

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M650

School Name:

CASCADES HIGH SCHOOL

Principal:

PAUL ROTONDO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Cascades High School School Number (DBN): 01M650
Grades Served: 9-12
School Address: 198 Forsyth Street New York, New York 10002
Phone Number: 646 – 654-1261 Fax: 646-654-1742
School Contact Person: Patricia Bosso Email Address: Pbosso@schools.nyc.gov
Principal: Paul Rotondo
UFT Chapter Leader: Jon D. Regier
Parents' Association President: Jean Gross-Herling
SLT Chairperson: Claire Sheehan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jane Cronin
Student Representative(s): Seraiah Michel
Janele Reid

District Information

District: 01 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Avenue Brooklyn, NY 11212
Superintendent's Email Address: LRobinson@schools.nyc.gov
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue New York, NY
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (917) 705-5856 Fax: _____

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)
Paul Rotondo	*Principal or Designee	
Jon D Regier	*UFT Chapter Leader or Designee	
Kenneth Almestica	*PA/PTA President or Designated Co-President	
Myriam Velez	DC 37 Representative (staff), if applicable	
Marelin Biba	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Seraiah Michel	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Janele Reid	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mildred Orellana	Member/ PARENT/ PTA Treasurer	
Julie Vasquez	Member/ PARENT	
Demetria Frampton	Member/ PARENT	
Claire Sheehan	Member/ Teacher / SLT CHAIR	
Ezequiel Garcia	Member/ AP / CSA Rep	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

Cascades High School was established in 1999 as an Alternative, Transfer high school for "at risk and over age / under credited" students between the ages of 17 and 20 who have at least 15 credits. It is located on the third and fourth floor of a building situated on the Lower East Side of Manhattan adjacent to the Chinatown community. Our diverse student body is drawn from students who have chosen to attend Cascades High School after having experienced difficulty adjusting to the traditional learning environment found in other New York City Comprehensive High Schools. The shared commonality for all of our students is that they are over age and under-credited and want to complete requirements for a high school diploma.

The student body is served by 21 full time professionals and support staff, including one (1) principal, (1) assistant principal, (12) teachers, (1) guidance counselor, (1) secretary, (1) computer technician, (1) parent coordinator and (3) school aides. Of the 12 teachers on staff, 66% have more than 5 years teaching experience, and 100% hold a Masters Degree. One of the teachers is in their first year of teaching.

Cascades High School has programmed its school schedule to allow for a 9 period school day consisting of 42 minute periods. This allows students to maximize additional course offerings through a class schedule that permits students to take eight classes per semester in addition to a comprehensive after school program that includes both physical courses as well as online classes.

Cascades High School is an approved Title I School Wide Program (SWP) and as such, we offer a wide range of support for all our staff and students. Based on a comprehensive needs assessment regarding student achievement and state standards, Cascades implements school wide reform strategies designed to provide all students with additional support to meet State standards for graduation. The use of Title I SWP funding will be aligned with all New York State and New York City guidelines. These funds will be co-mingled with Tax Levy funding to provide direct support services to all our at risk students. These funds will allow for instructional initiatives such as the following:

- Smaller than City Average class sizes
- Professional Development and support of a highly qualified instructional assistant principal
- Courses that integrate counseling and at risk counseling for all students and
- Online course work that permits students to take courses not typically available in traditional program schedules.

Using our funds in this manner allows our school to take the neediest students; those identified as over age and under credited, or at risk of dropping out of high school, and upgrade an entire educational program so that we can improve the academic achievement of all our students. Since each of our transfer students has experienced the "Lowest Achieving" category in prior school(s) we are comfortable to note that each of our efforts is designed to affect change among the neediest of students. Through the use of such funding plans we can provide this supportive education to those students who are identified as having a learning disability, students in temporary housing and English Language Learners. We are proud to make note that our individualized approach to schooling and our collaboratively based school-wide plans ensure that our educational programs meet the individual need of each learner at Cascades.

01M650 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	231	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	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	2	# Drama
				1
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	71.2%	% Attendance Rate	69.7%	
% Free Lunch	73.0%	% Reduced Lunch	6.3%	
% Limited English Proficient	1.8%	% Students with Disabilities	9.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	45.0%	
% Hispanic or Latino	48.2%	% Asian or Native Hawaiian/Pacific Islander	1.4%	
% White	5.0%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.73	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	1.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	8.15	
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	52.2%	Mathematics Performance at levels 3 & 4	60.8%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
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				
Accountability Status – Elementary and Middle Schools				
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			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	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			

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.

Cascades High School’s distinctive quality resides in its personal approach to each child’s education. Our success rests in our ability to individualize our graduation plans and thus, “backward plan” academic and social /emotional programs for every student. We meet our students on a one-to-one basis and we provide them with the support, instruction and encouragement necessary to meet high school graduation requirements and begin successful post high school programs or employment opportunities.

