

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**14K558**

**School Name:**

**WILLIAMSBURG HIGH SCHOOL FOR ARCHITECTURE AND DESIGN**

**Principal:**

**GILL CORNELL**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Williamsburg HS for Architecture & Design School Number (DBN): 14K558  
Grades Served: 9 - 12  
School Address: 257 North 6<sup>th</sup> Street  
Phone Number: 718-388-1260 Fax: (718) 486-2580  
School Contact Person: Rudy Cruz Email Address: Rcruz8@schools.nyc.gov  
Principal: Gill Cornell  
UFT Chapter Leader: Jay Wiprovnick  
Parents' Association President: Wanda Mathis  
SLT Chairperson: Jacqueline Newton  
Title I Parent Representative (or Parent Advisory Council Chairperson): Wanda Mathis  
Student Representative(s): Yaremi Findlay  
Yaremi Findlay

**District Information**

District: 14 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway Room 110, Brooklyn, NY 11221  
Superintendent's Email Address: kwatts@schools.nyc.gov  
Phone Number: 718-455-4635 Fax: 718 455 4684

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Room 501, Brooklyn NY 11201  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718-935-3954 Fax: 718-935-2382

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Gill Cornell	*Principal or Designee	
Jay Wiprovnick	*UFT Chapter Leader or Designee	
Wanda Mathis	*PA/PTA President or Designated Co-President	
Delilah Crespo	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Yaremi Findlay	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Luis Barrera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jose Alvarado	Member/ PTA Treasurer	
Ann Marian Williams	Member/ PTA Secretary	
Jacqueline Newton	Member/ Teacher	
Jerry Marcus	Member/ Parent	
Jillian Neil	Member/ Parent	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Williamsburg High School for Architecture and Design (WHSAD for short) is a 9-12 college preparatory school committed to developing students as imaginative critical thinkers. Our mission is to provide students with valuable, marketable and unique skill sets that bolster their employability in multiple industries (such as conservation, engineering, and city planning) and that bolster their admission to institutions of higher learning. The environment at WHSAD promotes academic achievement through the integration of a student's career interests and aptitude while establishing connections between classroom learning and the world in which we live.

Partnered with the World Monuments Fund and the Park Avenue Armory, WHSAD offers students a unique and engaging four-year course sequence focusing on architectural drafting, design principles, and historic preservation. Our inter-disciplinary and hands-on approach to architecture, design, and the visual arts integrates skills training and internship experiences throughout core academic content areas. All of our students are given the opportunity to participate in paid internships with various industry partners. WHSAD students can earn a Career & Technical Education (CTE) endorsed diploma in Architectural Drafting & Design (ADD) and Computer-Aided Drafting & Design (CADD), as well as up to 6 college credits, upon graduation from our program.

WHSAD's main strength is its nurturing community of staff and students. We take a guidance-based approach, teaching the "whole child", as part of our work in educating students to successfully pass New York State assessments. As we are an unscreened program, our greatest challenge is to address the instructional needs of students representing all levels of learning abilities and talents. For this reason, we allot a substantial portion of our resources to fund a strong guidance and instructional support staff. In addition to addressing a wide spectrum of learning needs, our student body is made of 77% male students, most of whom are African American and Hispanic. While this demographic is typically cited as the lower end of the so-called "achievement gap", we have consistently graduated over 90% of our students, many of whom leave WHSAD with Advanced Regents diplomas and most of whom leave with Regents diplomas. Furthermore, the majority of our students graduate with a Career and Technical Education (CTE) endorsement and an industry certification in the architectural drafting software Auto-CAD, which enables them to join the workforce at an entry level and begin their careers while attending college. This has given our students an advantage upon graduating college: Our students would have earned work experience upon graduating college while many of their peers at other schools would have yet to work their first jobs.

WHSAD's key focus for the coming year, as detailed below, is to teach and cultivate our students' ability to make evidence-based claims in writing and to perform reflective self-assessment of their classwork with the aim of defending their claims in writing, both of which are prerequisites to succeeding in the workforce and in college.

Of the elements described in the Framework for Great Schools, WHSAD has made the most progress over the 2014-2015 school year in Rigorous Instruction. Specifically, WHSAD addressed Rigorous Instruction by requiring that all students (no matter learning style/level) in all classes (regardless of subject) make evidence-based claims (as per Common Core) in writing every day. As a school community, we determined that, on whole, the greatest weakness exhibited by our students was their inability to provide supporting evidence for factual claims – particularly in writing. According to our students' performance on formative assessments throughout the year, we have seen a good deal of progress in this area.

## 14K558 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	595	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	71.4%	% Attendance Rate			90.8%
% Free Lunch	71.9%	% Reduced Lunch			10.7%
% Limited English Proficient	6.6%	% Students with Disabilities			26.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			35.1%
% Hispanic or Latino	59.2%	% Asian or Native Hawaiian/Pacific Islander			1.9%
% White	2.6%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.82	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			36.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			4.26
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	67.1%	Mathematics Performance at levels 3 & 4			81.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.4%	% of 2nd year students who earned 10+ credits			90.7%
% of 3rd year students who earned 10+ credits	91.4%	4 Year Graduation Rate			90.5%
6 Year Graduation Rate	88.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- While the data for this school has been consistently above par (WHSAD has placed amongst the top five schools in overall performance in graduation, Regents pass rates and classes passed since the 2009-2010 school year) students still need to improve their writing.
  - As the data has demonstrated results that were above par, data were not used to gauge the quality of student writing. Classroom observations made by the principal and assistant principals, as well as student work analysis conducted at weekly grade level teacher team meetings, dictated the need for writing across all subject areas to be more rigorous.
  - While the New York State Regents exams encourage students to write using templates in order to achieve high scores, the Common Core assessments require more thoughtful responses and encourage students to develop their own style of writing. As a result, the principal and assistant principals have mandated classes to institute more writing assignments requiring students to make evidence-based claims.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As all of the following are writing based exams, and because our focus in this area will be on writing, a minimum of 75% of the sophomore cohort will pass the Global Regents in June 2016, and a minimum of 75% of the junior cohort will pass both U.S. History and English Regents in June 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>To ensure that all lessons are rigorous and that all students are being challenged to write using evidence-based claims, a set of three non-negotiable components for all lessons has been established. All classrooms are expected to implement these components every day:</p> <ul style="list-style-type: none"> <li>• All lessons must be guided by a clear aim that requires students to defend a position.</li> <li>• All lessons must include an activity that requires students to prepare and share evidence-based claims.</li> <li>• All lessons must require students to write and present an argument using evidence-based claims in order to reach the lesson's aim.</li> </ul> <p>In addition, so that all students trust the grades they earn on all written assignments are not based upon arbitrary, holistic grading schemes, but on the non-negotiables and the needed skill sets, WHSAD will revamp all writing rubrics to include meaningful feedback. In this way, students will understand their grades and know what it needed for improvement.</p>	<p>All students will be met at their own writing level and be expected to improve their ability to write.</p>	<p>9/2015 – 6/2016</p>	<p>This is a school wide initiative, requiring all teaching staff.</p>
<p>High-needs students will be provided with personalized instruction by grade-level instructional support teachers so to maintain a tenable degree of rigor in their writing assignments.</p>	<p>Students with IEPs and ESL students</p>	<p>9/2015 – 6/2016</p>	<p>Special Education teachers, ESL teachers</p>
<p>So that the needs of students who are excelling are met, a principal's literary institute will be organized to challenge these students with higher-level reading and writing assignments.</p>	<p>Honor roll students in the eleventh and twelfth grade</p>	<p>9/2015 – 6/2016</p>	<p>Principal, Assistant Principals</p>
<p>Periodic data analysis will be conducted every Tuesday utilizing the most recent formative assessment data, cycles of observation will ensure that all teachers will be observed formally on a regular basis, weekly department meetings will</p>	<p>All teachers</p>	<p>9/2015 – 6/2016</p>	<p>Principal, teachers in the Architecture department</p>

