

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

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

**02M374**

**School Name:**

**GRAMERCY ARTS HIGH SCHOOL**

**Principal:**

**SUSAN DICICCO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Gramercy Arts High School School Number (DBN): 02M374  
Grades Served: 9-12  
School Address: 40 Irving Place  
Phone Number: 212-253-7076 Fax: 212-253-8095  
School Contact Person: Susan Diccio Email Address: sdiccio@schools.nyc.gov  
Principal: Susan DiCicco  
UFT Chapter Leader: Teresa Sullivan  
Parents' Association President: Lisa Pizarro-Yob  
SLT Chairperson: Lisa Pizarro-Yob  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): TBA  
Student Representative(s): Michelle Huang  
Nicole Bass

**District Information**

District: 2 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 Seventh Avenue, New York, New York 10001  
Superintendent's Email Address: mbradbury@schools.nyc.gov  
Phone Number: 212-356-7563 Fax: 212-356-7514

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue New York, NY  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 212-356-7564

## 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)
Susan Diccio	*Principal or Designee	
Teresa Sullivan	*UFT Chapter Leader or Designee	
Liz Longo	*PA/PTA President or Designated Co-President	
TBA	DC 37 Representative (staff), if applicable	
TBA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Michelle Huang	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
TBA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
TBA	CBO Representative, if applicable	
Michael ONeill	Member/ teacher	
Jacqueline Avitabile	Member/ teacher	
Amy Young	Member/ parent	
Susan Winestein	Member/ parent	
Laura Ginel	Member/ parent	
TBA	Member/	

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

Gramercy Arts High School is a Dual-Mission School with a community of 525 diverse learners. The school offers a balanced educational experience that includes Advanced Placement courses and a 4-year Studio Arts major. Gramercy Arts High School aims to promote holistic enrichment through academic rigor and artistic excellence in order to endow our students with the skills necessary for successful fulfillment of post-secondary and professional careers.

Gramercy Arts High School partners with Community Based Organizations and Arts Organizations to provide instruction and support.

**Strength: PBIS:** We will be moving into our 2<sup>nd</sup> year of implementing PBIS strategies into the school culture. Incoming 9<sup>th</sup> grade cohort data showing that more than 50% of students had 10 or more absences and scored at level 2 or lower on New York State ELA and Math exams. PBIS will be implemented for the entire year with a focus on Tier 2 interventions during the 2<sup>nd</sup> semester. The goal is to support students' attendance and academic progress by providing explicit instruction on expectations of behavior across the school.

**Challenge: Graduation rate and credit accumulation:** Cohort R (Class of 2016) has 55% students off track for June graduation. Students will be programmed into PM School and other Credit Recovery opportunities to support a 4-year graduation rate goal of at least 75%; pending regent and end of year credit accumulation from June 2015.

**Growth: US History:** The results for the June 2015 US History Regents will improve to 80% or above; pending June 2015 regent results.

**Priority Focus: Literacy:** Literacy across content areas. Literacy strategies are discussed in content team meetings and during PLOC and PLO meetings. Teachers incorporate rigorous tasks through literacy skills, assess and reflect upon student understandings in order to incorporate various literacy strategies in all curriculums. The New York State ELA and Math exam results taken from the incoming 9<sup>th</sup> grade cohort and data from the 2014 regents exam was used to inform our school's focus and priorities.

The school has made progress in planning Professional Learning Opportunities that are aligned to the Danielson Frameworks for improving instruction: Designing Coherent Instruction, Using Questioning and Discussion Techniques and Using Assessment in instruction. A three year PLO plan is currently being developed. Teacher Development Coaches will return in 2015 to support teacher team work on literacy and instruction.

## 02M374 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	531	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	3	# Integrated Collaborative Teaching	35
Types and Number of Special Classes (2014-15)					
# Visual Arts	32	# Music	12	# Drama	10
# Foreign Language	7	# Dance	4	# CTE	N/A
School Composition (2013-14)					
% Title I Population	61.1%	% Attendance Rate			85.3%
% Free Lunch	64.4%	% Reduced Lunch			7.1%
% Limited English Proficient	3.1%	% Students with Disabilities			16.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			44.9%
% Hispanic or Latino	43.8%	% Asian or Native Hawaiian/Pacific Islander			2.9%
% White	5.8%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.9%	% Teaching Out of Certification (2013-14)			7.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.62
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	74.1%	Mathematics Performance at levels 3 & 4			68.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.9%	% of 2nd year students who earned 10+ credits			72.9%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate			74.0%
6 Year Graduation Rate	76.6%				
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	NO				
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	NO				
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.
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- Preliminary QR ratings from May 6, 2015 indicating Proficient in instruction and Developing in Curriculum.
  - Review the end of year ratings from Danielson Frameworks for 2014-2015 school year.
  - DQR from March 13, 2014 indicates that 1.1: Improve the alignment between pedagogical practices across classrooms and the school’s core beliefs about learning so that lessons engage students in discussions and tasks that promote higher order thinking and participation; is an area the school needs to improve. The report states “the lesson plans and curriculum maps from core area teachers did not exemplify the shift to Common Core Learning Standards.”
  - DQR from March 13, 2014 indicates that 2.2: Refine the use of a comprehensive range of assessments that result in an ongoing understanding of the performance and progress of students, by group and subject, which inform curricula and instructional decisions; is an area that school needs to improve. The report cited “in classroom observations, ongoing checks for students’ comprehension are inconsistent.”
  - Based on the Progress Report 2012-2013: Student Progress achieved “Approaching Target” with 78.9% first year, 72.9% second year, and 78.4% third year achieving ten or more credits.
  - Classroom Observations based on the Danielson Framework in Advance provided evidence that 1e, 3b and 3d are rated “Developing” for some faculty members.
  - An area of strength is the implementation of Advanced Placement Courses which allows 9th grade through 12<sup>th</sup> grade students to become college ready
  - Priority focus will be Professional Development targeting the instructional core 1.1 and 2.2 as described in the Quality Review Report and Danielson Framework Components 1e, 3b, and 3d.

