schools to make sure that students who arrive to the United States for the first time are programmed during the summer in a "Jump Start Program" during the last two weeks of August prior to the opening of school. The parent coordinator and the principal will inform parents of their responsibilities at least a month in advance. During this time of the year many families travel abroad. Getting this information out on time will help them adjust their traveling plans. An analysis of native language arts assessment results will also be conducted to determine if students are in need of literacy skills in their native language. This information will help the school in developing an intensive literacy program that addresses students' needs or to coordinate instructional strategies with the foreign language teacher.

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])?

The instruction is a self contain model. Students are program according to their level. The students will be expected to reach the proficiency level according to the Commissioner of Education recommendations:

Proficiency levels will be determined by analyzing NYSESLAT, LAB-R, English Language Arts Regents Examinations results, and students' portfolios. Beginner Level students will be provided with three units of instruction aligned to the ELA curriculum using ESL instructional approaches. Intermediate Level students will receive two units of instruction, and the Advanced Level one unit of instruction using the same instructional approach. The following table describes how the units of instruction will be implemented in the students' instructional program:

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher (Ms. deblasi) surveys content area teachers during common planning time to align ESL instruction to content area topics and themes. She selects literature that includes issues or topics related to social studies (history) and the sciences following a thematic approach. Her objective is to build vocabulary related to different subject areas so students are able to make the transition from the ESL class to the other content area classes in a smoother manner. Also, scaffolding instructional methods are presented to allow the students to expand academically based on their prior knowledge and cultural academic proficiency levels. Other supports consist of bilingual dictionaries and content area textbooks or workbooks in the students' native language for beginner and intermediate level students. All student schedule programming is done in consultation with the student programmer to make sure that all students receive the mandated instructional number of minutes to the fullest extent possible.

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.

Instruction is aligned to the New York City and New York State Learning and Performance Standards. This methodology of instruction implements a balanced literacy approach to second language acquisition by implementing a whole language experience that integrates different content area subjects as part of the humanities thematic learning approach and the scope and sequence of the curriculum. Instruction is designed to include different modalities (listening, speaking, reading, and writing) and strategic activities to accommodate for different learning styles. Placement of ELL students is done in consultation with the school's programmer to make sure that "Beginner" level students are placed with bilingual teachers teaching content area classes, so that the specific language and academic needs of the students are addressed. In addition, lessons are structured and designed to include the Cognitive and Academic Language Proficiency Skills of the students as a means to scaffold instruction based on their prior knowledge and culture. Content area textbooks and work-books are provided in available native languages to facilitate instruction, to prevent students from falling behind academically in content area classes, and to reinforce Regents Examination test-taking strategies in English and/or their native language. The ELL plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. The ELL instructional plan also makes accommodations to provide ELL special needs students with testing and instructional modifications. Testing modifications are provided as stated on their Individualized Educational Plan. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs. The program intends to incorporate additional supplementary language services to encourage students to build a strong foundation in their native language. This will be accomplished by providing additional instructional time during the school day, and after-school and Saturday programs. English Language Learners will be programmed to receive native language instruction in an advanced foreign language class with native speakers of English. This instructional and placement approach will provide the opportunity for both groups of language learners to interact in both languages and learn from one another. Current research has proven that this approach accelerates the acquisition of language skills for both groups (ELLs and Native Speakers of English); especially for the beginner level. Many schools at the elementary and middle school levels are now implementing this program with great success. The program will also articulate with the middle schools to make sure that students who arrive to the United States for the first time are programmed during the summer in a "Jump Start Program" during the last two weeks of August prior to the opening of school. The parent coordinator and the principal will inform parents of their responsibilities at least a month in advance. During this time of the year many families travel abroad. Getting this information out on time will help them adjust their traveling plans. An analysis of native language arts assessment results will also be conducted to determine if students are in need of literacy skills in their native language. This information will help the school in developing an intensive literacy program that addresses students' needs or to coordinate instructional strategies with the foreign language teacher.