Most students enter Cascades having experienced a traditional educational experience in a comprehensive school. They arrive looking for a learning environment that can provide individual support, quality education and re-cooperative academic programming. Cascades High School provides just such an academic setting. We are proud to embody the principles of the youth development initiative and do so within a rigorous Regents curriculum. What distinguishes Cascades from other schools is evidenced in the principles that underpin our educational policies and practices. The Youth Development Initiative Principles are: Challenge Every Child Academically, Believe Every Child Can Do Well, Develop Student Efficacy, Stand With and Support Every Child Unconditionally.

Our collective vision is to develop a school in which every child is supported, taught, academically challenged and prepared for the world beyond high school. In essence to treat each of our students as if they were our own children.

A review of our past school report cards, progress reports and Quality Reviews indicate a need for the Cascades’ community to establish a more effective system to help implement a consistent level of academic rigor and student engagement within every classroom. This system must consistently look at the alignment of rigorous classroom practices with common core standards through curriculum reviews, unit planning reviews, inter-visitation of instructional lessons and periodic reviews of student work and progress to ensure that our school’s learning outcomes are elevated to a more appropriate level. (1.1)

We have assessed ourselves and had both peer reviews and a School Quality Review that noted our accomplishments which have cited the following:

- All teachers engage in inquiry-based, structured professional development collaborations

Through which they have collaboratively worked to refine and revise curricula and academic

Tasks which have been aligned with the Common Core Learning Standards and to the school’s

Instructional focus on writing.

- School leaders provide clear and collaborative leadership in implementing curriculum and aligning available resources with the school’s instructional goals so that students’ needs are addressed and learning is optimized. (1.3)

School leaders have developed the school program based upon needs identified through data analysis. Because of effective planning and analysis, the school offers an instructional program that meets the needs of the students. Course offerings, the school schedule, the length of the school day, the length of instructional periods and support programs such as Peer, Faculty and Youth Advocate advisories are all designed to optimize student learning through the support of caring and professional adults. Additionally school leaders strategically use resources to make technology accessible for all students by providing computers and interactive White Boards in every classroom. (1.3a)

- The school administration and teacher leaders use a variety of formative and summative data to develop a clear picture of student performance and needs at Cascades. However, the staff and faculty have seen a need this year to develop common performance based assessments in each of the core content areas to help monitor and assess student performance as it relates to the instructional foci of the school. (2.2)

The school uses a wide variety of data sources to inform decision making.

Formative assessments from ACUITY, HSST/ARIS, teacher-developed assessments,

commercially scanned assessments, writing assignments, and scholarship marks

provide information about student performance. Internal data reports from a

school developed data system, summative data from Regents, and credit

accumulation reports also provide a clear picture of student trends and needs. As a

result, programmatic changes - such as when and how much credit accumulation is

needed - optimize student-learning opportunities. (2.2a,b)

- The school leaders have an effective system of monitoring teacher practice with a clear focus on improving student performance. (4.1) School leaders observe teachers both formally and informally according to the Danielson framework established through collaborative bargaining with the UFT. Observations provide teachers with data-informed performance feedback with clear next steps to implement. In turn, areas in teaching practice that require improvement have been more precisely identified and the quality of instructional lessons continues to improve, as such so does student learning outcomes. (4.1a) School leaders provide teachers with time to participate in "Grand Rounds" a form of differentiated professional development so that instructional rounds and inter-visitations allow for teachers to improve practice and maximize student-learning opportunities. (4.1c)

Within this needs assessment we have identified areas in which the school continues to work on improvement. Those areas include:

- Although inquiry teams are working on curriculum mapping and have established exemplary maps for subject areas, greater attention needs to be placed on aligning these maps with the new common core standards and developing a more comprehensive system to tune, observe and adjust instruction so that the levels in every classroom meet the requirements of the Common Core Learning Standards. (1.1b)

- Cascades High School needs also to strengthen its ability to provide access or entry points in every lesson to meet the needs of diverse learners. Although a majority of our lessons have purposeful groupings that challenge students and accommodate different learning styles, more must be done to consistently provide for differentiation in every room and within every lesson. (1.2) As cited in a recent review of the school, "There is evidence of grouping and differentiation in most classes, however, the use of differentiated instruction is not yet an embedded practice in all

classrooms throughout the school. Some teachers give the same class work to the entire class, which results in missed opportunities for some students to make progress.” (1.2b)

]

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.

Cascades High School will ensure that all course curricula are aligned with Common Core Learning Standards and that every lesson provides clear access points for diverse learners, which include Special Education and English Language Learning Students as evidenced in School Quality Review ratings of at least proficient by June, 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher professional development time on Mondays and one period of a second “prep” time weekly will be devoted to faculty teams that will put into place a system to examine (tune and align) all current curricula at school. This will include the development and implementation of course maps and unit plans aligned with Common Core Learning Standards. This will make effective use of existing program time for teams to meet and review curricula and its alignment with the common core learning standards.</p>	<p>Faculty and Administration</p>	<p>September 2015- June2016</p>	<p>Assistant Principal and Teacher Team Leaders.</p>
<p>Teacher teams meet to review student work and “tune” teacher plans looking to align the work with CCLS and to hold lessons accountable for access points (differentiation) as well as level of appropriate high school rigor. Through the use of protocols, teams will meet to look at alignment of current instructional work and products as to the level of complexity involved in the instructional classroom activities and assignments.</p>	<p>Faculty and Administration</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principal and Teacher Team Leaders</p>