### 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.

By June 2016, Gramercy Arts High School’s teachers will have participated in collaborative professional development aligning to the Danielson Framework, focusing on components; 1e Designing Coherent Instruction, 3b Using Questioning and Discussion Techniques and 3d Using Assessment in Instruction. This will result in a 3% increase in the credit accumulation for each cohort of students.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Lessons will include rigorous instructional learning tasks that are aligned to the Common Core Learning Standards</p>	<p>Teachers</p>	<p>June 2016</p>	<p>Administration, Teacher Development Coach (TDC), , School Based Professional Learning Opportunities Committee (PLOC), talent coach</p>
<p>Teachers will align lesson planning strategies that will provide scaffolds and multiple entry points for all learners, with a focus on ELL, SWD subgroups. Implementing a variety of strategies such as Pre-Vocabulary and read aloud to address reading fluency.</p>	<p>Teachers Students</p>	<p>June 2016</p>	<p>Administration, Teacher Development Coach, School Based PLOC, Talent Coach.</p>
<p>School Wide Initiative: Teachers will develop literacy strategies across all content areas. Weekly content team meetings will support curriculum development. Teachers will have the opportunity over the summer to continue to work on curriculum.</p>	<p>Teachers</p>	<p>August '15- January'16</p>	<p>MOSL team, Content, Grade Level, PLOC, ICT, TDC.</p>
<p>Teachers will utilize Skedula to upload student work and assignments so that parents can view student progress throughout the year. Students can monitor their own learning and accountability. This will also be used for family outreach.</p>	<p>Teachers</p>	<p>Sept-June ongoing weekly</p>	<p>Administration, SLT, Parent Association, Parent Coordinator</p>

**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>• As a multi-session school, an SBO was passed by the faculty to allow for the UFT time for Professional Development and Parental Outreach to take place within the school day.</li> <li>• Teacher Development Coach will provide a series of Professional Learning Opportunities aligned to the Danielson Framework Components 1e, 3b, 3d.</li> </ul>
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- Common Planning Time is scheduled daily so that all teachers can meet in Teams to develop instructional resources such as pacing calendars, lesson and unit plans, grading policies, course outlines and literacy strategies.
- Outside Professional Learning Opportunities will be provided for teacher team members in order to turnkey the information to perspective teams. Allocation of funds will support payment of coverages and materials
- Allocation of funds to support the yearly subscription to Skedula.
- Tech specialist will continue to work with the school to provide support to staff in an effort to increase the use of technology in planning and instruction making all students 21<sup>st</sup> Century learners.
- Allocation of funds and human resources to recruit and enroll students in Advanced Placement courses.

**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
X	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.

We anticipate by February 2016 the credit accumulation of term 1 will be 80% of students earning 5 or more credits. (1% increase from last year).

**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.
- Based on the 2013-2014 School Environment Survey, 52% of students feel that their school offers enough variety of programs, classes and activities to keep them interested in school.
  - The Progress Report 2012-2013 School Environment Survey indicate that in the Area of Academic Expectations the school ranked at 54% in the peer range and 59.1% in the city wide range.
  - The Progress Report 2012-2013 School Environment Survey indicates that in the Area of Safety and Respect the school ranked at 62.5% in the peer range and 60.7% in the city wide range.
  - Priority: Improving the School Environment Survey results. All students must feel safe and supported, and challenged by their teachers and peers.
  - Results for 2014-2015 School Survey will be included when available.

### 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.

- By June 2016, with the 2<sup>nd</sup> year of implementation of PBIS, Gramercy Arts High School’s rating on the School Environment Survey for 2015-2016 will improve by .75 metric points in the city range for Safety and Respect.

### 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>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</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>
Continued Implementation and of PBIS: In an effort to increase academic and behavioral expectations which will result in an increased positive school culture between teachers and students. PRIDE initiative was begun in February 2015 and will continue into the new year with Tier 2 interventions developed for Spring Semester.	Teachers, Student Body, ELL, SWD, SIFE, STH	September 2015-June 2016	Administration, PBIS Team, Grade Level Teacher Teams
COSA: Two separate teams, one (focused on 9-11 <sup>th</sup> grade) two (Focused on Senior Class). Through student initiated activities along with rewarding positive behaviors, students will create a positive school culture and environment that they can own and are accountable for. COSA will work closely with PBIS Team to develop rewarding events and activities.	Teachers, Student Body, ELL, SWD, SIFE, STH	September 2015-June 2016	Administration, PBIS Team, Grade Level Teacher Teams
Principal/Student Relationships: Principal will meet periodically with students in small settings, classroom, to discuss the importance of a dual mission school and in becoming college ready. Discussions will focus on high expectations for behavior, academic rigor, GAHS PRIDE, and accountability. This will promote positive relationships between the Principal and students.	Teachers, Student Body, ELL, SWD, SIFE, STH	September 2015-June 2016	Administration, PBIS Team, Grade Level Teacher Teams
Hiring of Social Worker to support the Social, Personal and Academic needs of the students. Social Work will work with individual and groups of students. Programs will be developed to support 9 <sup>th</sup> and 10 <sup>th</sup> grade students.	Teachers, Student Body, ELL, SWD, SIFE, STH	September 2015-June 2016	Administration, PBIS Team, Grade Level Teacher Teams

#### **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>• Allocation of time for teachers to meet in teams. Teachers will meet three times per week.</li> <li>• Per session allocation for training PBIS and COSA leaders.</li> <li>• Allocation of funds for PBIS incentive programs and events.</li> </ul>

- Head Dean trained in PBIS.

**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
X	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.

If we implement the Action Plan successfully we anticipate that with continued growth of PBIS in the school, student completion of a brief survey in February will reflect a 5% increase in satisfaction of the school.

**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.

• The DQR from March 13, 2014 indicator 1.2 states an area the school needs to improve... “There is not a core belief system around how the school believes students learn best in classrooms visited.”

• School Quality Guide 2013-2014 Integrated Algebra Results were 58% passing and English Regents Results were 83% passing.

Priority: Time and structures for teachers to engage in collaborative teacher team meetings.

### 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.

By June 2016, Teachers will have been engaged in ongoing collaborative teacher team meetings. Content Teams will meet weekly to develop unit plans for the entire 2015-2016 school year. This will result in an increase of 3% passing rate on the Common Core Algebra Regents.

### 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 teacher-parent collaborations to improve student achievement.</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>
Teachers will engage in weekly collaborative content team meetings lead by Teacher Team Leaders, to develop the alignment of the CIE, common core state standards, and the	Teacher	September 2015-June 2016	Administration, Teacher Team Leaders, MOSL

Danielson frameworks, through the following... Pacing calendars, department grading policy, course descriptions, content based rubrics, rigorous curriculum, units and lesson plans			Team, School Based PLOC, Team, Talent Coach
Teachers will engage in by-weekly collaborative grade-level team meetings to analyze student data develop alignment of the CIE, common core state standards, and the Danielson frameworks, through the following.... Using student data Grade level teams meet on weekly basis to examine and analyze student work to come up with instructional strategies to improve student outcomes. There will be a specific focus on instruction strategies to improve student outcomes for ELL, SWD, SIFE and STH.	Students Teachers	September 2015-June 2016	Administration, Teacher Team Leaders, MOSL Team, School Based PLOC, Team, Talent Coach
Teachers from grade level and content level teams will be invited to present at PA and SLT meetings on curriculum, student data, and Regent Exam results. Parent feedback will be used by teams to support and inform decisions on student learning.	Parents Students	September 2015-June 2016	Administration, Teacher Team Leaders, MOSL Team, School Based PLOC, Team, Talent Coach
Teachers will be allotted time during the summer to develop units of study in support of curriculum alignment to the Common Core.		September 2015-June 2016	Administration, Teacher Team Leaders, MOSL Team, School Based PLOC, Team, Talent Coach

#### **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>• Allocation of time for teacher team meetings within the school day. Teacher teams meet three times per week.</li> <li>• Allocation of per-session funding to support teacher presentations at PA and SLT meetings.</li> <li>• Outside Professional Opportunities for teachers to turn-key</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
X	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.
We anticipate by February 2016 that 95% of content level teacher teams will have developed full-year pacing calendars.
<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 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.