take place on Mondays to reinforce the instructional agenda, and others as well as the systems the school will deem necessary to ensure the activity is implemented.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The school is conceptually consolidated so to maximize spending and hiring capacity of select budget allocations (with Tax Levy and Title I funds comprising the bulk of consolidated funds). Conceptually consolidated funds grant the school enough spending capacity to hire sufficient leadership and teaching staff for the execution of the action plan described above.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Summative assessments will be conducted in all core subject areas at the end of each marking period in order to remark student progress in both content and (more importantly) student ability to incorporate this content into quality writing. Teachers will use these assessments to inform instruction and academic interventions for the next marking period, as well as inform their conferences with students.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The results of the 2014-2015 NYC School Survey for WHSAD were well above average. WHSAD’s strengths in this area include a guidance-driven approach in which students socio/emotional needs and behavior are closely tracked within the school. Interventions come early and often to ensure that students with socio/emotional problems do not see their academics suffer as a result of these problems. Guidance counselors work with teachers during weekly meetings to identify student socio/emotional needs and devise interventions that involve the whole staff. WHSAD, as a result, has been quite successful in graduating, and sending to college, students who have met with serious socio/emotional challenges. The challenge we face every year is the maintenance of the positive environment that we have created, particularly in light of the retirement of two key staff members in the pupil personnel department at the end of the 2014-2015 school year.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

It is our goal to increase the student graduation rate for the 2015-2016 school year to 92% (the projected graduation rate for the 2014-2015 school year was 91%). In addition, it is our goal to improve the attendance rate from 92% to 93%.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Guidance counselors will conduct meetings with teachers in order to review and support students' socio/emotional needs, particularly those of most concern. In addition, students will be monitored by the school social worker and, where needed, interventions will be provided. Through building a guidance-driven community of continuous support, students feel comfortable and trusting in addressing their needs with guidance and other staff members.</p>	<p>All students with documented socio/emotional needs</p>	<p>9/2015 – 6/2016</p>	<p>guidance counselors, social worker, Assistant Principal of Pupil Personnel Services</p>
<p>Funds will be allotted to hire an experienced, F-status guidance counselor to mentor our new guidance counselor. This will allow for a smooth transition and will ensure that we maintain an uninterrupted, supportive learning environment, which would in turn support a high graduation rate and increase in the number of Advanced Regents diplomas awarded.</p>	<p>ninth and eleventh grade students</p>	<p>9/2015 – 6/2016</p>	<p>F-status guidance counselor, new guidance counselor, Assistant Principal of Pupil Personnel Services</p>
<p>Funds have will be allotted to hire an experienced, F-status attendance coordinator to mentor our new attendance coordinator. A smooth transition between the experienced and rookie attendance coordinator ensures that we maintain at least a 91% or higher attendance rate, which in turn supports the students' ability perform well in classes and graduate on time.</p>	<p>All students with attendance problems.</p>	<p>9/2015 – 6/2016</p>	<p>F-status attendance coordinator, new attendance coordinator, Assistant Principal of Pupil Personnel Services</p>
<p>The school will fund Career &amp; Technical Education (CTE) / Continuing Education Workshops for Architecture and Design tailored to engage families and to build capacity for family engagement. This initiative is in alignment with the Framework because continuing education embodies the community spirit encouraged by the Framework.</p>	<p>All families of students enrolled at school</p>	<p>10/2015-5/2016</p>	<p>Parent coordinator, CTE teachers, academic teachers</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The school is conceptually consolidated so to maximize spending and hiring capacity of select budget allocations (with Tax Levy and Title I funds comprising the bulk of consolidated funding). Conceptually consolidated funds grant the school enough spending capacity to hire the F-status mentors for the guidance counselor and attendance coordinator positions concurrently within this fiscal year
- The required Title I 1% Set Aside for family engagement (which is required in spite of Conceptual Consolidation) will serve to fund the continuing education workshops for families.
- Funds to hire F-status guidance counselor and F-status attendance coordinator mentors.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The second term of the 2015-2016 school year begins on February 1, 2016. On this date, the Principal and Assistant Principals will assess all data and determine if the year-to-date attendance rate as calculated on February 1, 2016 is no less than 93% (so to provide a 1% buffer for the absences anticipated during the Spring term). Additionally, no less than 94% of our graduating class must be on track for graduation; again, this is to provide a 1% buffer for unforeseen circumstances that may prevent students from graduating on time.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Due to constraints imposed by space limitations and special programming needs (for example, honors class sections and instructional support class sections) it has been a challenge over the years to schedule common planning time between teachers that would result in quality professional development. However, as it is essential for teacher, guidance counselors and administration to collaborate, structures have been put in place to ensure that quality collaborative meeting time has been set at least twice a week. Furthermore, as per the Spring 2015 Quality Review report for WHSAD, as well as self-assessments conducted internally, school leadership has concluded that students in WHSAD must be instructed, across the board, on how to self-assess and revise their classwork. Practices that teach student self-assessment must be uniform and weaved into daily classroom practices. Professional development for teachers needs a focus: how to build classroom structures that encourage student self-assessment.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Weekly professional development for teachers is now mandated on Monday and Tuesday of each week due to the most recent teacher collective-bargaining contract. Professional development will focus on the implementation of the newly designed ACE student self-assessment structure (which was designed in-house by the WHSAD Interim Assessment team). To ensure this practice is concretized, every teacher will implement six interim assessments over the school year (which consists of six marking periods) that will require students to self-assess their work. This will produce a structured chronicle of self-assessment for each student that would in turn inform their instruction for the following marking period. As a SMART goal, this means that 100% of our students must complete 6 self-assessments by end of June 2016.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Students with special needs (i.e. students with IEPs and ELLs) will need extra resources and time in order to create reflective, informative self-assessments. To foster their success, WHSAD will tailor and fund specific after school programs that ensure these students are given the extra time and attention to produce quality self-assessments.	Students with special needs (i.e. ELLs, students with IEPs, 504s)	9/2015 – 6/2016	ICT, ESL and designated content teachers.
In order to cultivate teacher receptiveness and trust, the Principal and Assistant Principals will both model best practices at professional development sessions and within student classrooms in support of the implementation of student self-assessment structures. This will include systems to provide oversight of the activities (informal observations), periodic data analysis (weekly cohort meetings), cycles of observation (formal observations), learning walks (led by teacher leaders), and weekly meetings (Monday PD).	All teachers	9/2015 – 6/2016	Principal, Assistant Principals

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Funds to maintain leadership positions that are to deliver and field the professional development sessions mandated by new teacher contract. The Monday sessions require two assistant principals: one assistant principal dedicated to the humanities departments and one assistant principal dedicated to the math, science &amp; the CTE architecture drafting departments. The Tuesday sessions require one assistant principal of pupil personnel services &amp; instructional support.</li> <li>• The school is conceptually consolidated so to maximize spending and hiring capacity of select budget allocations (with Tax Levy and Title I funds comprising the bulk of consolidated funding). Conceptually consolidated funds grant the school enough spending capacity to build and maintain adequate leadership staff to support the action plan and achieve the goal described above</li> <li>• Funds to procure Skedula software.</li> </ul>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

On February 1<sup>st</sup>, 2016, the second term of the 2015-2016 school year begins. At this point, 100% of WHSAD’s students must have completed at minimum 3 self-assessments based on the three interim assessments they took at the end of each marking period. In addition, an overall data analysis will be conducted to evaluate where students succeeded with meeting the Common Core Standards and where they did not. This type of analysis is possible because students at WHSAD complete these assessments through a software called Skedula, which allows for the collection of this information.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