Teacher teams and whole school faculty teams will conduct lesson inter-visitation observations (Grand Rounds) no less than four times this school year to collect evidence and provide feedback to teachers on levels of rigor, lesson complexity, differentiation and alignment of lesson with CCLS as well as alignment with the instructional foci of the school in writing, speaking and reading.	Faculty and Administration	September 2015 to June 2016	Assistant Principal and Teacher Team Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School schedules will adjust to reflect a nine period school day, thus allowing for teachers to have two preparation periods per day. One of these preparation periods will be tasked with “teacher team collaborative work” which will include meeting to look at “tuning” lessons, student work product, differentiation, alignment of plans and levels of rigor.											
Teachers will be placed in these teams throughout each school day with one teacher designated as “Lead.” It will be recommended that this lead teacher have completed the NYCDOE Office of Leadership Teacher Leaders Program.											
Additionally, each Monday from 2:40 to 4:00 PM teachers will meet as a whole to conduct professional development that includes a whole faculty look at the work of each teacher team as it relates to academics and rigor. Depending on Funding availability, teacher professional time will be extended from 4:00 PM to 5:00 PM on ten occasions to continue the work on rigor. This time will be used to examine common assessments and student work indicating student progress toward completion of individual performance goals.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
Each teacher team will report on the work accomplished weekly at the Monday afternoon professional development time. In addition, each team will present monthly work that was accomplished successfully and work that still requires additional improvement among specific teachers. Copies of team minutes, feedback plans and inter-visitation (Grand Rounds” reports will be collected monthly for administrative review.
In addition, a review of lesson observations made by the administrative team will indicate in advance effective ratings in the following areas by February, 2016: Demonstrating knowledge of content and pedagogy, Designing Coherent Instruction, and Growing and Developing Professionally. Based on this data, administration will adjust professional development workshops to address areas in which a need for improvement is identified.
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.

A review of our past school year’s report card, progress reports, Quality Reviews and learning environment survey indicates that our school consistently addresses and works hard to promote a supportive learning environment for students. Described in our School Quality Review’s feedback session most recently as “a community of caring adults who push students to be successful” Cascades High School can proudly boast of its strong commitment to providing a supportive environment for students.

Yet, despite strong marks within this area we at Cascades recognize that our transfer school needs to broaden its inclusion of every student within one or more of its school advisory programs. It also recognizes that our students arrive with a myriad of issues that must be addressed in order to help assist the student in being ready to learn. This work requires a huge commitment to developing and providing policies and programs that aim to assist students in areas of academic, social and emotional needs. Cascades must continue to push and assess ourselves each semester so that we may maintain a highly effective environment of support and be aware of the ever changing needs of students who arrive to our school through an open enrollment policy that begins in July and does not end until June. Based on conversations and reviews specific to environment we have established the need to focus this upcoming year’s work on the following:

Developing and supporting all school staff and faculty who provide a clear and supportive role for students so that they may make resources more readily available for students and foster a community that combines social support with expectations of high academic rigor. It must be noted that much of our data does not appropriately represent the progress our students make each semester. For example, Cascades High School currently has a student attendance percentage of 69%, a number that no school should be satisfied with, however, once you look deeply at the statistics it is notable that most of our 215 students were considered Long Term Absent or Chronically Absent in their previous high schools.

With this in mind, our team looked at the data further and found that students who were with our school for the entire school semester improved their attendance when compared with their Fall attendance percentages from their previous school by a significant rate of 10%. In fact, our school team is proud to report that as of May 2015, of the 130 Chronically Absent students who were matched with advisors and mentors for the entire semester, we can prove an average increase in student attendance of no less than **4%**.

Our needs assessment has found that the most significant factor attributed to this improvement of student’s attendance has been a variety of support strategies that include: student mentoring, student internships and the significant impact made in developing a supportive / caring relationship with an adult working at our school.

For students who have seen only slight improvement, other factors have been cited by the students themselves such as the *constant recognition and support of the student’s efforts* to make positive changes. This was done through *incentive programs and recognition awards* that celebrated student improvement efforts. In addition, it was noted that school *policies allowing for students to “start again”* were much more effective than anticipated. For example, when students were being recognized for awards, or incentives, school policies tend to make simple statements such as every student with 90 percent attendance or better. What we have found is that many of our Chronically Absent

students have attendance percentages that will never reach 90 percent even if they started coming to school daily. So by allowing policies to recognize individual improvement on a weekly or monthly basis we were able to effect positive change at a much greater rate by providing students with goals that are attainable. This work is difficult but it is also recognized as essential. When considering what we need to improve upon, we must identify administrative support programs that further our school's ability to provide effective resources for students which include the addition of support staff and professional development on issues such as dealing with anger and or homelessness.