- Preliminary results from May 6<sup>th</sup>, 2015 Quality Review indicates Proficient in 1.1, 2.2 and 4.2.
- DQR from March 13, 2014 indicates an area that the school does well is 4.2... “All teachers are expected to engage in teacher teamwork.”
- DQR from March 13, 2014 indicates a challenge is to help teachers teach to all students in their classrooms.
- New Administrative Assessment: School lacking systems and structures.
- School Quality Guide 2013-2014 Graduation rate was 74%

Priority: Increase the Graduation Rate for all students including ELL and SWD

### **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.

By June 2016, school leaders will establish a PM School program to promote credit accumulation for the Class of 2016 resulting in a graduation rate above 74%.

### **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 parent leadership and engagement as a key lever for school improvement.</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>
School Leaders provides support for individual professional growth for Staff and Administration by mentoring, outside Professional Development Opportunities, modeling leadership skills, shadowing, and exercising distributive leadership. Teachers, Parents and Students are included in collaborative decision making.	Administration, Teachers, Parents, Students, Guidance	September 2015-June 2016	Administration, Talent Coach
School Leaders made an informed decision to bring in a Social Worker to support the 9 <sup>th</sup> -10 <sup>th</sup> grade students and a Guidance Counselor for 11 <sup>th</sup> -12 <sup>th</sup> grade students. Implementation of 9 <sup>th</sup> grade Advisory and Health Course for all 9 <sup>th</sup> grade students. Development of 2 year Common Core Algebra course using instructional resources that support the new curriculum.	Administration, Teachers, Parents, Students, Guidance	September 2015-June 2016	Administration, , Talent Coach, Teacher Team Leaders
School Leaders supports the PBIS initiative providing resources and time for the implementation of the program. PBIS team will continue to attend PD and begin implementation of Tier 2 interventions.	Administration, Teachers, Parents, Students, Guidance	September 2015-June 2016	Administration, , Talent Coach, Teacher Team Leaders
School Leaders made strategic hiring decisions to meet the needs of the school. This included the hiring of a Social Worker to support emotional and social needs.	Administration	September 2015-June 2016	Administration, , Talent Coach, Teacher Team Leaders

#### **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>• Allocation of time for teacher teams to meet. Teacher meet three times per week.</li> <li>• Allocation of funds to pay for instructional resources such as Common Core Aligned Text Books.</li> <li>• Selection of teachers to attend PBIS tier 2 training.</li> <li>• Access to different data sources such as STARS, Galaxy, Progress Reports, and Quality Review</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
X	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>We anticipate by February 2016 the credit accumulation of term 1 will be 80% of students earning 5 or more credits. (1% increase from last year).</p>
<p><b>Part 5b.</b> In February 2016, 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.
- Quality Review from April 2013 indicates that 3.4: Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations, is at a developing rating.
  - The School Survey from 2013-2014 indicates that communication is at a “fair” rating.
  - The utilization of Skedula as a communication tool with parents and students is still inconsistent among staff.

### 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.

By June 2016, the school will have 90% of teachers regularly using SKEDULA to communicate with parents and students.

### 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>
The School utilizes Skedula for grade keeping and to track student attendance, academic progress, and anecdotal behavior logs.	Teachers, Parents, Students	September 2015-June 2016	Administration, Parent Coordinator, Parent Association
Art Studios have partnerships with universities and art residencies to support college and career readiness.	Teachers, Parents, Students	September 2015-June 2016	Administration, Art Studio Teachers, Art Partnerships
Gramercy Arts High School is implementing PBIS for the Spring Semester and will present at the Parent Association Meeting and Spring Parent/Teacher Conferences on how these strategies will improve student outcome for all students including ELLs, SWD, SIFE and STH		September 2015-June 2016	Administration, Parent Coordinator, Parent Association

#### **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.											
Tax Levy Vision for School Improvement allocation  NYSTL Software allocation  <ul style="list-style-type: none"> <li>• Yearly subscription to Skedula and Pupilpath.</li> <li>• Ongoing training on the use of Skedula for Administration, Teachers, Students, and Parents.</li> <li>• Time identified in the school day to complete Parental Outreach.</li> <li>• PBIS team meetings weekly to develop the expectations and lesson plans on the instruction of behavior in the classrooms.</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

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

We anticipate by February 2016 the number of teachers using SKEDULA will be 90%

**Part 5b.** In **February 2016**, 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All 9 <sup>th</sup> grade students will be targeted for AVID elective.  Tutoring in preparation of the Regents will be offered in January and will target lowest 3 <sup>rd</sup> students of 11 <sup>th</sup> grade cohort to build on skills and knowledge to pass the English Regents with a college readiness score.	AVID Strategies, WICOR, Writing instruction, Inquiry, Collaboration, Organization and Reading.  Tutoring program to target skills needed for the English Regents so that students can earn 75% or higher on the exam.	Class instruction, Small Group and one-to-one tutoring.	Services are provided during the school day and on weekends.
<b>Mathematics</b>	Second year of Algebra and Geometry common core focused on students in lowest 3 <sup>rd</sup> or have failed Regents Exam.	Integrated Algebra CC 2 year course to allow students instruction over two years to earn 80% or higher on the exam.	Whole Class Instruction	Services are provided during the school day and on weekends
<b>Science</b>	Two year living environment to support successful completion of the learning standards and passing the Regent Exam.	Living Environment year two is delivered as a full-class service. Tutoring is delivered 45 minutes as a small group or large group setting depending on the needs of the students.	Whole Class Instruction	Services are provided during the school day and after school
<b>Social Studies</b>	Tutoring during PM school for students who failed Global History Regents exam with special focus on juniors and seniors.	Courses are taught for 45 minutes daily in full-class setting Tutoring is delivered 45 minutes as a small group or large group setting depending on	Whole Class Instruction, Small Group or one-to-one tutoring	Services are provided during the school day and after school

		the needs of the students.		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Skedula/Pupil Path targeting students with academic issues. Also at-risk counseling for students identified as having social, personal or behavior issues.	At-risk AIS counseling is provided individually to students who need to discuss academic, social and personal issues that act as barriers to school success. This is provided for 45 minutes one time per week. Groups for success counseling model to teach student to support self and others. These groups meet for 45 minutes one time per week. The School Psychologist provides special education evaluation referrals by Guidance Counselor or Administration. The social Worker in the health clinic provides individual counseling to students in need	Individual and Group Counseling	Services are provided during the school day and after school.