WHSAD’s leadership has focused on improving the writing of students over the last three years. To this end, the principal and assistant principal have required and instituted student questioning and writing in every classroom. As cited above, the biggest area for improvement as per the Spring 2015 Quality Review was the lack of school structures by which students received feedback on major assessments and by which students could learn to perform assessments of their own work. WHSAD’s administration concurred: Students were found to struggle more on open-ended questions on State tests than on fact-based questions. In fact, item analysis of Regents exams from all subject areas revealed that WHSAD students struggled to answer written prompts that required the defense of claims made in response to open-ended questions. Because self-assessment and revision of one’s writing are pivotal to the successful completion of a writing prompt, school leadership decided to make this skill an instructional focus for the 2015-2016 school year.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Because WHSAD’s self-assessment initiative is based on students’ written responses to open-ended questions, we’ve concluded that success in this initiative can best be measured through Regents exams that focus on this type of writing. The specific, measurable goal most indicative of success would be for a minimum of 80% pass rate on the ELA Common Core exam and Social Studies Regents exams.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
For leadership to provide the quality and quantity of support necessary to improve instruction, classes will be programmed so to provide common planning time for subject-specific departments, including a dedicated meeting time for special education teachers and CTE teachers.	All teachers	9/2015 – 6/2016	Assistant Principal of Pupil Personnel Services, Program Chair
Teachers will be observed formally for no less than four times over the 2015-2016 school year, thereby ensuring constant monitoring of the quality of instruction as well as providing opportunities for teachers to receive constructive feedback. As with classroom expectations communicated to students, administrators will ensure teachers understand their ratings and will be provided the supports necessary to garner improvement, in this manner establishing a relationship of transparency and trust with teachers. Administrators will work closely with teachers, will model best practices, and ensure ratings given in observation reports foster positive professional growth.	All teachers	9/2015 – 6/2016	Assistant Principals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Funds to offer per session hours to program chair. This helps ensure the thoughtful development of a master class schedule that allows common planning time for instructional departments while simultaneously meeting the graduation and instructional support needs of our students.</li> <li>• Funds to maintain leadership positions that are to deliver and field weekly departmental meetings: one assistant principal to oversee the humanities, one assistant principal to oversee math, science &amp; the CTE architecture drafting program.</li> <li>• The school is conceptually consolidated so to maximize spending and hiring capacity of select budget allocations (with Tax Levy and Title I funds comprising the bulk of consolidated funding). Conceptually consolidated funds grant the school enough spending capacity to maintain the school leadership needed for regular and consistent oversight of all departments of student instruction.</li> </ul>
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>On February 1<sup>st</sup>, 2016, the second term of the 2015-2016 school year begins. At this point, at least one mock Regents examination in ELA and one in Social Studies should have been conducted. Data from these mock exams, which principally consist of open-ended questions, will inform whether the goal is met, and will inform instructional planning for the Spring 2016 term.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Turnout for parent teacher conferences and school ceremonies (i.e. awards ceremonies) tend to be quite high. But because our students come to WHSAD from all parts of Brooklyn, Manhattan and Queens, and on account of the demanding work schedules of our parents, it has been a challenge to acquire high attendance at PTA meetings and other parent-related events.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to encourage more meaningful parent visits to WHSAD, the school will serve as a learning center for parents, wherein they can share in-class experiences that mirror what their children learn during the school day, particularly in the area of self-assessment. This year it is our goal to raise the average turnout to 20 families. To overcome the barriers to communication between the school and parents who do not attend school functions, the school will implement new software called PupilPath and strive to have at least 150 families set up with accounts and with access to the software.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>WHSAD will conduct a parent workshop night two times a month. During this time, parents will take part in a lesson that mirrors</p>	<p>All parents</p>	<p>9/2015 – 6/2016</p>	<p>Architecture teachers, Assistant Principal of the</p>

what their child experienced during the day. Most importantly, parents will be made aware of classroom assessments and their criteria, as well as how their children are being taught to reflect on their own work.			CTE program, parent coordinator
To address this barrier of communication between parents and students (and to simultaneously promote active feedback across the board within the school community), WHSAD will implement a new software called Pupil Path that allows parents to review their child's assessments and ongoing classroom performance from the convenience of their phones and home computer(s). With this convenience, parents can be kept informed of their child's performance at all times.	All parents	9/2015 – 6/2016	Parent coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>VATEA funds to offer per session hours to CTE architecture program teachers so that they may plan and conduct the parent portfolio nights.</li> <li>Funds to procure PupilPath software</li> <li>Consistent with NY State requirements, 1% of the Title I allocation has been scheduled for parent involvement, which has been used to fund the action plan described above.</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
On February 1 <sup>st</sup> , 2016, the second term of the 2015-2016 school year begins. No less than 100 parents should have taken part in the parent portfolio night by that date. No less than 75 families should be registered in PupilPath by that date. If we fall short of that number, will meet with the SLT to ascertain how we can improve these initiatives and draw in more parents.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.)
<b>English Language Arts (ELA)</b>	<u>For all grades:</u> eighth grade ELA scores, <u>For ELL students:</u> NYSITELL exam, NYSESLAT exam	After school tutoring for ELA and ESL students so to improve their reading skills. Provide incentive trips based on attendance and improvement in grades.	Small groups, one-on-one tutoring. Teachers provide additional support during dedicated office hours.	Tutoring occurs during lunch period and after school.
<b>Mathematics</b>	<u>For 9<sup>th</sup> Grade students</u> : eighth grade math scores, <u>For all other grades:</u> performance on last Regents exam taken.	Academic intervention services for the students who are repeating the Integrated Algebra course, due to having failed the Regents exam one or more times in the past. The classes for repeater students feature a curriculum based on detailed item analysis of the students' June 2015 Integrated Algebra Regents examination. To ensure students' understanding of mathematics, the math department analyzes their weaknesses and constructs lessons to target these weaknesses.	Students in AIS are programmed into the same mathematics class, and special lessons developed by math department to target subject weakness are implemented in the class. Tutoring is offered three days a week where students receive dedicated attention.	Whole-class instruction during the school day. Tutoring occurs during lunch period and after school.
<b>Science</b>	<u>For 9<sup>th</sup> Grade students</u> : eighth grade science scores, <u>For all other grades:</u>	Extra instructional time to help students achieve the learning standards in the subject area;	Tutoring (one-to-one and small groups), counseling (small-groups, and one-to-one)	During the school day and after school

	<p>performance on last Regents exam taken.</p>	<p>differentiated instruction; various support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family-related issues, discipline problems and health-related issues. Support services include school guidance &amp; counseling services, grade-level inquiry teams evaluation of students' academic progress and subsequent individualized academic intervention action plans based on observations and data.</p>		
<p><b>Social Studies</b></p>	<p><u>For 9<sup>th</sup> Grade students</u> : eighth grade social studies scores, <u>For all other grades</u>: performance on last Regents exam taken</p>	<p>Weekly departmental meetings, which focus on departmental data, establish departmental goals and develop instructional techniques to meet these goals. Weekly Tuesday meetings focusing on the social emotional needs of the students, where teachers devise strategies which will assist students in improving their skills.</p> <p>Students requiring additional assistance are identified in these meetings. After school tutoring is offered to these students so that they</p>	<p>Small groups, one-on-one tutoring</p>	<p>During the school day and after school</p>