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.

Cascades High School will by February 2016, have implemented a mentoring and advocate system for all students enrolled in our school, inclusive of Special Needs and English Language Learning students.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Faculty and CBO Youth Advocate Advisors will be provided with a list of students who they will be responsible to conference with on a weekly basis as a group and on a monthly basis individually. Within these conferences students will discuss personal and behavioral intervention strategies, academic progress and study skill strategies as well as college and career preparation strategies and supports.</p>	<p>All teachers/ CBO Advocates and students including student groups such as Special Education / ELLs/ Struggling Learners / Chronically Absent/ Advanced Performing Students / parents-guardians and family members</p>	<p>Summer 2015- June 2016</p>	<p>Assistant Principal and CAMBA CBO Site Director</p>
<p>Mentoring Program will be established in which selected students who are considered potential graduates this school year will be provided with outside mentors from financial institutions</p>	<p>Potential Graduating Students/CBO Internship Advisor</p>	<p>September 2015- June 2016</p>	<p>CBO Site Director/Assistant Principal</p>

connected with Wall Street Financial Advisement Firms.			
Peer Mentoring will be broadened this school year and will provide opportunities for New students to be part of a peer to peer advisory group that will meet weekly. In addition, veteran students identified as student leaders will be accepted into the peer leadership program and provided training on how to facilitate peer mentoring in schools.	Faculty/ Peer Leader Students/ New to Cascades Students	Summer 2015 – June 2016	Assistant Principal / Peer Leader Faculty Advisor / CBO Social Worker
Sharing of these meetings and the advisory program will be			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to assist with this goal, schedule adjustments will be made to allow faculty members time to participate in the peer leaders class and peer mentoring program. A faculty advisor will be provided with class time to aid in the development and lesson facilitation of peer mentoring workshops. In addition, learning or mentoring lunches will be scheduled that provide time for students and staff to participate in the outside mentor program. Monitoring of student performance will include a weekly review of student attendance data requiring attendance teams to include the entire faculty and staff. These reviews and conference meetings will take place weekly and scheduled time will be allocated to meet this need.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
Progress monitoring will be conducted monthly for peer and outside mentoring with a comprehensive mid year review conducted by February 2016 and a culmination review by June of 2016. Data to be monitored will include student learning environment surveys as well as participation in mentor programs as evidenced in attendance data. Attendance data reviews will be monitored weekly at a meeting conducted on Mondays throughout the school 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 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.

A review of our past school year’s report card, progress reports, Quality Reviews and learning environment survey indicates that our school consistently addresses and works hard to promote a supportive learning environment for students. Described most recently as “a community of caring adults who push us to be successful” by students in a meeting with the School Quality Reviewer, the statement is a strong indication of support for the work that each staff and faculty member performs daily at Cascades.

All teachers at Cascades have been found to be engaged in inquiry-based, structured professional development collaborations through which they have collaboratively worked to refine and revise curricula and academic tasks which have been aligned with the Common Core Learning Standards and to the school’s Instructional focus which was on writing.

Yet despite strong marks within this area we at Cascades continue to push and assess ourselves so that we may maintain a highly effective environment built on the professionalism of teacher collaboration and effective teacher teams.

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 of this school year, Cascades will continue to show Collaborative Teachers as part of our noted best practices as reported by the Superintendent and or the School Quality Reviewer.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development work with our professional learning community and will include a deeper look into instructional learning strategies. One such strategy will include a look at Socratic Seminars, our PLC will read and discuss the book <i>Socratic Circles</i> by Matt Copeland.</p>	<p>Faculty</p>	<p>September to February 2016</p>	<p>Assistant Principal</p>
<p>Have teacher teams meet and collaboratively share observations and adjustment feedback to teachers and administrators. Feedback and adjustments will be shared with the entire school community including parents/guardians and families of all students.</p>	<p>All Administrators and Faculty</p>	<p>September to June</p>	<p>Administration</p>
<p>Teacher teams will use an inquiry focus to examine the progress of targeted student groups such as Students with Disabilities and English Language Learners.</p>	<p>Teachers and Administrators</p>	<p>September to June</p>	<p>Administration</p>
<p>Teacher teams will use a Plan, Do, Check, Act format for reviewing the academic work in classrooms, unit plans and lesson plans. Collaborative teacher teams will tune and provide feedback on lesson alignment with CCLS as well as student progress toward meeting goals using a common quality review alignment rubric</p>	<p>Teachers and Administrators</p>	<p>September to June</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>After school common meeting time for professional learning communities to meet and for teacher and administrative teams to review, plan and implement strong practices that promote this action plan. Per Session funding to support work beyond the regular school day.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Progress monitoring for this action plan and goal will take place every school day through observations taken by all staff and faculty as well as administration. In addition to this daily monitoring Cascades will review its practices both mid- year and again as a summative review in June. Midyear benchmarks will include student surveys indicating an environment of support and high expectations as well as testimonial statements provided by family members of the support our school provides. In addition, Cascades will have collected and maintained the written feedback provided to the teachers by their team members with regard to planning alignment and inter-visitation alignment notes.