## 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.
Weekly Professional Development on Literacy and Danielson Framework 1e, 3b, and 3d.
Literacy Coach will meet with individual teachers on regular basis to address their instructional needs and provide in class support. Individual teacher improvement plans will be developed for all teachers who received developing or ineffective rating on their final MOTP report. Inter-visitations schedule will be established to allow teachers to observe each others' classes and provide critical feedback to their peers.
Recruit and hire teachers from Teachers College and NYU. Provide in-school mentors to new teachers.

#### 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).
Gramercy Arts H.S. will work with Teacher Development Coach and Network Borough Support Center Professional Development Team to create strategic Professional Development focused on Danielson components 1e, 3b, and 3d and Literacy Strategies. Teacher will design rigorous instruction aligned to Common Core State Standards

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Professional Development Learning Opportunities Committee meets weekly to assess the needs of teachers to improve instruction and guide specific PD opportunities.
MOSL Team will meet to determine the assessment selections for all teachers. The team will also engage in discussions about the selection of the local assessment to be administered to students.
We will implement STARS testing in the spring term to collect evidence on student performance. The MOSL team has discussed how to utilize this test as a means to measure student progress in literacy. Performance series test will be introduced in the fall term as a baseline assessment.

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

<p><b>Directions:</b> 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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	\$4,804	X	
		\$1,687	Per session for counselors to program	
		\$12,000	Per session for teachers for attending freshman orientation	
			Professional development contracts	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$35,761	X	
			Per diem	

		\$7,500	Training for AP teachers	
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**<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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Gramercy Arts High school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Gramercy Arts High 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, School Quality 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) Template

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

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

**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>02</b>	Borough <b>Manhattan</b>	School Number <b>374</b>
School Name <b>Gramercy Arts High School</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>Susan DiCicco</b>	Assistant Principal <b>Laura Hindelong</b>
Coach <b>David Patterson</b>	Coach <b>NA</b>
ENL (English as a New Language)/Bilingual Teacher <b>Joanna Clagnaz</b>	School Counselor <b>Christian Reynoso</b>
Teacher/Subject Area <b>Glenda Cannell Sped</b>	Parent <b>Lisa Yob</b>
Teacher/Subject Area <b>Gaetana Wiener, Sped</b>	Parent Coordinator <b>Honore Prisco</b>
Related-Service Provider <b>NA</b>	Borough Field Support Center Staff Member <b>Maria Broughton</b>
Superintendent <b>Marisol Bradbury</b>	Other (Name and Title) <b>NA</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	0
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	0	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)	530	Total number of ELLs	11	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>	11	<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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>	4			2			5		4	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
Chinese														0
SELECT ONE														0
Haitian														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	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										3	2	2	1	0
Chinese										3				0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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)										2				0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)										4	2	2	1	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	0	0	0	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										4	4	5	5	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	2	0	1	0
Integrated Algebra/CC Algebra	3	0	0	0
Geometry/CC Algebra	1	0	0	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	2	0	0	0
Living Environment	8	0	4	0
Physics	0	0	0	0

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	3	1	0	1
Geography	0	0	0	0
US History and Government	2	0	1	0
LOTE	0	0	0	0
Government	0	0	0	0
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.  
MOSL formative assessment (Ed Performance or Performance Assessment) is administered in the first 2 months of the school year to all students. Incoming 9<sup>th</sup> grade students are given a school based reading and math formative assessment for class placement. This provides detailed analysis of student's weaknesses in literacy skills so that instruction can be differentiated to meet their needs and improve their skills. ELL teacher does detailed analysis of the NYSESLAT and NYSITELL and Spanish Lab results to support student instructional needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Based on our analysis of the results most students are on the treshhold of commanding the language. Students need reinforcement in reading and writing skills but all but 1 student has mastered speaking and listening proficiency. We have administreed the NYSESLAT exam for the past 7 years and the results have indicated that writing is the modality that our students struggle with the most. The 9<sup>th</sup> and 10<sup>th</sup> graders are stronger overall in the Listening and Speaking areas.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Our students need more support in reading and writing areas. This will be supported through small group tutoring of up to 45 minutes per week and also through use of common core alligned tasks which allow for ratings against common rubrics. Students will receive their required minutes of ENL instruction which includes the implementation of the 90 minutes per-week push-in service to support content area instruction for current and former ELL students.
- 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?
    - Our students are opting to take the tests in English. All but 1 student took the exam in English this past year. Almost all students have obtained an Advanced Level/Explanning or have reached a Level of Commanding. We will continue to provide and encourage our

students to at least consider having the Native Language Test with them as a guide in completing the English version, or encourage them to take the exams in their Home Language. This might help more students find success. Additionally, content teachers have been trained on Universal Design for Learning and using differentiated learning to support ELL students.

b. This past year we did not use the ELL Periodic assessments to help inform instruction. The ELL teacher used ED Performance and her self-created assessments to monitor progress. The Testing Coordinator will be informed about the interest to begin to use this assessment.

c. In the past the formative assessments have been used to help direct student instruction in the classroom often focusing on either reading skills or writing skills. The native language is used to help students understand material in their native language and then transfer the learning and understanding over to the English Language. With the use of pedagogues that can speak the native languages of our students, they can help support ELL students' learning in both their Native Language and English. They are also able to provide written translations if a student needs this type of support. The native language support by pedagogues is vital in helping our ELL students succeed.

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](#).]

NA

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

Teachers choose diverse literature reflective of different cultural heritage so that students' historical and cultural backgrounds are honored. Teachers know which students are ELL's and so they incorporate instructional strategies such as pre-teach vocabulary and scaffolded lessons to support the new language development of the ELL students. This year will focus on tasks aligned to the Common Core Standards and how ELL and SWD inclusion provides them access to on-grade level texts. Lessons are scaffolded with different points of entry for all learners.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

NA

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

The success of our ELL program is measured in two ways: # of students who move to a commanding level and pass the NYSESLAT and English Regents and also the # of students who go on to graduate high school in 4-years on-time. We have made great improvements in the success rate of our ELL students in the past two years. The current cohort of students is all Advanced Level except for 1 Intermediate student. Three Former ELL students graduated in June 2015. The ELL teacher continues to put a large focus on Common Core aligned tasks such as argumentative writing and close readings. The Current Population of ELL is too small to qualify for AYP.