		<p>may be given the opportunity to achieve his or her highest potential. These tutoring sessions focus on specific sections of the Regents including Regents, Document-Based Question, DBQ essay writing, and thematic essay writing.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>IEPs, 504s in conjunction with results of State exams.</p>	<p>Strategies include social work meetings arranged to include any of the following: student in question, other students, family member(s), teacher(s), social worker, principal, and assistant principal(s). Meetings are arranged to discuss issues leading to at-risk situations.</p>	<p>Service is delivered either individually or in a small group setting.</p>	<p>During the school day and after school</p>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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"> <li>• In partnership with the teaching/education department of St. Francis College, WHSAD hosts a number of student teachers with the interest of attracting potential candidates for teacher vacancies in core academic areas (math, science, English language arts, social studies). WHSAD's relationship with the student teacher serves as an interview process by which the school can establish rapport with the student teacher and evaluate their compatibility with the school (which ultimately fosters teacher retention), as well as their capability in the classroom. Student teachers who perform well at WHSAD, but cannot be hired for full-time positions may at least be recommended to serve as qualified substitute teachers.</li> <li>• WHSAD also hosts interns from the Success Via Apprenticeship (SVA) program, wherein one of our seasoned Career and Technical Education (CTE) teachers mentors an SVA intern. The goal of the SVA program is for interns to acquire specialty certification in a CTE field of study. Subsequent to graduation from SVA, the intern (who by this point would have had a working relationship with our school and would have become familiar with our architecture drafting program) may then be hired by our school should a vacancy materialize. In addition to hosting interns from the SVA program, our school has recommended our own students to SVA with the hopes that they return as dedicated and qualified architecture drafting teachers.</li> <li>• WHSAD prioritizes interviews for teaching positions to candidates who have a graduate degree in the subject area of the position to which they have applied. This ensures they are highly qualified in the sense that they are knowledgeable and conversant in their content area.</li> <li>• WHSAD practices distributed leadership amongst teaching staff as a measure to promote teacher retention and to promote the educational mission of the school. The administration makes it a point that teachers model best practices to their own colleagues during professional development sessions. This way, teachers feel their work and input is valued, while simultaneously promoting community amongst staff.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• In accordance with the UFT contract enacted for the 2015-2016 school year, the extended day sessions on Mondays are dedicated to reinforcing best teaching and assessment practices that align with the school's tenets that: 1) All lessons must be guided by a clear aim that requires students to defend a position. 2) All</li> </ul>

lessons must include an activity that requires students to prepare and share evidence-based claims. 3) All lessons must require students to write and present an argument using evidence-based claims in order to reach the lesson's aim.

- In accordance with the UFT contract enacted for the 2015-2016 school year, the extended day sessions on Tuesdays are dedicated to professional development addressing the socio-emotional and differentiated instructional needs of specific students. Teachers are typically grouped by cohort and are encouraged to share their interactions with struggling students and to mutually develop strategies to differentiate instruction for these particular students.
- In addition to the Monday and Tuesday extended day professional development sessions, teachers are required to participate in weekly academic department meetings, headed by an Assistant Principal, wherein teachers develop lesson plans and curriculum that align to the Common Core State Standards.
- Assistant Principals and Principal attend professional development sessions conducted by the NYCDOE and BFSC regarding the CCSS throughout the year

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

Not applicable.

#### **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).

Not applicable.

### **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.).

Not applicable.

#### **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.

At WHSAD, weekly professional development sessions and weekly department meetings serve as forums to emphasize effective classroom instruction. As all instruction must be reflected in student product, assessment is a focus at every meeting, whether addressed explicitly or implicitly. Because there is an expansive cross-section of talent and experience on the WHSAD teaching staff, teachers are often invited to lead meetings and to share best

practices with their colleagues. Also, struggling teachers and new teachers are matched with more experienced staff that, again, share best practices and conduct no-impact evaluations.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	403,419.00	X	Part 4a all sections
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,791,704.00	X	Part 4a all sections

#### <sup>1</sup>Explanation/Background:

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Williamsburg High School for Architecture & Design**, 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. **Williamsburg High School for Architecture & Design** 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 1<sup>st</sup> 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)**

**Williamsburg High School for Architecture & Design**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

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



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

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

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

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

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

Part A: School Information	
Name of School: <u>WHSAD</u>	DBN: <u>14K558</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>26</u>
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: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>20</u>

## 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: Overall, our ELL students are rigorously instructed in English reading and English writing during class sessions because these are areas in which they are least proficient. Our supplemental ESL program focuses on speaking, listening, reading, and writing so to provide our ELL students with additional support across all modalities.

The certified ESL teacher will conduct afterschool instructional activities that prepare ELL students for the NYSESLAT and ELA Regents examinations.

The NYSESLAT instructional activity sessions will be held afterschool for two hours from 2:42 pm – 4:42 pm. They are scheduled from January 20, 2015 to May 1, 2015 for a total of 14 weeks, three times a week, for a total of 84 hrs, and are conducted in English. The goal of the NYSESLAT prep sessions is to assist students with the four modalities of learning: reading, writing, speaking, and listening. The students use NYSESLAT workbooks and CD recordings to support them in all four modalities, regardless of proficiency. For the reading portion, students are asked to read text written in English and respond to multiple-choice questions based on the readings. For the writing portion, students are given different topics and a graphic (i.e. usually a map) and a short text. The students are then asked to write an essay in English based on the materials given. For the speaking portion, the teacher and students share conversations in English on a range of topics. Students are asked to respond to the teacher in complete sentences in English so that they feel comfortable responding to questions during the speaking portion of the NYSESLAT examination. For the listening portion of the exam, students listen to CD recordings in English and then are asked to respond to questions based on the recordings. The ESL teacher uses the data from the students' workbooks to assess the modalities that students need to work on the most and then differentiates instruction to help students achieve proficiency in these modalities.

The Regents exam instructional activity sessions will be held afterschool for one hour from 2:42 pm - 3:42 pm. They will be scheduled in two segments, and are all conducted in English. The first segment is scheduled for November 2, 2014 to January 23, 2015, for a total of 7 weeks (three times a week, for total of 21 hours) to provide a small group of ELL students support for the January ELA Regents examination. The second segment is scheduled from April 13, 2015 to June 12, 2015, for a total of 9 weeks (three times a week, for total of 27 hours), to support ELL students taking the June ELA Regents examination; the latter session specifically addresses students who had not passed the ELA Regents examination in January. The goal of the ELA Regents prep sessions for ELLs is to provide additional assistance to students who need it most. The ESL teacher uses past Regents exams as in-class practice exams so that students can become familiar with the format of the exam, as well as Regents templates for questions 26, 27, & 28, which cover the writing portion of the ELA exam. The ESL teacher uses data from the students' practice exams to assess the modalities that students need to work on the most and then differentiates instruction to help students achieve proficiency in these modalities so that they may perform well on the ELA Regents examination.

All 26 ELLs (eleven 9th graders, six 10th graders, four 11th graders, five 12th graders) will participate in the NYSESLAT prep instructional activity. ELL student attendance to the ELA Regents exam prep activity will depend on student's eligibility to take the ELA Regents exam. As of the writing of this plan, the school anticipates that the four 11th grade ELL students will participate in prep sessions for the Jan and June ELA Regents exams.

### 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:        In-house professional development is directed by our Assistant Principal (AP). Our certified ESL teacher receives training from the AP twice a month to cover topics on differentiated learning, curriculum mapping, backward planning, and the use of media in instruction. She attends department, cohort, and data inquiry meetings with non-ESL teachers (including English teachers), to address how to deliver targeted instruction to ELL students who are not performing well academically. Each month she attends: 4 English Department/ESL meetings, 4 cohort meetings. Titles of these PD sessions include: "Servicing the Instructional Support Student", "Humanities Department/ Instructional Support", "English/ESL Department Meeting", "Team 9 Cohort Meeting". Each meeting lasts one period (46 minutes). Supplemental professional development will also be conducted by a contracted vendor (in the past these services had been procured through AUSSIE). This vendor will meet with our certified ESL teacher (and with a current Spanish teacher who is in the process of obtaining ESL certification) for one-on-one full-day sessions (projected meeting dates: December 10, 2014 & March 24, 2015) on the following topics: 'Teaching ESL Students With Special Needs', 'Vocabulary, Spelling and Grammar for ESL Students', 'Preparing ESL Students for Common Core Examinations'. School administration provides professional development for all staff, including non-ESL teachers, during the monthly meetings mentioned above, to address how they can better engage, and encourage participation from, ELLs in their subject classes.