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

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

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

Part 1 – Needs Assessment

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

Effective school leadership is one of the main components of a highly effective school. In a needs assessment that includes a look into the practices of current school leadership, we at Cascades are proud to report that our school has established a very cooperative culture of shared professionalism. In this culture our current administration encourages and builds capacity to promote effective school leadership among staff and faculty. What is needed is time, time to allow our newer teaching staff the ability to take part in leadership learning while also gaining invaluable skills that come with experience. Teachers participate in NYCDOE Office of Leadership Teacher Leader Programs and the school puts those teachers and their leadership skills to good use.

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.

Cascades High School will work to develop the capacity of its faculty and foster collaborative leadership among faculty and administration. Each of the teachers on staff who have graduated from the NYC Office of Leadership program (TLP) will be placed in charge of a teacher team this year and will conduct quality reviews of colleague’s lesson plans, unit plans and classroom collaborative observations. The teacher leaders will look at student work to note the effectiveness of student progress and will by June have successfully included 100% of the faculty within these newly established teacher learning teams. Each team will maintain for submission in June a portfolio of work summarizing what has been accomplished this school year.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The current ongoing professional development program for our school is focused on the understanding and development of Common Core Learning Standards aligned curricula as well as unit plans. This program includes group workshops as well as individual learning sessions surrounding the integration of CCLS into the daily work and planning of instructional courses and lessons. Teachers will explore the standards, multiple areas of student data, student work and teacher course plans. The program will introduce teachers to the best practice use of protocols in looking at professional work as well as the detailed examples and workshops provided on both the EngageNY and ARIS websites. Teachers will work collaboratively and in teams to build leadership capacity and to allow for focused discussion and work in each of the high school content areas. Workshops are provided weekly during a comprehensive Professional Development time coordinated and taught by our assistant principal. Feedback and information surrounding this action plan and the integration of common core learning standards within our school will be shared in monthly meetings with parents/guardians and family members as well as with students. An emphasis will be placed on ensuring that teacher teams review this information with all students in particular those identified as Students with Disabilities and English Language Learners.</p>	<p>Faculty and administration</p>	<p>September to June</p>	<p>Assistant Principal and teacher leaders</p>
<p>Each of our four recent graduates of the NYC DOE TLP program will facilitate and lead a teacher learning team this school year. In these teams teachers will explore each other's work as it aligns with the CCLS and our instructional school focus. Teacher leaders will maintain a portfolio for the team reviewing the work accomplished this year and the quality of feedback they received. In addition the leaders will comment on the effectiveness of their own leadership ability and how they progressed with the standards of facilitation this school year.</p>	<p>Teachers</p>	<p>September to June</p>	<p>Assistant Principal and Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers available to work with an afterschool program of professional development run by the Assistant Principal and by the Department of Education. Programming flexibility to allow for teacher leaders to fulfill program requirements by running faculty teams on a weekly basis throughout the school year. Supportive time for teacher leader conferences with administrative mentors.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.										
Teacher teams and teacher leaders will meet with the principal on a monthly basis and will present teacher team work with examples to illustrate the team focus. In addition the teacher leaders will put together a reflective portfolio focused on leadership skills and standards accomplished this school year. This portfolio will help constitute a learning journal for the teacher leader and will document the work of the teacher learning team for the school year.										
Mid year reviews will indicate that this work is approximately 50% complete .										
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 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.

A comprehensive needs assessment was conducted which included feedback from the School Quality Review, The School Learning Environment Survey, the Parent Coordinator’s Annual Family Engagement Review and data indicating the level of family engagement in the school for the prior school year. Numbers indicate an interest from our families to support our students as they work to re-engage in school, complete their high school diploma requirements and transition into college or work. A review of the family engagement numbers from the previous school year indicate however, a very limited number of families choose to actually come to the school to meet with teachers and participate in workshops. This year however, Cascades will make an attempt to re-engage our families in much of the same way we re-engage our students. Efforts to bring our information to each home will include a wider and broader range of workshops, an improved communication system including electronic web pages and attendance text messages will bring student and school information immediately to families’ computers, and smart phones.

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 Cascades High School will have recorded no less than nine workshops for parents and families conducted at the school.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A comprehensive web-based system will be put into place that will allow all students, parents, guardians and families to have access to student attendance, grades and assignments.</p>	<p>Parents/Guardians/School staff</p>	<p>September to June</p>	<p>Assistant Principal and Parent coordinator</p>
<p>Monthly workshops for family engagement and monthly informational mailings for families.</p>	<p>Parents/Guardians/ Parent Coordinator</p>	<p>September to June</p>	<p>Assistant Principal and Parent coordinator</p>
<p>One workshop per semester focusing on strategies to assist English Language Learning Families and Families of students with special needs.</p>	<p>Parents/Students/Guardians and Families / Special Needs Teacher / ESL Teacher</p>	<p>September to June</p>	<p>Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Copy paper, mailing postage, translation services, computer web page and system costs. Guidance Counselor and Parent Coordinator collaboration and cooperation.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Progress monitoring will be done monthly by the assistant principal and will include a mid year review of the workshops and communications made between the school and the families involved. By mid year the computerized grade and assignment system must be up and accessible to all families and by June it will be operational to all students and families.