## 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.

Paste response to questions 1-6 here

1. Each new admit into the school is given a Home Language Interview Survey which is administered in either English or Native Language (current home languages are Spanish, French/Creole, Chinese). They are also given an oral interview in home language by a pedagogue who will help to identify if English is in fact not the home language for the family. The School Pupil Accounting Secretary contacts the following Pedagogues Mr. Reynoso or Ms. Polo (Spanish) or Ms. Polo (French) or Mr. Zynk (Polish) or Ms. Laratta (Italian), or Mr. Firoozgan (Chinese) and they explain the home language identification survey in the home language and reviews the questions from the interview. After a family has reviewed documents and completed the HLIS, the pedagogue reviews it and decides if child is a potential ELL to administer NYSITELL. School Pupil Accounting Secretary inputs this information into ATS. Each month the list of students eligible for the NYSITELL is reviewed from ATS and students are tested within 10 days. Joanna Clagnaz (ENL teacher) administered NYSITELL to all potential ELL students. If a student has a home language that is Spanish, Gaetana Wiener (Special Teacher) administered Spanish Lab to understand the native language proficiency. The NYSITELL test is scanned into ATS for grading and the results indicate an appropriate ELL level if necessary. The Spanish Lab is reviewed by Gaetana Wiener. Once scores are input into ATS a student is moved to appropriate ENL class if he/she was not already programmed for the appropriate amount of seat time. Parents of new students are given Parent Choice Survey. If a parent has not chosen ELL the default is Bilingual and they are informed that once the school has 20 students we will open up a section of Bilingual Education. For NYSESLAT we review the RLAT

each year and make sure students are appropriately placed in correct level ENL. Review of the four modalities has indicated that students are at intermediate or advanced levels in Reading and Writing. This information is given to ENL teacher at the beginning of the school year.

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).  
After a student is enrolled in an ENL class within the 10 days of enrollment, we closely monitor the student's work to identify if the student is a SIFE. This is done within the first 30 days of their placement in class so that this designation can be entered into ATS in compliance. This involves the ELL teacher and Content Area Teachers review of student progress in class and their reading and writing skills as assessed both formatively and summatively in class. A LENS exam and SIFE questionnaire will be given to help in this determination.
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).  
After a student is identified as having a home language other than English and the student has an IEP, the Language Proficiency Team will meet to review the IEP and other relevant documents to decide if student should take NYSITELL. The recommendation from the LPT is either accepted or rejected within 20 days of the LPT meeting. If the student is recommended to take the NYSITELL the process continues as is the same for all other students.  
Language Proficiency Team (LPT)  
Joanna Clagnaz TESOL Teacher  
Glenda Cannell Special Ed Teacher  
Gaetana Wiener Special Ed Teacher  
Parent/Guardian of Student up for LPT Review  
Laura Hindelong, Assistant Principal and Director of Special Education
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.  
ATS report is reviewed to indicate the student's results of the NYSITELL. As soon as the results of the NYSITELL are analyzed, Laura Hindelong begins the process to generate entitlement or non-entitlement parent notification letters to be sent in the home language within five school days. The ELL teacher, Joanna Clagnaz helps with this process when administration requests.
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).  
Parents are sent a letter in the home language to attend a meeting during the school day where they will learn the process to appeal ELL status within 45 days of enrollment. Ms. Hindelong, Assistant Principal and TESOL teacher Joanna Clagnaz will host this meeting. All correspondence with ELL students are kept on file in AP Hindelong's office in the ENL folder.
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.  
Pedagogues (Laura Hindelong, Administration and Joanna Clagnaz TESOL teacher and Christian Reynoso Bilingual Counselor) explain the three different programs that are available based on parental choice which are TBE, Dual Language and ENL. Within the first 20 days of enrollment, a Parental Orientation takes place in the Parent's preferred language. They are told that if we get 20 parents who choose one of the programs that we do not have we will open this class. The parent is told that if the survey is not returned the default choice is Bilingual program. We currently have EnL classes as this is what our parents choice has supported.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Laura Hindelong, Assistant Principal, Joanna Clagnaz TESOL and Christian Reynoso, Bilingual Guidance Counselor, provide outreach in the home language to encourage successful completion of the Parent Survey and Program Selection. After the Program Selection form is given out, a phonecall or email is sent daily to encourage 5 day return of the form. The forms are retained in the ENL folder in Laura Hindelong's office. The survey's are retained together so that Laura Hindelong, Assistant Principal can review the numbers of requests each time a form is returned.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
With a small population of ELL students this task is complete by the Laura Hindelong Assistant Principal who monitors new admits and ensures they receive the form in the home language. Parents are provided a location and support in the school building to complete the documents if needed or requested. If parents do not return the form after repeated attempts by email and phone to outreach, the default program is Bilingual.
9. Describe how your school ensures that placement parent notification letters are distributed.

Parent Notification letters are sent out by Laura Hindelong Assistant Principal 5 days after placement is determined. These letters are sent in the home language. Because of the small population of ENL students this is maintained by an Assistant Principal.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
A copy of the letter is maintained in the student's records in Room 706a.. Parent Survey's and Parent Selection Forms. are given to new admits and they are kept in the student permanent record in Room 706a. Student Permanent records are maintained by Sharita Jones, School Aid and access to Student Permanent records is limited to teachers, guidance counselors and administration. Parent Coordinator Honore Prisco and Guidance Counselors Christian Reynoso follows up with families to make sure parents receive entitlement letter and are satisfied with the information provided. Additionally at 2nd meeting with families or Parent Association Meeting (October), new families to NYCDOE are given parent survey and they are reminded to return it if they were already sent it. If a parent does not choose ELL the default program is bilingual and we inform family that once we have 20 students requesting bilingual we will open up class.
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 scheduled over a two week period in May with Speaking Parts completed in April and May individually. Each student is scheduled for 3 days of testing. Students with IEPs in need of additional test accommodations are provided their accommodations during this window. There are 4 make-up days scheduled for students to complete the exam. This year 100% of the mandated students completed the exam. The Exam is administered by Joanna Clagnas TESOL, Glenda Cannell Special Education Teacher, and Laura Hindelong Assistant Principal. ATS reports RLAT and RELC are used to determine NYSESLAT eligibility.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement letters are sent in the mail by Laura Hindelong on or before September 15th. These letters are sent in the parent's preferred language. Because of the small population of ENL students this is maintained by an Assistant Principal and the ENL teacher.
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 has been in existence for the past 7 years. During this time we have met parent choice by offering an ENL program. We are a fairly new high school so over the past years parents are keeping their children in the ENL program. Parents have said in conversation with Laura Hindelong, Assistant Principal they like the arts programs and so they like to have their child remain in the ENL program. Parents have also told Guidance Counselors Christian Reynoso that they feel that the child must get as much English as possible. Most students are at an Expanding level so our free-standing and push-in ENL program seems to be a good fit.