### 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 of ELL students receive monthly letters from our parent coordinator, in their home language, that detail events for the upcoming month. They, like all other parents, are invited to monthly PTA and SLT meetings to address topics such as budget, school curriculum, student internship opportunities, and any questions or concerns they may have. Our parent coordinator, who is fluent in Spanish, attends these meetings to facilitate communication for the majority of our ELL population. She is available during the school day to address parental concerns and performs outreach to this population in their home language, especially in matters concerning student attendance. Accommodations for real-time interpretation are made for ELL parents when in-house services are not sufficient; these accommodations are provided by the translation agency contracted with the Department of Education. Monthly parent meetings typically last one hour. Titles of these meetings are 'SLT Meeting', 'Title I Meeting', 'PTA Meeting'. In addition to these meetings, the Assistant Principal is interested in engaging the parents of ELL students by inviting them to information sessions highlighting what their students are learning in academic classes. The principal theme for these sessions would be 'Making Evidence Based Claims', with the aim of training the parents on how to make evidence-based claims and how to encourage their child to make evidence-based claims.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>558</b>
School Name <b>Williamsburg HS for Architecture &amp; Desig</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Gill Cornell</b>	Assistant Principal <b>Giovanni D'Amato</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Katherine Nelson</b>	School Counselor <b>Erneste, Small, Terraferma</b>
Teacher/Subject Area <b>Marli Soto</b>	Parent <b>Wanda Mathis</b>
Teacher/Subject Area <b>Jacqueline Newton</b>	Parent Coordinator <b>Lai Sin Chu</b>
Related-Service Provider <b>Mauri Small</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Karen Watts</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	578	Total number of ELLs	23	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	23	<b>Newcomers</b> (ELLs receiving service 0-3 years)	6	<b>ELL Students with Disabilities</b>	9
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	15

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	6	1	0	2	1	0	15	0	9	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**Freestanding English as a New 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										8	5	3	2	0
Chinese										1	1			0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian												1		0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)										1		1		0
<b>Transitioning</b> (High Intermediate)										4	1	1		0
<b>Expanding</b> (Advanced)										6	5	2	2	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 WHSAD uses the periodical testing provided by Pearson. The data predicts how students will function on the NYSESLAT and identifies areas they have yet to meet proficiency levels. This information can help teachers target instruction in specific areas such as reading and writing, vocabulary and grammar.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Students in all grades are more proficient in the modalities of 'listening and speaking' than in 'reading and writing.' This trend is evident in NYSESLAT modality report from ATS (report RNMR) where for the past three years, there have been significantly more students who score 'Proficient' on the 'listening and speaking' modalities than in 'reading and writing'. This is especially true of the students who have taken the NYSESLAT exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We do not use the information from the AMAO. Instruction is geared to students' less proficient modalities. Based on student NYSESLAT scores from years past, however, students are least proficient in the 'reading and writing' modality. ESL teacher scaffolds lessons to challenge students to achieve proficiency. Subject teachers work with ESL teachers to craft these lessons. Students who are less proficient in the 'speaking/listening' modality are required to make speeches and oral presentations in class.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
    - Generally, across all grades, students are more proficient in 'speaking and listening' than 'reading and writing'. Based on the NYSESLAT report (RNMR in ATS), students across all grades have scored an P, I, or A for both modalities, with the exception of three students who scored a B for 'reading and writing'. Across proficiencies, the 11th graders demonstrate the most proficiency as per NYSESLAT scores; almost all 11th graders in our ESL program earned a P in 'speaking and listening' and an A in 'reading and writing'.

Students in 12th grade demonstrate the least proficiency as per NYSESLAT scores; about half the 12th graders scored 'I' for the 'speaking and listening' modality and two 12th graders scored a 'B' on the 'reading and writing' modality, facts that are not repeated in any other grade. The Assistant Principal analyzes these trends.

ELLs, providing they are literate in their native language, tend to do better on tests taken in their native language across all grades and proficiency levels.

b. School leadership (including the Assistant Principal), guidance counselors, and teachers use the results of ELL periodic assessment to determine which students have the potential to graduate, which students need extra support to graduate or perform better academically. Marked trends in ELL students have also had an affect on school scheduling and programming; student programs and the school master schedule is devised to best meet the needs of ELL students. These trends are addressed at school leadership meetings with the Program Chair present.

c. WHSAD is learning that both the periodic assessment and the NYSESLAT indicate that students require more instructional focus on reading and writing. Students use their native language to explain to other students who have less comprehension, the content in ESL and subject area classes.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Not applicable. Our school does not teach grades K to 5.

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

WHSAD has a substantial number of students who are Special Education and has teachers who are experienced with differentiating instruction not only in academic classes, but also in Career & Technical Education (CTE) classes, so to meet these students' learning needs. A similar approach at differentiation is considered to ensure a child's second language development in English is considered in instructional decisions made weekly at departmental and cohort meetings. The regularity of these meetings offers the student a very granular and dynamic level of support.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the target language?

b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

Not applicable. Our school does not have a dual language program.

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

Success for ELLs is measured by credit accumulation, passing Regents scores, improvement on the NYSESLAT, and high school graduation.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

The following are steps to identify possible ELLs:

i. When a new student is admitted to the school, within 10 days the HLIS form is completed by the parents if an HLIS is not already on file; a qualified pedagogue assists the parent with the HLIS form. An informal oral interview in English and in the native language is also conducted. In the event that a staff member cannot serve as translator to assist the pedagogue in these assessments, the DOE Translation Unit is contacted to serve as translator. The qualified pedagogues on staff are: Ms. Ms. Nelson (ESL teacher/coordinator), Ms. Valentin (Guidance Counselor w/ pedagogue license), Ms. McKenna (Assistant Principal of Instruction in charge of ESL Program). If the child is new to the NYC Public School System and has a home language other than English listed on HLIS, (or was not administered the NYSITELL at his/her prior school, as determined by the RLER screen in ATS), he or she is administered a NYSITELL within 10 days of admission to the school. The Spanish LAB is administered to Spanish-speaking students who tested in on the NYSITELL exam.

ii. A child is deemed to be an ELL student if he/she does not pass the NYSITELL. Our ESL coordinator mails the Parent Survey and Program Selection Form to the homes of students who have been newly determined to be ELLs. This form is sent in the student's native

language. These students are expected to bring back the completed form.

iii. Based on results of NYSITELL, student is placed in appropriate proficiency level.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here:

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Paste response to question here:

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our ESL coordinator mails the entitlement and non-entitlement parent notification letters to the student's homes within five school days after the NYSITELL is scanned and score determined, in accordance with whether the student tested out of the NYSITELL.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

Paste response to question here:

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Our ESL coordinator mails the Parent Survey and Program Selection Form to the student's homes, together with any entitlement or non-entitlement form, depending on whether the student tested out of the NYSITELL. Ms. Katherine Nelson (certified ESL teacher/ ESL coordinator), with assistance from Ms. Chu, the parent coordinator, provides further information via phone calls and emails with the following link, which contains a video in the major languages supported by the DOE, that explains the three program choices: (<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>). This outreach is conducted to ensure that parents understand all three program choices and to clarify what our school offers in the event that a parent chooses a program not offered at the school. All ELL students are placed in the ESL program in the absence of a parental option form. Following the outreach described above, if the parent still does not wish their child to be enrolled in the ESL program, then the parent is referred to assistant principal, who then works with the parent to locate schools that offer the program of his/her choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here:

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ESL teachers mails these forms home to parents of ELL students and monitors any forms that are returned to school because of incorrect addresses. She follows up with the school Attendance Coordinator and with ELL student for an updated address and mails the form home again. In short, she monitors and ensures receipt and responses of these forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here:

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Copies of ELL documentation is that is mailed home to parents of ELL students as well as documentation that is returned to school from ELL students is maintained in a binder by the ESL teacher, along with student schedules.