In addition, each monthly newsletter and guidance or family workshop will be documented for review. By February Cascades will have completed no less than five monthly newsletters and workshops for families/students and by June this number will total no less than nine.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students are individually assessed and interviewed at intake placements as to determine the need and level of AIS services. A comprehensive review of prior exam scores in Regents and Common Core Assessments in each of the content subject areas is used to identify student weaknesses and provide targeted assistance. Aside from this form of AIS placement, teacher observations and case conferences may also result in a referral to AIS services for students.	Repeat content, reading and writing strategies to prepare students for ELA retake of the Comprehensive English State Exam or the upcoming Common Core ELA assessment. Strategies include working with students to write critical lens and persuasion style essays. Assessments include on-going teacher reviews and essays assessed with Regents Scoring Rubrics.	ELA AIS is provided in a small group setting in which no more than ten students are assigned to work with a highly qualified ELA teacher. Additionally, tutoring and one on one services are provided to students on an as requested basis, these requests may be made by the student or the teacher.	AIS is provided using a small group intervention and is conducted five days per week, during the regular programmed school day. Tutoring and one on one intervention is provided during early mornings, lunch periods and following the regular school day as necessary. The tutoring session is fifty minutes in length.
Mathematics	All students are individually assessed and interviewed for intake placements and AIS services. A comprehensive review of prior exam scores in Regents and Common Core Assessments in each of the content subject areas is used to identify student weaknesses and provide targeted	Repeat content, mathematics basic skills and word problem solving skills are the main focus of this AIS program designed to assist students who are in need of retaking the Algebra or Geometry math Regents exams.	Math AIS is provided in a small group setting in which no more than ten students are assigned to work with a highly qualified Math teacher. Additionally, tutoring and one on one services are provided to students on an as requested basis, these requests may be made by the	AIS is provided using a small group intervention and is conducted five days per week, during the regular programmed school day. Tutoring and one on one intervention is provided during early mornings, lunch periods and following the regular school day as necessary. The tutoring session is

	assistance. Aside from this form of AIS placement, teacher observations and case conferences may also result in a referral to AIS services for students.		student or the teacher.	fifty minutes in length.
Science	All students are individually assessed and interviewed for intake placements and AIS services. A comprehensive review of prior exam scores in Regents and Common Core Assessments in each of the content subject areas is used to identify student weaknesses and provide targeted assistance. Aside from this form of AIS placement, teacher observations and case conferences may also result in a referral to AIS services for students.	Repeat content, science basic skills knowledge and laboratory problem solving skills are the main focus of this AIS program designed to assist students who are in need of retaking the Living Environment or Chemistry Regents exams.	Science AIS is provided in a small group setting in which no more than ten students are assigned to work with a highly qualified Science teacher. Additionally, tutoring and one on one services are provided to students on an as requested basis, these requests may be made by the student or the teacher.	AIS is provided using a small group intervention and is conducted five days per week, during the regular programmed school day. Tutoring and one on one intervention is provided during early mornings, lunch periods and following the regular school day as necessary. The tutoring session is fifty minutes in length.
Social Studies	All students are individually assessed and interviewed for intake placements and AIS services. A comprehensive review of prior exam scores in Regents and Common Core Assessments in each of the content subject areas is used to identify student weaknesses and provide targeted assistance. Aside from this form of AIS placement, teacher observations and case conferences may also result in a	Repeat content, Social Studies basic skills knowledge and essay writing skills are the main focus of this AIS program designed to assist students who are in need of retaking the Global History or US History Regents exams.	Social Studies AIS is provided in a small group setting in which no more than ten students are assigned to work with a highly qualified Social Studies teacher. Additionally, tutoring and one on one services are provided to students on an as requested basis, these requests may be made by the student or the teacher.	AIS is provided using a small group intervention and is conducted five days per week, during the regular programmed school day. Tutoring and one on one intervention is provided during early mornings, lunch periods and following the regular school day as necessary. The tutoring session is fifty minutes in length.