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

The ELL plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. The ELL instructional plan also makes accommodations to provide ELL special needs students with testing and instructional modifications. Testing modifications are provided as stated on their Individualized Educational Plan. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs. The program intends to incorporate additional supplementary language services to encourage students to build a strong foundation in their native language. This will be accomplished by providing additional instructional time during the school day, and after-school and Saturday programs. English Language Learners will be programmed to receive native language instruction in an advanced foreign language class with native speakers of English. This instructional and placement approach will provide the opportunity for both groups of language learners to interact in both languages and learn from one another. Current research has proven that this approach accelerates the acquisition of language skills for both groups (ELLs and Native Speakers of

English); especially for the beginner level. Many schools at the elementary and middle school levels are now implementing this program with great success. The program will also articulate with the middle schools to make sure that students who arrive to the United States for the first time are programmed during the summer in a "Jump Start Program" during the last two weeks of August prior to the opening of school. The parent coordinator and the principal will inform parents of their responsibilities at least a month in advance. During this time of the year many families travel abroad. Getting this information out on time will help them adjust their traveling plans. An analysis of native language arts assessment results will also be conducted to determine if students are in need of literacy skills in their native language. This information will help the school in developing an intensive literacy program that addresses students' needs or to coordinate instructional strategies with the foreign language teacher.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Because our ELLs diverse literacy needs, our students need us to differentiate the product, process and content of learning according to their learning style, interest and readiness. Through the use of leveled texts and visuals students have opportunities to use linguistic, visual and audio modes in order to experience, conceptualize, analyze and apply meaning.

When possible and armed with information about the learning style habits of our students, we can use multiple modes of learning in order to engage students in meaningful literacy activities. No lesson requires the use of every mode but instead should be an intentional response to the learning style needs of our students. The more ways we teach, the more likely we reach our students and hone their ability to learn.

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).

SIFE student are enrolled in a longer school day. Remedial classes are offered after school and Saturday school for students to achieve proficiency. Native language instruction in an advanced foreign language class with native spanish speakers of English. They go over old exams in their language. Also, scaffolding instructional methods are presented to allow the students to expand academically based on their prior knowledge and cultural academic proficiency levels. The students will be expected to reach the proficiency level according to the Commissioner of Education recommendations: Proficiency levels will be determined by analyzing NYSESLAT, LAB-R, English Language Arts Regents Examinations results, and students' portfolios. Beginner Level students will be provided with three units of instruction aligned to the ELA curriculum using ESL instructional approaches. Intermediate Level students will receive two units of instruction, and the Advanced Level one unit of instruction using the same instructional approach. The following table describes how the units of instruction will be implemented in the students' instructional program.

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?

Instruction is aligned to the (CCSS) and New York City and New York State Learning and Performance Standards. This methodology of instruction implements a balanced literacy approach to second language acquisition by implementing a whole language experience that integrates different content area subjects as part of the humanities thematic learning approach and the scope and sequence of the curriculum. Instruction is designed to include different modalities (listening, speaking, reading, and writing) and strategic activities to accommodate for different learning styles. All teachers work colaborativetively and share student's data during teacher teams meetings. If all students are held to the same standard, the same assessments help teams work together to achieve this. They help focus the work - what do the students really need to know? What do we really need to teach? Are we teaching / assessing this the way the state expects?

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?

Placement of ELL students is done in consultation with the school's programmer to make sure that "Beginner" level students are placed with bilingual teachers teaching content area classes, so that the specific language and academic needs of the students are addressed. In addition, lessons are structured and designed to include the Cognitive and Academic Language Proficiency Skills of the students as a means to scaffold instruction based on their prior knowledge and culture. Content area textbooks and work-books are provided in available native languages to facilitate instruction, to prevent students from falling behind academically in content area classes, and to reinforce Regents Examination test-taking strategies in English and/or their native language. Instruction is designed to include different modalities (listening, speaking, reading, and writing) and strategic activities to accommodate for different learning styles. All special education ELL students are identified by retrieving ATS and IEP data to

determine if they are mandated to receive ELL instruction. Resource Room instruction in combination with Integrated Co-teaching Services programs are made available to students. ELL special education students receive individualized instruction from a bilingual special education teacher (Mr. Rodriguez). All programming is conducted in consultation with the school programmer to ensure that students receive ESL instruction and mandated special education services as per their IEP recommendations. An analysis of NYSELAT test performance results by modalities is done to target specific linguistic academic needs in the areas of listening, speaking, reading, and writing. Data is provided to the ESL teacher to plan individualized instruction in different target areas, and for special education services planning. This data is incorporated into IEP planning as part of the students' academic goals, language needs, or other related services interventions that the students might need.