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

The NYSESLAT is given according to instructions from memoranda available to the school each fall. ATS report RLER is used to print out a list of students eligible to take the NYSESLAT. This report is also used to determine the number of NYSESLAT exams to order. Students are given the four part assessment in class as per a testing schedule devised by our Testing Coordinator, Ms. Basilio. The testing environment scheduled to be free of disruptions. Every effort is made to accommodate students who are absent on testing days. Make-up days are scheduled for those who missed any or all portions of the test. The written portion of the NYSESLAT is marked by two teachers (ESL and non ESL certified). Answer sheets are delivered to the DOE and all secure testing materials are returned to the DOE agency responsible for NYSESLAT testing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ESL teachers mails these letters home to parents of ELL students and monitors any letters that are returned to school because of incorrect addresses. She follows up with the school Attendance Coordinator and with ELL student for an updated address and mails the letters home. In short, she monitors and ensures receipt of these letters.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The school monitors trends in parent choice by reviewing parents' responses to the Parent Survey and Program Selection form. Parental choices on completed forms have indicated a preference for ESL instruction. This trend is used to inform the type of programming that the school offers in that we continue to offer the ESL program. The program models offered at our school are currently aligned with the parent choices made on completed Parent Survey and Program Selection forms for students who have remained in our school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.
  - a. We provide Self-Contained ESL classes.
    - b. Block model - Class /cohort travels together as a group according to grade - heterogeneous group- mixed proficiency levels.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have two ESL certified teachers on staff to accommodate the mandated number of instructional minutes according to proficiency levels. Students receive all their instructional minutes with one or the other teacher. Some students get double periods with the same teacher, while others receive ELA instruction and ESL instruction between two consecutive instructional periods. Students requiring ELA minutes, as per CR Part 154, are taught ELA by an appropriately certified teacher.
  - a. Students are in ESL classes and receive ELA instruction for at least one period per day. Some ELLs take two periods of ESL. Students are programmed based on how they are scored on NYSESLAT in the prior year: if student is a Beginner they get 3 periods of ESL (double period of ESL, an additional period at the end of the day) & one period of ELA ; Intermediate level students get 2 periods of ESL (double-period of ESL) & one period of ELA; Advanced level students get 1 period of ESL & one of ELA. Each period is 50 minutes long. Our school does not offer Native Language Arts.
3. Describe how core content is delivered in each program model. 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.

Content areas are delivered in Self-Contained classes with English as the instructional language. Differentiated instruction is used to make content comprehensible and to make assignments geared toward different learning styles. Techniques used to differentiate instruction include (but are not limited to) flexible student grouping according to proficiency in modalities, timed reading, students paired for out-loud reading, peer writing corrections, student readiness. Materials that are used in ESL classes include graphic organizers, laptops, Smartboards, periodicals, magazines, video, media to immerse students in target language: English. Our school does not have a push-in ESL teacher. If ELL students require assistance in core subject content areas then the subject teacher informs the ESL teacher of where the student needs assistance; the ELL student then meets with the ESL teacher on a one-on-one basis to address content by simplifying the language of the material for the student. Native language support: Spanish-speaking teachers are available to address native language support since most ELL students are Spanish-speaking. Teaching staff who are fluent in other languages assist. School would enlist the assistance of outside contracted vendor for students who require support in languages not supported in-house.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We evaluate a student's native language at minimum in the following ways: 1) Newly entitled Spanish-speaking students are administered the Spanish LAB to evaluate their literacy level, and 2) All ELLs have the option of taking the translated version of a Regents examinations, providing that the exam in question is available in translation.

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

We ensure that ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year through regular assessments conducted in class and by setting appropriate goals for each student, according to the modalities in which they are least proficient.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
- a. SIFE students are immediately streamlined into ESL classes with frequent one-on-one instruction to get these students caught up with the material.
- b. ELLs in the US for less than three years are expected to take ELA testing and are given before/after class tutoring by a certified ESL/ELA teacher. Students work with sample ELA Regents exams to practice listening, reading, paragraph and essay writing skills. Students are given further explanation on how to write a thesis, literary elements, the critical lens quotes, and proper essay format.
- c. ELLs receiving 4 - 6 years of service continue to get instructional support in reading, listening, speaking and writing. Individual focus on areas of weakness, as determined by their NYSESLAT modality scores, is addressed. The teaching of writing skills in the English language is a priority.
- d. The plan for Long-Term ELLs is to focus instruction on reading comprehension and writing proficiency, which have historically been their areas of weakness as determined by their NYSESLAT modality scores. These students continue to get extended time on Regents exams.

E. Our dedicated ESL teacher continues to offer instructional and supportive services to students in the first and second years after students test proficient on the NYSESLAT. These services include but are not limited to Academic Intervention Services (AIS), especially if the monitoring of their progress indicates a need for this type of intervention. The ESL teacher is in constant communication with these students' core subject teachers to make sure they are on track.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The ESL program is parallel to the English program and adapted to the level of the student. These students are exposed to the same materials as those of general education students and are encouraged to use this media. Examples of this are the 'Penguin ESL Series' and 'Language and Literature' series intended for 6th grade (irrespective of student's actual grade level), as well as other text readings that are appropriate for the students' level of ability. ESL teachers focus on repetition of instruction for students with disabilities (SWD). They also focus more on pronunciation and enunciation of text and allow ELL-SWDs more time to complete writing assignments. When practicing for Regents examinations for ELL-SWDs, the teacher mimics testing accommodations for each student (i.e. provision of reader, additional repetitions of readings when permissible, additional time to complete exam). ESL teachers' active participation in the IEP process ensures that all services mandated on a student's IEP are conducted in a timely manner. ESL teachers are given access to ELL-SWDs IEP data and attend IEP meetings for these students when required so that they may understand their ELL students' needs. ESL teachers develop long-term and short-term instructional goals that are incorporated into ELL-SWD students' IEPs.

8. 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?

Paste response to question here:

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are placed in ICT ELA classes (instructional co-teaching class) , where there is an additional teacher to meet their educational needs. We also offer a tutoring program for additional assistance. ICT classes are of a 60 :40 ratio, 60% is

Chart

general ed and 40% is Special Ed. This ensures that SWD students spend the amount of maximum time with non-disabled peers in a least-restrictive environment. Programming ensures that ELL-SWD are placed in as many ICT classes as possible, thereby ensuring maximum exposure to general ed students while at the same time being in compliance with Special Ed mandates.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