	referral to AIS services for students.			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students are individually assessed and interviewed for intake placements and AIS services. A comprehensive review of prior exam scores in Regents and Common Core Assessments in each of the content subject areas is used to identify student weaknesses and provide targeted assistance. Aside from this form of AIS placement, teacher observations and case conferences may also result in a referral to AIS services for students.	<p>Guidance and Advisory Counseling will be provided using AIS during the course of the school day. This will be conducted daily 5 days per week, as part of the counselor’s duty and will include additional counseling assistance provided by CBO Certified Social Workers. Small class sessions may be used throughout the school year.</p> <p>Although Cascades does not have a school psychologist on site, we can utilize the services of a network appointed psychologist for students identified as having an Individualized Educational Program. These students will be provided with the support supplied by the school psychologist as needed and within an appointment calendar. Meeting times and frequency vary throughout the year according to need as determined by the psychologist.</p> <p>Cascades High School may employ the services of a LYFE Center Social Worker who is available for crisis counseling and</p>	<p>Guidance Counseling services will be provided to students on an on-going basis throughout the school year and will utilize both a weekly appointment schedule as well as a small group counseling session scheduled as necessary.</p> <p>Individual counseling services will be provided during crisis times on an as needed basis and will be followed up with a regularly scheduled appointment of one 45 minute session per week.</p> <p>Social Work services will be provided on an as needed basis and will be conducted using both individual counseling sessions as well as small group sessions. A Social Worker is available every school day as needed.</p> <p>Health Services are provided both in a daily health class setting as well as on an as needed individual basis using a trained health aide at the school. Services are available throughout the school day.</p>	Services are available throughout the school day using individual sessions, small group sessions and classes. These are all available throughout the regular school day as well as during both lunch periods and after school until 4:00 PM.

		<p>the Certified Social Workers provided through our school Collaboration with CAMBA a community based organization housed on site with Cascades. Services include parenting classes, crisis counseling and guidance assistance for all students who are identified as parents or AT RISK of Dropping out. Push in workshops will be provided within Advisory classes.</p> <p>All health related issues are addressed within our required Health class as well as within the daily program of health and well-being provided by our physical education teacher. Some outside assistance is provided by organizations that provide health related assistance to our at risk population. Some of those organizations include STD Screening and Awareness by the NYC Department of Health.</p>		
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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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>As a point of clarification, based on the BEDS survey available at the time of this writing, and a complete understanding of the 12 teachers currently assigned to Cascades High School, <u>every member</u> of the faculty meets the New York State and US Department of Education NCLB definition of "Highly Qualified." Maintaining these individuals as teachers for Cascades is founded on the principle that teachers are professionals and as such should be an integral part of the decision making process for both school policy as well as student progress. On-line learning and the enhancement of computer based learning opportunities must include only highly qualified professional educators to monitor the content, student progress and the development of each student and his or her learning experience. To enhance this on-line learning, the school offers support and encouragement to faculty who choose to work with the on-line learning community. Student progress data and surveys were reviewed by teachers and teachers experienced the course work completed on line prior to deciding to become part of this initiative. Professional Development focused on on-line learning and computer based instruction is offered for all the faculty interested. PD workshops are provided in-house or after school hours. Coverage and per session money is paid to teachers who qualify. This is done through Title I funding set aside for HQ Professional Development.</p>

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).
<p>The current ongoing professional development program for our school is focused on the understanding and development of Common Core Learning Standards aligned curricula as well as unit plans. This program includes group workshops as well as individual learning sessions surrounding the integration of CCLS into the daily work and planning of instructional courses and lessons. Teachers will explore the standards, multiple areas of student data, student work and teacher course plans. The program will introduce teachers to the best practice use of protocols in looking at professional work as well as the detailed examples and workshops provided on both the EngageNY and ARIS websites. Teachers will work collaboratively and in teams to build leadership capacity and to allow for focused discussion and work in each of the high school content areas. Workshops are provided weekly on Wednesday after school as well as daily during one identified PD period per week.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Cascades boasts a model program of teacher inclusion and distributive leadership. The faculty are an integral part of the decision making process and sit on the school leadership team, the administrative cabinet, and professional development team. Teachers both in discussion, inquiry process, and in survey format voice their opinions and their findings on such instructional topics as proper task and assessment alignment for student inquiry work and strategic instructional approaches to academic improvement initiatives focused at making our teaching and learning experience more effective. Teachers additionally are an integral part of the Measure of Student Learning committee through which they examine the best assessment data related to student performance within our classrooms and learning community. Teachers choose and make recommendations as to both the data measures to be used when reviewing both student and teacher work as well as the professional development programs that they engage in throughout the school year.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	115,992.00	X	12, 14, 16
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,417,228.00	X	12-16

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Cascades High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s

policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Cascades High School will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Cascades High School</u>	DBN: <u>01M650</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

Part C: Professional Development

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

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

Begin description here: _____

Part D: Parental Engagement Activities

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

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

Begin description here: _____ No Title III funding provided to this school

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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 01	Borough Manhattan	School Number 650
School Name CASCADES HIGH SCHOOL		

B. Language Allocation Policy Team Composition

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

Principal Paul Rotondo	Assistant Principal Ezequiel Garcia
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Adriana Santiago	School Counselor Jennifer Almonor
Teacher/Subject Area Alexis Farrell	Parent Kenneth Almestica
Teacher/Subject Area Lisa Battle	Parent Coordinator Constance Bilello
Related-Service Provider	Borough Field Support Center Staff Member Daisy Fuentes
Superintendent LaShawn Robinson	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	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)	213	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	3

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	
TBE										0
DL										0
ENL	1						3			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	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
TOTAL	0	0	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
TOTAL	0	0	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											02			0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other VN and UR												2		0
TOTAL	0													

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
Entering (Beginning)										0	0	0	0	0
Emerging (Low Intermediate)										0	0	0	0	0
Transitioning (High Intermediate)										0	0	1	0	0
Expanding (Advanced)										0	2	1	0	0
Commanding (Proficient)										0	0	0	0	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										0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					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	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	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	1	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. 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.