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

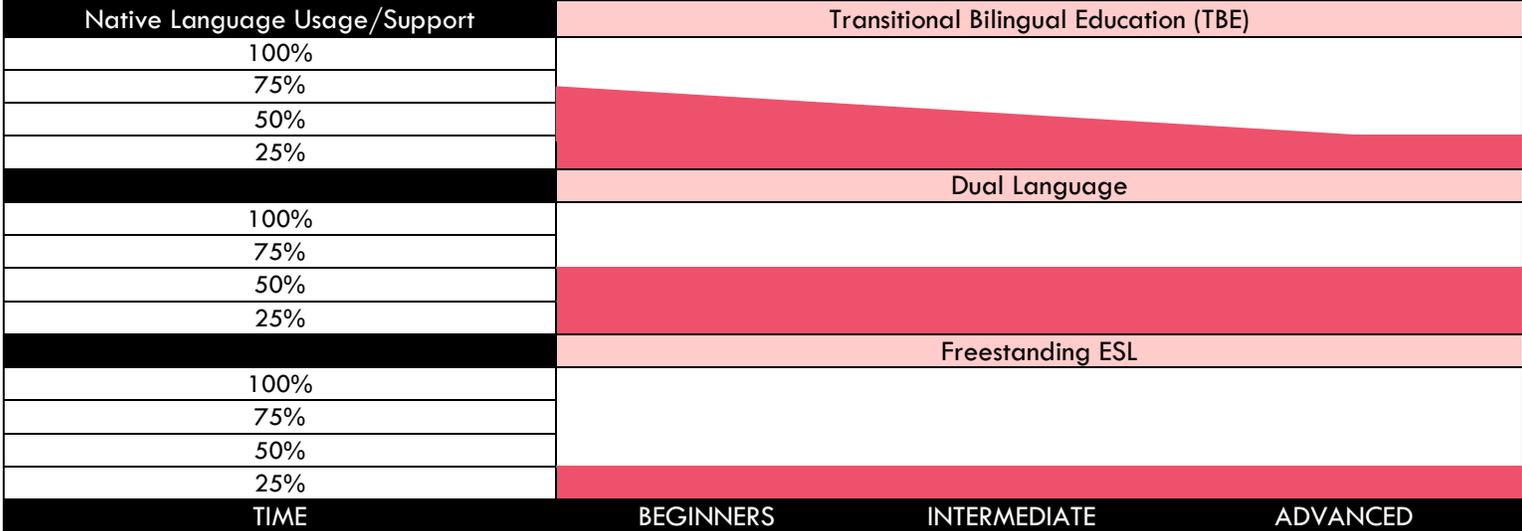
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The ELL Targeted intervention plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. The ELL instructional plan also makes accommodations to provide ELL special needs students with testing and instructional modifications. Testing modifications are provided as stated on their Individualized Educational Plan. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs. The program intends to incorporate additional supplementary language services to encourage students to build a strong foundation in their native language. This will be accomplished by providing additional instructional time during the school day, and after-school and Saturday programs. English Language Learners will be programmed to receive native language instruction in an advanced foreign language class with native speakers of English. This instructional and placement approach will provide the opportunity for both groups of language learners to interact in both languages and learn from one another. Current research has proven that this approach accelerates the acquisition of language skills for both groups (ELLs and Native Speakers of English); especially for the beginner level. Many schools at the elementary and middle school levels are now implementing this program with great success. The program will also articulate with the middle schools to make sure that students who arrive to the United States for the first time are programmed during the summer in a "Jump Start Program" during the last two weeks of August prior to the opening of school. The parent coordinator and the principal will inform parents of their responsibilities at least a month in advance. During this time of the year many families travel abroad. Getting this information out on time will help them adjust their traveling plans. An analysis of native language arts assessment results will also be conducted to determine if students are in need of literacy skills in their native language. This information will help the school in developing an intensive literacy program that addresses students' needs or to coordinate instructional strategies with the foreign language teacher.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- An Advisory Period to address student's social emotional needs and group counseling services to meet the developmental, preventive, and remedial needs of students is very effective. Furthermore, the advisory period give teachers the opportunity to understand the child, evaluate, and interpret academic performance data and inform student's parents/guardians, and other staff.
11. What new programs or improvements will be considered for the upcoming school year?
- One ESL teacher will be hired to improve the ESL program and service students in smaller groups.
12. What programs/services for ELLs will be discontinued and why?
- none
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are offered during the regular school year:
- o create Students study groups
 - o summer ESL institutes when available to assist students
 - o coordination of Saturday and after-school programs
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Leveled books, dictionaries, online classes, and Books that increase text complexity will be used in the classroom; furthermore, looking at and analyzing student work will be ongoing for the ELL population, and teacher annotations of student products will continuous.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Instructional modifications consist of acknowledgement of student background and language to provide differentiated instruction that appeals to the students' learning styles; ESL approaches, and specific academic needs are better addressed if student is approached in their native language. The ESL teacher (Ms. deblasi) surveys content area teachers during common planning time to align ESL instruction to content area topics and themes. She selects literature that includes issues or topics related to social studies (history) and the sciences following a thematic approach. Her objective is to build vocabulary related to different subject areas so students are able to make the transition from the ESL class to the other content area classes in a smoother manner. Also, scaffolding instructional methods are presented to allow the students to expand academically based on their prior knowledge and cultural academic proficiency levels. Other supports consist of bilingual dictionaries and content area textbooks or workbooks in the students' native language for beginner and intermediate level students. All student schedule programming is done in consultation