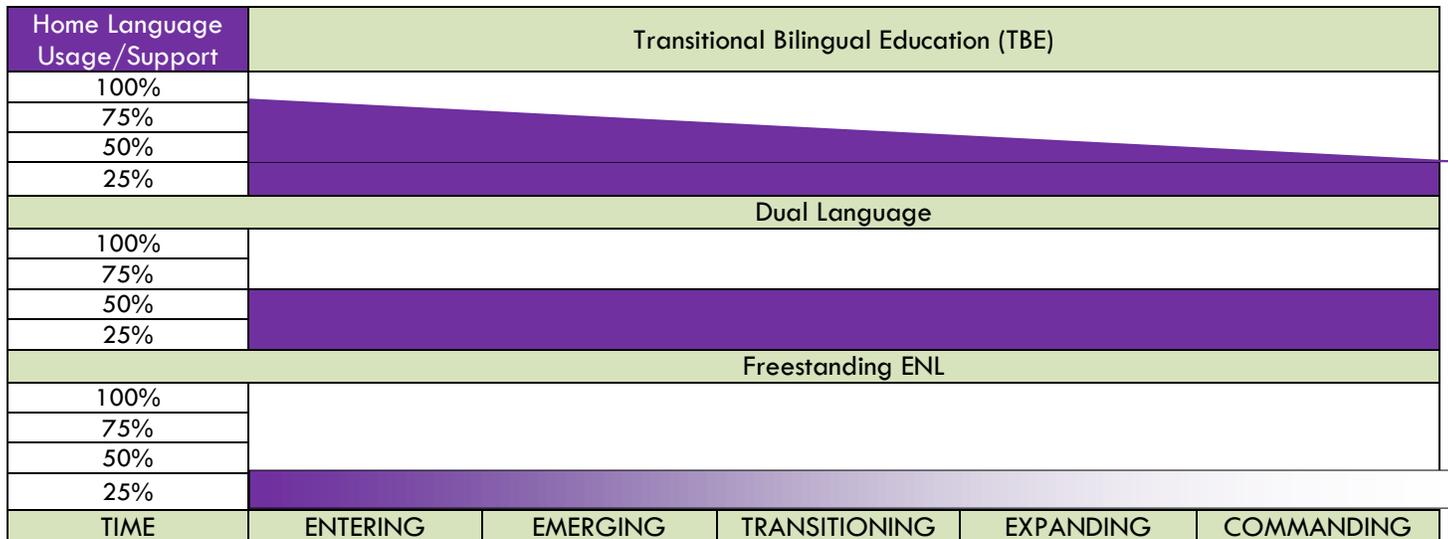


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Intervention programs for ELLs in ELA, math, and other content areas include after school tutoring, peer tutoring, co-operative learning, differentiated instruction. These intervention programs are offered in English. Please see Section A question #3, regarding native language intervention programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our program supports Oral Language Development. This allows our students to participate in academic discussions, the understanding of instructions and helps them build literary skills. Vocabulary Language also plays a key role in our ESL instruction; it builds oral proficiency in English and can be supported through the use of non-verbal clues, visual aides, gestures and multi-sensory hands-on methods, to name a few techniques. Our program explicitly teaches Academic English. We use our students' skills in multiple domains including vocabulary, syntax, grammar and phonics. This builds understanding and showcases the differences between informal and academic language, and creates opportunities for the appropriate use of academic language. Finally, we value cultural diversity. Our school reaffirms the social, cultural and historical experience of our students by providing opportunities to interact with the diverse cultures of our ELL students and encouraging the involvement of parents and other family members in activities hosted at the school.
12. What new programs or improvements will be considered for the upcoming school year?  
To incorporate Preservation Arts/Architecture program classes for all incoming freshmen, including ESL students.
13. What programs/services for ELLs will be discontinued and why?  
Due to their success, none of the current programs/services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are offered access to all school programs including Preservation Arts, Art and Architecture classes provided their program permits it. ELLs also participate in dance, photography, yearbook clubs after school when they are available, as well as ACE, an internship program, and academic intervention services (AIS). ELL students are encouraged to participate in life-skills learning by participating in fundraising and student government activities conducted by ESL teacher. Regents tutoring sessions are also available to ELLs who require assistance in core subjects.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The 'Penguin ESL Reader' series, the 'Language and Literacy' series, Smartboards, the internet, the computer lab, laptops, LCD projectors, overhead projectors, CDs, DVDs, textbooks, newspapers, novels, anthologies, poetry, maps, graphs are examples of materials used in ESL instruction. These materials are used non-discriminantly across all ELL subgroups, proficiency and grade levels, and are utilized to support areas where student need is greatest (i.e. additional vocabulary projects will be assigned by ESL teacher if she determines that students do not meet standards). Under the differentiated approach to instruction, the ELL student determines the materials used to enhance his/her experience in the classroom.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support include dictionaries, glossaries, translators, and a diverse staff who speak numerous languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Age level: ESL teacher previews the texts and A/V materials (i.e. film, websites, articles, etc.) to determine if the content and level are appropriate for age level. Grade level: Teacher takes student feedback into account to determine level of difficulty or ease, and also to gauge student interest in content.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
During Freshmen Orientation, conducted in June for incoming students, ESL students are given a presentation by current ELL students and ELA instructors. They are provided a packet for summer that includes recommended reading. Pending summer school funds, our school plans on providing a summer bridge program. ELL students who enroll throughout the school year
19. What language electives are offered to ELLs?  
Spanish
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable. Our school does not offer a dual-language program.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional development for all teachers and support staff of ELLs (including ESL, bilingual, special education, subject area teachers, & paraprofessionals) include weekly meetings conducted by Assistant Principals that focus on the teaching of Common Core Learning Standards, as practiced through differentiated instruction, curriculum mapping, backward planning, and the use of media in the classroom. Because of WHSAD's focus on differentiated learning, best practices like common planning time between teachers is encouraged and reinforced as part of the school's PD program to support the individual student, whether he/she be a SWD, an ELL, or both.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Title III funds permitting, WHSAD intends to procure the services of a literacy coach to provide feedback and support for ELL personnel. This professional development plan for ELL personnel is designed to engage ELL students in reading and writing in English as per the Common Core Learning Standards. Our ELL PD regimen specifically targets these skills because they reflect the modalities in which our ELL students demonstrate least proficiency. In the past, Title III funds have afforded a monthly session with a literacy coach for our ELL personnel. We would like to repeat this practice this year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
During Freshmen Orientation, conducted in June for incoming students, ESL students are given a presentation by present ELL students and ELA instructors. They are provided a packet for summer that includes recommended reading. Once they start at the school, ELLs continue to be supported in their transition from middle to high school. Weekly meetings between teachers, guidance counselors, and school administrators discuss the academic and emotional needs of individual ELL students. The school communicates frequently with parents regarding the progress of their child and regarding events hosted at the school; this fosters community within the school body. The Parent Coordinator, who speaks fluent Spanish, supports staff by translating communication to the majority of our ELL parent population, thereby ensuring parents are kept informed of their child's performance in a timely manner. Our CFN provides support and training to guidance counselors to assist with ELLs transitioning to high school and to those who move on to post-secondary education.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
ELL training for all staff include workshops on differentiating instruction for ELL students. Assistant Principal maintains records of these meetings.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
**Yes, during Parent Teacher Conferences.**
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
**Parent Coordinator and ESL teacher maintains.**
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are involved in the PTA. ELL parents can get involved at parent involvement activities hosted by the school such as the Architecture Parent Portfolio Nights, Awards Night, school trips, and school performances, all of which are communicated via monthly newsletters that are sent home in English and Spanish (which is the home language of a great majority of our ELLs). Translation services can be requested from the Parent Coordinator, who speaks fluent Spanish and Chinese, provided by the DOE Translation Unit, or procured from a vendor if enough advanced notice is given.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school is not currently partnered with agencies to provide workshops or services specifically to ELL parents. However, ELL students and parents can take advantage of the partnership the school has with Camelot, a community-based organization housed in the school that specializes in adolescent counseling. Translation services can be requested from the Parent Coordinator, who speaks fluent Spanish and Chinese, provided by the DOE Translation Unit, or procured from a vendor if enough advanced notice is given.
5. How do you evaluate the needs of the parents?  
The school's parent coordinator, Ms. Chu, communicates constantly with parents via PTA meetings, phone calls, e-mails, parent/teacher conferences, and monthly parent newsletters. She speaks Spanish, Chinese, and English fluently, which helps the school communicate effectively with a great majority of our ELL population (which is Spanish-speaking), and thereby helps the school evaluate the needs of our parents. Teachers and school staff maintain additional contact with parents to foster a positive and supportive learning environment for their child and to field any concerns the parent may have. Translation services are purchased for languages that are not supported in-house. Also, a Parent Survey given to all freshmen help the school identify specific parent needs.
6. How do your parental involvement activities address the needs of the parents?  
The parent coordinator sends out monthly newsletters in both English and Spanish that highlight upcoming events, especially PTA meetings that occur twice monthly (once afterschool and once on a Saturday). Parents are encouraged to attend and to voice their concerns at PTA and SLT meetings. The school principal and parent coordinator are present at these meetings to address concerns. The parent coordinator also translates for Spanish- and Chinese- speaking parents. Recurring concerns are discussed at leadership cabinet meetings where a response/solution is devised. The parent coordinator reaches out to the parent through phone calls in response to any concerns that are not immediately addressed. ELL parents are also advised that they are welcome to contact teachers/staff by phone or email.