## 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.  
We provide Heterogenous free-standing ENL classes and Heterogenous push-in content ENL classes)  
Free Standing ENL program allows for 2-continuous grade levels to be grouped together in one class.  
Integrated model allows for 10<sup>th</sup> through 12<sup>th</sup> grade homogeneous single grade groupings. This model is delivered in English classes for 10<sup>th</sup> and 11<sup>th</sup> grade and History class for 12<sup>th</sup> grade. The integrated model provides for the TESOL to push into the content class to support the ELL students in their acquisition of reading and writing skills.
  - b. TBE program. *If applicable.*  
NA
  - c. DL program. *If applicable.*

NA

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)?

The program we have developed provides free-standing and integrated classes.

Students who are at an Expanding level receive 90 minutes a week of ENL integrated instruction. Transitioning students receive 90 minutes of integrated ENL instruction and 90 minutes of free-standing ENL instruction. Emerging students receive 180 minutes of Free-standing ENL instruction and an additional 90 minutes of Integrated Instruction. Entering requires 270 minutes of ENL standalone and 90 minutes of integrated ENL instruction.

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.

We offer the ENL model so content instruction is provided by a Sheltered English model. Students are programmed to get all the high school credits that they are entitled to and are given the appropriate ENL minutes of instruction. All classes are taught in 45 minute periods. Some arts classes meet for 90 minute block. ELL students receive native language support in the content areas through support by teachers offering instruction support in native language when needed, dictionary, and technological support (computers). These classes are offered to all ELL students. It is expected that all content areas align tasks and lessons to the common core learning standards. This includes all ENL classes.

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

Ensuring that ELLs are appropriately evaluated in their native language is the responsibility of ENL teacher, testing coordinator and administration. Teachers are informed at the beginning of the year who are the ELL students and what their testing needs are. For State exams the Testing Coordinator and Administration check that all students are provided their test accommodations.

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

The ENL teacher has aligned her curriculum and lesson plans with the common core learning standards for speaking, writing and reading. Weekly lessons incorporate the four modalities and writing and literacy are part of every lesson to support student success in the NYSESLAT and English Regent Exam. Formative assessments include writing well developed paragraphs against a rubric, questions to check for understanding during re-reads help to assess comprehension, for speaking students are asked questions to help them make connections to text or to their own experience which helps access grammar.

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. We have 1 SIFE student who received the appropriate minutes of ENL instruction and provided up to 90 minutes of tutoring weekly and content teachers focus on differentiation of instruction and scaffolding to help with the writing and reading in the different content areas.
- b. All ELL newcomers students who have been in a US school for 3 years or less receive the appropriate number of ENL classes. Additionally, they are programmed for all the high school credits they would need to graduate. The students are given a dictionary to help the students understand the material in both their native language and English. Additionally, the teachers on staff who speak the student's Native Language are used as translators to help these newcomers understand the content in all classes. Teachers use Universal Design for Learning (UDL) to create multiple entry points. Read-alouds are done to support access to grade level text for students to grapple and comprehend.
- c. Developing students are provided self-standing and inclusion ENL service. Teachers provide use of Dictionaries and documents in the student native language. Because we are an art school, teachers try to find opportunity to differentiate assessment based on interest.
- d. Long term ELLs will receive 90 minutes of integrated ENL service and up to 45 minutes of tutoring to help with their area of need as per the most recent NYSESLAT test results. This tutoring will target their weaknesses and work to build up these skills which will allow them to move to Expanding and then Comprehending level. Teachers utilize UDL to provide multiple entry points to meet the instructional needs of all ELLs. All ELLs are provided time and 1/2 on all exams and access to the exam in their Home Language (except for English Regents) and use of a bilingual glossary and bilingual reference table. On the English Regents they are provided a 3<sup>rd</sup> reading of the listening portion of the exam.
- e. Former ELLs will receive 90 minutes of integrated ENL service and 45 minutes of tutoring to help with their identified areas of need as per the most recent NYSESLAT or NYS Regent Exam. All former ELLs within 2 years are provided time and 1/2 on all

Chart

exams and access to the exam in their home Language (except for English Regents) and use of a bililingual glossary and bililingual reference table. On the English Regents they are provided a 3<sup>rd</sup> reading of the listening portion of the exam.

- 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.

Within 45 days of enrollment, when a parent follows school protocols to put in writing an appeal for their child's ELL status, Laura Hindelong, Assistant Principal will manage the re-identification process and Ms. Clagnaz TESOL will identify the initial identificaiton process. If a student's identification changed as a result of this appeal, the student is quickly moved to the appropriate program as per the re-identification process. Teachers are informed of the change and tutoring is provided to help the adjustment go smoothly. All changes are done to minimize the impact on the student's academic progress.

- 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?

The ELL students who have been identified as having a disability receive differentiated instruction as per their IEP. The goals of the IEP are reviewed and aligned with the curriculum for ENL. The students are provided accomodations such as extended time on tests, separate location or use of reader so that they can complete the content at or approaching grade level. Adapted texts, graphic novels, biligual dictionaries, and graphic orgnizers are used to support. Students are grouped by home laguage to support L1 and L2. Technology such as laptops, ipads and apps are utilized to support translation.

- 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?

We currently offer Integrated Co-teaching as the least restrictive environment for special education students. This program allows students to access the full General Education Curriculum while getting the support from a Special Education Teacher in content area classes. This same accomodation is provided in ENL classes although they are not done in an ICT format.

### 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)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(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. 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.

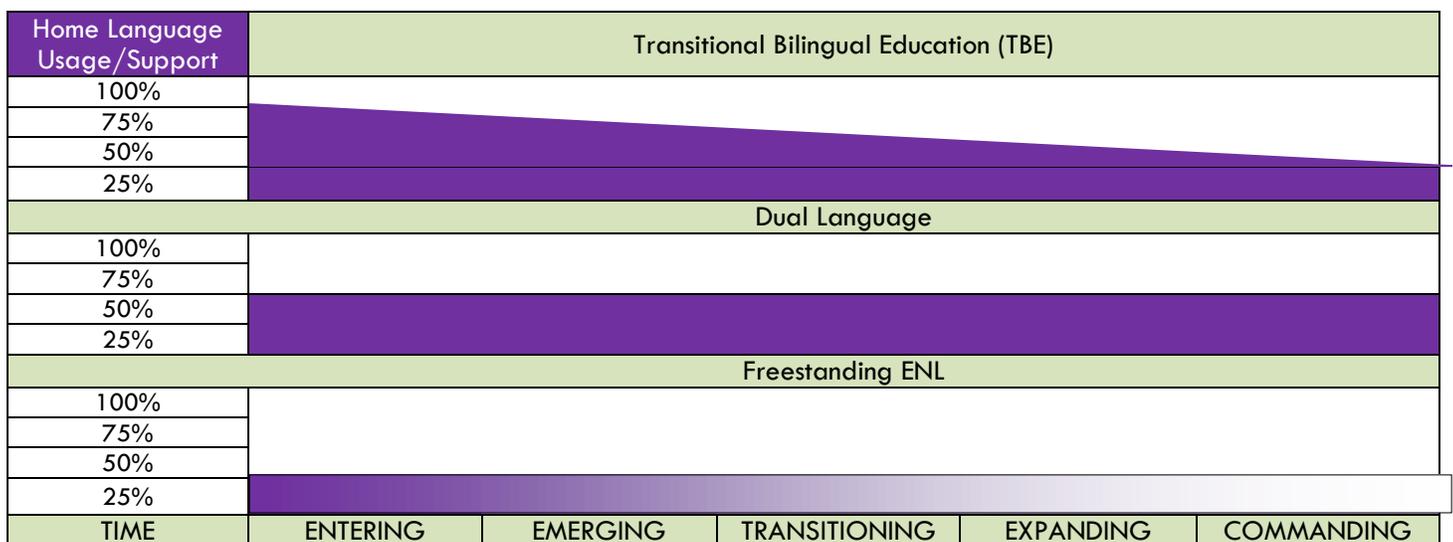


\*Note: “other approved services” does not apply to New York City at this time.