with the student programmer to make sure that all students receive the mandated instructional number of minutes to the fullest extent possible.

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

The ESL teacher (Ms. deblasi) surveys content area teachers during common planning time to align ESL instruction to content area topics and themes. She selects literature that includes issues or topics related to social studies (history) and the sciences following a thematic approach. Her objective is to build vocabulary related to different subject areas so students are able to make the transition from the ESL class to the other content area classes in a smoother manner. Also, scaffolding instructional methods are presented to allow the students to expand academically based on their prior knowledge and cultural academic proficiency levels. Other supports consist of bilingual dictionaries and content area textbooks or workbooks in the students' native language for beginner and intermediate level students. All student schedule programming is done in consultation with the student programmer to make sure that all students receive the mandated instructional number of minutes to the fullest extent possible.

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.

During Registration (Home Language Personal Interview Survey Form) Interview is conducted.

a) Letters for Waiver of Transfer (program selection) provided. Description of ELL Programs (videos and provision of the school's ELL program narrative that can be understood by parents)

provided by Ms. Beatrice Alfaro (parent coordinator) Ms. deBlasi (ESL teacher) during parent-teacher conferences. HLIS forms are collected and filed during the first day of registration. All HLIS are completed at the school.

ATS data is retrieved to analyze English proficiency levels based on NYSESLAT and LAB-R scores. ELLs are grouped by English language proficiency levels. At least 90% of parents prefer the free-standing ESL program because the students continue to receive content area instruction in a general education setting with other language supports and extended school day programs on Tuesdays Thursdays, and Saturdays. Program model offered at the school correlates with parents' program requests.

NYSESLAT Assessment Notification to Parents (parent accountability, NYSESLAT and Regents prep after-school/Saturday programs available at the school. Provided by the AP administration: Ms Luz Liriano. Parents and Teachers Association's Representative (due process dissemination) Mr. Jose Vazquez (PTA president) LAB-R testing of new arrivals during the first ten days is administered by the ESL teacher (Ms. deBlasi) Community Resources for Immigrants are discussed to inform parents about institutions

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)?

Levels Units of Instruction Daily Number of Instructional Daily Number of Minutes Subjects

Periods Based on 45 Minutes Class sessions for ELA, Math, Science, and Social Studies

Beginner for a total: 540 min; Intermediate for a total of 365 and Advance for a total of 180 minutes

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.

The LAP will be supported by on-going communication with the school principal, teacher teams, counselors, parents, students, staff development ELL consultants, and the "New Visions" instructional support specialists, BOCES, BETAC, other community resources, after-school and Saturday programs, parent participation support, Small Schools Networking, and Title III Supplementary Services as the needs arise.