### D. Additional Information

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

Paste response here:



**School Name:** Williamsburg HS for Architectu

**School DBN:** 14K558

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gill Cornell	Principal		1/1/01
Giovanni D'Amato	Assistant Principal		1/1/01
Lai Sin Chu	Parent Coordinator		1/1/01
Katherine Nelson	ENL/Bilingual Teacher		1/1/01
Wanda Mathis	Parent		1/1/01
Marli Soto	Teacher/Subject Area		1/1/01
Jacqueline Newton	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Erneste, Terreferma, Small	School Counselor		1/1/01
Karen Watts	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **14K558** School Name: **14K558**  
Superintendent: **Karen Watts**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our school distributes the Home Language Identification Survey (HLIS) and the Parent Written/Spoken Language Identification form to families all students who are missing these indicators in ATS, as indicated by the Data Integrity Score Card (DISC), which is checked on a regular basis. Both English and Spanish versions of these forms are distributed to meet the needs of a majority of our student population; these forms are also available in other languages, upon parental request. Emergency cards are also distributed to parents in other languages upon request. The information from these forms are used to update the student's and parent's preferred written and spoken language indicators in ATS, for each student.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

According to ATS (RAPL report), we have a total of 935 family members on file, of which 1 communicates in Arabic, 6 communicate in Bengali, 11 in Chinese, 1 communicates in French, 5 in Haitian-Creole, 2 in Nahuatl, 692 in English, 8 in Polish, 1 in Slovak, and 231 in Spanish. Of the Spanish-speaking parents, about half require oral and written translations. These findings are immediately available to the Guidance counselors via ATS. Our teachers communicate with parents on a regular basis; when they require assistance with outreach, they speak to our Parent Coordinator, who speaks Chinese and Spanish fluently and is able to meet the translation needs of the majority of our parents. Overall, we continue to be successful in communicating with parents in all languages. The result of the

School Environmental Survey (under the Communication section) indicates that parents feel that our school effectively communicates with them.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school typically disseminates the following documents every year: Informational flyers about the school to attract prospective students (September, October), Parents' Bill of Rights (September, October), acceptance letters for incoming freshmen (May), Freshmen Orientation invitations for incoming students (May), monthly newsletters with calendars and reminders about upcoming school events (all months), afterschool program information (all months), Title I Annual Meeting and Title I Consultation Meeting invitation and minutes (October), special tutoring and review session calendars for New York State examinations (December, April), New York State exam administration calendars (December, May), parent workshop invitations (all months), information about Internship opportunities for students (March), Learning Environment Survey (March), Parent-Teacher Conference announcements (September, October, February, April)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings include: Parent Teacher Conferences (September, November, March, May); monthly School Leadership Team (SLT) meetings; monthly Parent Teacher Association (PTA) meetings, monthly parent workshops; IEP meetings as required on an individual basis; guidance and disciplinary intervention meetings and mediations as required on an individual basis; individual meetings with parents to address academic performance and truancy, also done on an individual basis. Informal interactions are conducted constantly and are ongoing. They include: fielding phone calls requesting school/event information; making phone calls to schedule meetings, inform parents of student attendance, academic, guidance, and/or disciplinary matters; making phone calls to alert parents of upcoming examination and review sessions, and special events (i.e. Freshmen Orientation)

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Department of Education forms and documents that have already been translated and are readily available (i.e. lunch forms, residency forms, Parents Bill of Rights and Responsibilities, etc.) are distributed in both Spanish and English by default. These forms are distributed in languages other than Spanish based on student and parent language indicators in ATS, and by parental request. All in-house documents and letters written in English are translated immediately by the parent coordinator, staff members, and occasionally by parent volunteers. For written translation needs that cannot be accommodated by staff, the Translation Unit (a DOE agency) is contacted for general communications, and a contracted vendor is contacted for student-specific correspondence. Since most written translation is handled in-house or is already available on DOE websites, the school can accommodate written translations in a timely manner. Signage posted in the main office and in the cubicle of the Parent Coordinator enables parents and guardians to easily identify his/her preferred written and spoken language.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Almost all oral interpretation needs can be accommodated on-site by staff members. We have a number of staff members who are fluent in different languages (Haitian Creole, French, Spanish, Chinese) and assist when parents request oral communication in their preferred language. Our parent coordinator is fluent in Spanish and Chinese, and assists staff in performing in-person and over-the-phone outreach to a majority of non-English-speaking households. Parental need is determined by the data aggregated in ATS and by parental request. At the moment, we request oral interpretation services for languages other than those named above, from the DOE Translation Unit. If parents require support in addition to services provided by school staff members, we inform them that the school can contact the Translation Unit on their behalf, for additional over-the-phone support in interpretation services. Our school also provides simultaneous interpretation (with enough advanced notice) through an outside contracted vendor called Legal Interpretation Services; for this service, an interpreter from Legal Interpretation Services visits the school for parents/guardians who require more dedicated language interpretation during Parent Teacher Conferences, one-to-one teacher meetings, IEP meetings, and other school functions.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school year, staff are notified of the parents' right to translation and interpretation services, and of the fact that the parent coordinator (who is tri-lingual) can assist with performing outreach to households that do not speak English. Staff members who are fluent in multiple languages are also notified that they may be asked to assist with parental outreach in the event the parent coordinator is not available or able to assist. Also in September, the School Business Manager, who oversees the main office, meets with operations staff stationed in the office (including the parent coordinator) to conduct the following: distribution of the T&I Brochure, Language ID Guide, Language Palm Cards; addresses when and how to field the translation and interpretation needs of parents calling

and visiting the school, including the presentation of the DOE T&I Unit and how they can be contacted; addresses the translation and interpretation resources available to parents in-house. At the end of this meeting, posters for language identification ("Welcome" & "I Speak" posters) are then updated and placed in multiple prominent areas of the main office and close to the parent coordinator's office to ensure parents have an opportunity to identify their preferred language with ease. In addition to the meeting, the parent coordinator views the online training webcast conducted by the T&I Unit for an thorough understanding of the regulations.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The "Welcome" and "Parent Guide to Language Access" posters are placed in prominent locations in Parent Coordinator's office and in the Main Office. Staff who interact and field parental concerns remind parents that translation and interpretation services are available upon request. An interpreter's service is purchased for parent events (particularly Parent Teacher conferences) as long as the request is made with sufficient notification. A copy of the Parents' Bill of Rights is on file in the Main Office in translated versions and can be given upon request.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school awaits the results from the School Environment Survey to gauge overall parents whether parents feel they are included and whether they feel there is a spirit of trust and inclusion from the school. Staff who interact with parents on a regular basis, especially those who speak to parents in their preferred language, are especially vigilant and accommodating of the language and interpretation needs of parents; they forward any parental complaints to the parent coordinator immediately, who then contacts the parents to ensure that outstanding concerns are soon resolved.