CI Chart

**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. We support our ELL students in weekly group tutoring for up to 45 minutes. When possible this is accommodated in the students' native language. We have on staff, teachers who can accommodate Spanish, Chinese and French which are the languages of current ELL and newly admitted students. Content area teachers use the data in Skedula to help work with the ELL students in the content area by scaffolding lessons and differentiating instruction.
- ELA- All 9th grade students will be targeted for AVID elective. Tutoring in preparation of the Regents will be offered in January and will target lowest 3rd students of 11th grade cohort to build on skills and knowledge to pass the English Regents with a college readiness score.
- Social Studies- Tutoring and target prep for students who have failed the Regent Exam or are taking the Exam in January or June.
- Math- Second year of Algebra and Geometry common core focused on students in lowest 3rd or have failed Regents Exam.
- Science- Two year living environment to support successful completion of the learning standards and passing the Regent Exam.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We review the NYSESLAT scores and modality results to meet the needs of are ELL students. We provide testing accommodations at state testing time for two years after a student has tested out on the NYSESLAT according to NYS memo. We also support students through small group tutoring for up to 180 minutes weekly to continue to support reading and writing skills.
12. What new programs or improvements will be considered for the upcoming school year?
- We have trained with a DOE talent coach who will do PD which supports differentiation of instruction for all students. Specifically, advanced students who are in English 11th grade will be targeted for specific 90 minute tutoring block to help them pass the New York State Regent in English. Differentiation of instruction and writing and reading professional development. Use of Curriculum and test books which assist teachers in working with ELL students by providing ideas for differentiation and support.
13. What programs/services for ELLs will be discontinued and why?
- Not applicable. We are not discontinuing any programs.
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 exposure to the same after school activities and are afforded the opportunity to participate in after-school programs which include: YMCA, PSAL sports, Anime Club, Poetry Club, Newsletter, National Honor Society, School Plays and Musicals, home-work club and fashion club. ELL's participate in each of the listed clubs and are integrated into the school to be included in all activities.
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.
- Each classroom is equipped with a Smart Board or projection screen which is used to support both Visual and Auditory Learners. This includes all ELL students in content area and ENL classes. Additionally, students can get access to lap-tops which provide them with an opportunity to work in their native language and increases their exposure to English Literature through the internet. Content is made comprehensible by providing dictionaries for students, utilizing students' knowledge in the classroom to assist each other, and performing activities encompassing listening, speaking, reading and writing. Materials include technology as well as standard texts in English. Subgroups consist of Entering and Expanding and also include groupings for Spanish, French/Creole, and Chinese. These materials are used equally for these subgroups to advance literacy skills in both the native language and English.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- As an ENL program we offer students Bilingual glossaries for use in all their classes. We also provide use of the computer for interpretation and translation into home language and English. ELL students can be given copies of reading material in their native language and English. Science teachers can provide the reference tables in the students' native language for Earth Science, Living Env and Chemistry. Also we offer them the opportunity to take state tests in native language (science or history or Math). Pedagogies who speak the students native languages support these students through tutoring or during academic meetings with Guidance Counselors or Teachers. The List of all pedagogies who can provide this support is available with Laura Gensinger, Guidance Counselor.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- We provide all ELL students equal access to the curriculum they must complete in order to graduate within 4 years. Students are placed by grade and are afforded the opportunity to get all credits necessary for graduation. Resources such as text and primary and secondary documents are age appropriate in theme and content. This has allowed many ELL students to go on to become

Commanding in English and also graduate high school in 4-years.

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).

We provide an Orientation to all new students in early September. At this orientation academics are explained and expectations for high school are explained. Families are given a tour of the school so that they have a better understanding of the spatial layout of the school. Translators are provided. Incoming students and families are given information about ELL services and are asked to attend Parent Association meetings and potlucks to welcome them into the school community.

19. What language electives are offered to ELLs?

We offer Italian language at both the beginning level (1st Year) and the International Baccalaureate level ( 3rd year). The more rigorous 2nd year and 3rd year courses may motivate our ELL students who often come in having already taken Italian or another Romance Language.

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.

## 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.)
  1. As part of the Professional Development Plan at Gramercy Arts High School, an area of focus this school year will be on the 3rd Domain of Daneilson Rubric which provices explicit instructional improvements to support ELL students. The Faculty was provided Professional Development on September 8<sup>th</sup>, 18<sup>th</sup>. Faculty meetings take place the first and third Monday of each month and the Professional Learning Committee is planning out the PD's for the rest of the year.
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?
  2. The ENL teacher will receive Common Core Learning Standard PD from the Dept of Education to include CCLS aligned taks in class which include creation of argumentative essays citing evidence from the text and analyzing document based questions and interpreting graphics. The Assistant Prncpal Laura Hindelong will attend at least 1 PD through the DOE which involves BESIS, NYSESLAT or instructional practices. The Parent coordinator HOnore Prisco will attend PD thourgh DOE and Advocate Groups so that she is up to date on best practices and compliances issues that relate to the ENL program. A school wide PD is offered each year which shares updates on pedagogical practices with ELL students and other stakeholders of how to best assist these students and families in being part of the school community.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. In addition to the PD that the adminstration offers the faculty on a yearly basis which informs of instruction practices for ELL students, they promote a college going culture which fully incorporates the ELL Students. Guidance Counselors will attend any Professional Development that is provided to help them best support student's transition into high school. the Guidance Counselor works directly with Senior ELL students to identify colleges, complete applications and if necessary complete SAT or TOEFL exams. Through out the fall of Senior year, ELL students are specifically given tutoring to help with essay writing for college applications. Faculty is provided with list of Ell and Former ELL students. They can use this data to help in instruction. Also a list of all the teachers who can translate into the different languages of the ELLs is provided to help the new students get all information needed in native language.
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.
  4. All Faculty members will be afforded the opportunity to attend PD which will support their teaching of ELL students. Beginning in December, the PD Plan for Gramercy Arts supports instructional improvements in Domain 3 with a specific focus on Universal Design for Learning which supports differentiation of instruction. ELL students were a focus of this differentiation of instruction. Teacher meet weekly in content teams to review curriclum and address literacy issues for ELL students. Agenda and Minutes are kept for all meetings and teachers record their PD hours on the 175 Professional Hours Form from the State.