Professional Development Plan:

- o off-site and on-site staff development workshops
- o ELL consultant visitations
- o staff will attend ESOL-TESOL conferences and workshops
- o staff will attend ESL seminars and institutes during the regular school year.
- o create teacher study groups
- o conduct continuous parental meetings
- o allow and encourage teacher inter-visitations
- o establish schools networks to learn about best practices
- o maintain an open line with BOCES, BETAC, and VESID for instructional support
- o maintain an open Line with NYS Office of Bilingual Education Services
- o staff will attend summer ESL institutes when available
- o coordination of Saturday and after-school programs
- o articulate with middle schools to provide "Project Jump Start" opportunities for new students before the beginning of the school year (summer).
- o consult and research Fordham University's "Project Jump Start" initiatives to address the needs of students who have just arrived to the United States and that will enroll at the High School for Contemporary Arts in September of 2012
- o hire certified and well qualified instructional staff (NYS ESL Certified Teachers and content area teachers with bilingual extension credentials)
- o native language arts program placement of students with native speakers of English that have enrolled in Foreign Language Classes.
- o Technological training will be provided to the staff for the implementation of data entry and retrieval mechanisms to assist the staff with crucial data needed to plan instructional support for the students. This year staff training has included the Lesson Writer web page to assist the staff in the preparation and adaptation of lesson plans for the diverse student population currently enrolled at High School for Contemporary Arts.

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?

During the course of the year a series of dinner activities and workshops for parents are conducted to orient parents on different issues pertaining to ELL learners. The family worker in conjunction with the guidance counselors develop multicultural gatherings where parents meet to discuss issues related to attendance and the different types of ESL programs available at the school and across the school district. In addition, the PTA, the parent coordinator, and guidance counselors interact as a team to involve parents in "Awards Night" presentations. Also, the family worker meets one-on one with parents of ESL and ELL/Special Education students to discuss concerns related to the students or any other family issues that parents might be confronting.

Parents are briefed on immigration issues that might affect the students' ability to receive financial aid for college. Parents are briefed on immigration issues that might affect the students' ability to receive financial aid for college.

Parents and students are informed of the graduation requirements as mandated by the State of New York Department of Education. Parents are trained to gain access to ARIS and New Visions Skedula (www program containing students' historic academic profile) so that they can view the student's academic standing. During these meetings, parental networking amongst parents is encouraged so that parents work as a team to provide support to the school and their children. The family worker is currently contemplating on creating a parent interdisciplinary network for the English Language Arts program and selecting a parent leader for each grade level to coordinate the networking process..

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Francisco Sanchez	Principal		11/15/13
Luz Liriano	Assistant Principal		11/15/13
	Parent Coordinator		1/1/01
Virginia deBlasi	ESL Teacher		11/15/13
Iris Tirado	Parent		11/15/13
Jesus Rodriguez	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Max Petrus	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x544 School Name: High School for Contemporary Arts

Cluster: CFN52 Network: New Visions

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.

- a. Use ATS Report which identifies all home languages.
- b. Home language survey is administered to identify new incoming students.

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.

- a. Translation and oral interpretation are done during parent conferencing. Our school findings indicate Written communication are given to parents. Our memos to parents are translated in top eight languages; furthermore all phone messages are sent in home language of students. Simultaneous translation in Spanish during parents workshops is done as needed.
- b. Our Parent Coordinator is our spokesperson to the community.

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.

- a. Oral interpretation services are determined by the Assistant Principals, Guidance, attendance staff, and Parent Coordinator.
- b. We provide translation in Spanish and French by in house staff.

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.

- a. Determine the community of languages of the student population through ATS and the Home Language Surveys TEMPLATE - MAY 2010 28
- b. Completed by new admits.
- c. Make this list available to all administrators, supervisors, counselors, and the Parent Coordinator.
- d. School based assessment of languages.
- e. Determine languages that can be translated or interpreted in house by staff.
- f. Determine languages that can only be translated or interpreted through the Translation and Interpretation UNIT. The school will be incorporating Daedalus into its parent outreach (Daedalus translation software in written communication)
- g. Provide parents with sufficient time of written communications to parents to offer enough time for translation.
- h. Procedures outlined will be followed in the Translation and Interpretation Unit website to meet the translation and interpretation requirements.
- i. Maintain copies of all letters to parents in the required languages.
- j. Oral Interpretation will be provided by in house staff in Spanish and French. Languages outside of these areas will be provided by an outside contractor if necessary.

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>.

- a. The required DOE translation postings will be placed at the parent bulletin board next to the main office.
- b. The Parent Coordinator will serve as the point of contact for translation services.