### 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?
  1. There is a meeting scheduled for October to discuss the different program options. Additionally, the ENL teacher will meet individually with parents of ELL to discuss goals of the program on Parent/Teacher school night in early November and late March and individual appointments will be scheduled for January as the mid-point of the year. If the school can not meet the translation needs of the family we will call the Translation and Interpretation Unit to provide these services.
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.
  2. The Parent Coordinator and Guidance Counselors keep anecdotal records of meetings. These remain in the Guidance Permanent Folder.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  3. All parents are included and invited to every event and activity the school holds. This includes but is not limited to Parent Association Meetings, School Leadership Team, Parent/Teacher Conferences and school concerts. Translators are made available either by staff members or the translator service unit.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
  4. The school has The McBurney YMCA which provides free after school activities. Last year a specific focus of their workshops was on how undocumented students can enroll in college.. Additionally the school works with NYU which supports the college application process of ELL students and undocumented students.
5. How do you evaluate the needs of the parents?
  5. Parents are surveyed at PA meetings and also all parents are provided the school Survey in their native language. The feedback from this survey is evaluated and any improvements in the school instruction or organization are considered.
6. How do your parental involvement activities address the needs of the parents?
  6. Based on surveys we would like to provide training on computers so that all parents can feel comfortable accessing the information available in on Skedula/Pupilpath which is the interactive grade book and the school website.

### 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.

## Part VI: LAP Assurances

School Name: <b>Gramercy Arts H.S.</b>		School DBN: <b>02m374</b>	
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)
Susan DiCicco	Principal		11/29/15
Laura Hindelong	Assistant Principal		11/29/15
Honore Prisco	Parent Coordinator		11/29/15
Joanna Clagnaz	ENL/Bilingual Teacher		11/29/15
Lisa Yob	Parent		11/29/15
Glenda Cannell/Special. ed.	Teacher/Subject Area		11/29/15
Gaetana Wiener/Special ed.	Teacher/Subject Area		11/29/15
NA	Coach		1/1/01
NA	Coach		1/1/01
Christian Reynoso	School Counselor		11/29/15
Marisol Bradbury	Superintendent		11/29/15
Maria Broughton	Borough Field Support Center Staff Member _____ <u>Manhattan</u>		11/29/15
	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: 02m374**      **School Name: Gramercy Arts High School**  
**Superintendent: M. Bradbury**

### 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.

1. Data sources are reviewed to collect information to support ELL students. This includes ATS reports, Blue cards, Parent Surveys, Teacher Surveys and Skedula information. A document has been created listing all current and former ELI (2 year) indicating parent's home language. The process to identify a HLIS is that each new admit into the school who has not already attended a DOE school and therefore has not completed a Home Language Survey is given the survey to complete in either English or Native Language (current home languages are Spanish or French or Chinese). They are also given an oral interview in native language when required. The School Pupil Accounting Secretary contacts the following Pedagogues Mr. Christian Reynoso or Ms. Cathy Polo (Spanish) or Ms. Polo (French) or Mr. Firoozgan (Chinese) or Ms. Laratta (Italian) and they explain the home language identification survey in the home language and complete an interview.. After the family has reviewed document and completed the HLIS, the pedagogue reviews it and decides if child is potential ELL to administer NYSITELL if Sped Student the Language Proficiency Team will review to determine if NYSITELL should be administered. School Pupil Accounting Secretary inputs this information into ATS. Each month the list of students eligible for the NYSITEL is reviewed from ATS and students are tested within 10 days. The NYSITEL test is scanned into ATS which grades it to decide appropriate ELL level if necessary. Lab-R Spanish is administered to students who are eligible for the NYSITELL and take it and their home language is Spanish. Once scores are input into ATS student is moved to appropriate ENL class if he/she was not already programmed for the appropriate amount of seat time. For NYSESLAT we review the RLAT each year and make sure students are appropriately placed in correct level ENL with the correct amount of instructional time in ENL. Review of the four modalities has indicated that students are at advanced levels in Reading and Writing. This information is given to ENL teacher. Teachers reviews ATS and Skedula info to determine Home Language to provide adequate communication with families through means set up in the school

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.

Faculty members are given list of ELL student with home language and shown how to review SESIS which both explicitly state the home language of students. Guidance Counselors support teachers during academic meetings with families providing Academic Guidance in the home language. The Parent Association meets 1 x time per month. At meetings, parents and teachers provide translation and interpretation as needed.

## **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.)

Documents sent home are translated by either a Faculty Member or by Translation Services so that all documents go out in a families home language. We anticipate 5 mailings a year to keep families informed on upcoming events at Gramercy Arts. We also utilize Skedula which will translate all correspondance into the home language. If Translation Services are requiered we will send the documtn out at least two weeks prior so that it is returned in a timely manner. We have two Guidance Counselors who speak Spanish and English and can provide oral interpretation for families. The Parent Coordinator obtains all forms in the languages of families at our school.

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.

We currently have on faculty two Guidance Counselors who both speak Spanish and one teacher who speaks French. Between them they can provide appropriate oral interpretation services school wide to all families. If needed the Translation Unit is called upon for translation services if the school can not meet the needs internally.

## 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.

Parents are provided copies of Parent Bill of Rights in the home language during ENL Parent meeting in early October. These are also available through the Parent Coordinator and can be obtained at any point throughout the year. We are currently under the 10% threshold for spanish speaking families but most of our signage is in English and Spanish. Document translation is done in house as much as possible. When it is not available, the Translation & Interpretation Unit is used and requestes are made at least two weeks prior to an event or need for a document.

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.

School staff (Guidance Counselors) will provide the majority of translation and interpretation for the families. Both Counselors speak Spanish. If the Counselors can not meet the need they will call on other faculty members who can or will call the Translation and Interpretation Unit.

## 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.)

During the first day of Professional Development, the Faculty is provided a list of ELI students with home language and a list of pedagogues who can translate. Additionally, the contact and directions on the use of the Interpretation Service is provided. Teachers are also shown how Skedula can interpret all emails sent out to families in their home language.

## 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

As a campus school setting some of these will be met by our school individually, Welcome Poster, Parent's Bill of Rights, Parents Guide to Language Access. The front desk houses Language ID guides available to all who walk into the school building.

#### **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)

During the individual conferences which we will schedule for January, the ENL teacher will speak about the quality and availability of services to assess family satisfaction and what they believe are still needs for their children. Additionally, we will closely evaluate the parent survey results to determine areas for improvement.