1. Every student and parent are interviewed as part of our admission process. Since Cascades is a transfer high school, students arrive throughout the year from various sending high schools. The process includes an initial evaluation of all student records by the assistant principal and pupil accounting secretary. This paper evaluation includes prior school transcripts, report cards, State Exams such as NYSESLAT scores, home language surveys, newly administered home language surveys, ATS reports, attendance reports, planning interview forms and health and immunization records. An admission team consisting of the assistant principal, guidance counselor, special education teacher, parent coordinator, english as a second language teacher and general education teacher meet with each student and parent who are seeking admission. The assistant principal is responsible for the evaluation and administration of all appropriate intake documents and tests such as the home language survey, HLIS and LAB-R if necessary. An oral interview is conducted and the written tests are administered to each student. The team provides translators in the home language of each child during every interview when necessary and or requested by either the parent or student. If a student clearly understands English but it is determined that the parent does not then a translator is provided, so that the parent can clearly understand what is being discussed. Once it is determined that the student may be an English Language Learner, the admission process is extended to include a detailed discussion about what form of language instruction is available throughout New York City Public Schools. The tool kit resources are used during this admission meeting as is the ELL Parent Choice video which is shown to every ELL parent and student. The team then reviews all the material from the interview and testing. This includes initial assessments in both English and Mathematics as well as the previous NYSESLAT (now NYSITELL) scores. A determination is made as to the supports that would be necessary to assist the student. Programming is started immediately following the student and parents' response as to which particular type of instruction they wish to have for their child. Freestanding ESL, Transitional Bi-lingual Education or Dual Language Classes will be programmed for the student depending upon the parent and student choice as well as the language evaluation made by the team including the NYSESLAT exam scores. These programs of course depend on the number of students and parents who choose to have those classes provided.

This team meets monthly to review the progress and process of instructing our ELL students. Monthly the team evaluates the progress of every ELL student as well as the score reports from standardized exams such as the NYSESLAT. Supports are put into place where

necessary and tutoring is made available for every student. Follow-up progress calls to homes are completed and translators are used to assure the parent communication is open.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
What a review of the student scores and data reveal is that students are operating on an intermediate to advanced level with a demonstrated lower score on the writing modality. This is evident not only on past NYSESLAT scores but also in an item analysis of past Regent Exam scores in Global Studies, and on the English Language Exam. Noticable are the correlations among scores received for students on the standardized exams and those scores received in the traditional ELA classes within the school.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
ELL student data indicates a need for support not only in each subject class but in the development of both written and oral argumentations in which an opinion must be formed and supported by evidence from complex information texts. Teachers and ESL teachers have developed support scaffolds to be used in the development of lessons throughout this school that support the ELL student. It should be noted that each ELL student is provided with an individualized learning plan and differentiated tracking plan to support learning in every class. Teachers focus on lesson development using these plans to direct and align lessons, objectives and activities.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

ELL students are performing on par with those native English speaking students when reviewing the Regents' exams results. This equates to 2 of 4 students passing Regents exams in English with a 65 or better. In the past year, only 1 student has chosen to take a Global History exam in their native language and that student failed the course making this one student's statistical impact on this review, insignificant and thus not essential enough to prompt a change to current instructional practices.

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](#).]

Although this is a high school, Cascades uses the data and the RTI resources to build students' oral language skills by teaching specialized vocabulary (and the often-abstract concepts such words represent), as well as the specialized structures of language in academic speech and text—often referred to as elements of academic language. Accessing high school textbooks demands a knowledge of academic language. Building such conceptual and language skills is essential for ELLs to succeed in school. Core instruction that promotes oral language development is necessarily rich in both language and content. In these learning environments, students have opportunities to learn about, study, and discuss the language of texts. They then use this text-based content learning in interactive experiences like labs, demonstrations, dramatic plays, and debates that promote academic conversation and knowledge building.

Strategies that promote ELLs' oral language development must be explicitly planned and incorporated throughout the school day. These strategies include, but are not limited to:

1. building background knowledge
2. starting with rich text and big ideas so students encounter and study abstract language and abstract concepts, and learn about the world
3. previewing key concepts and challenging vocabulary, as well as reviewing students' understanding of important points
4. when possible, drawing on and using students' home languages close, interactive reading strategies
5. frontload vocabulary, sentence structures, and concepts
6. ask open-ended questions along the way; engage students in discussion and dialogue about a big idea in the text
7. include relevant multicultural literature as well as multicultural chants, songs, and poems that help to build phonemic awareness
8. storytelling using wordless books collaborative discussion and debate
9. devote instructional planning and time to student projects that are discussion-based, including oral presentations and debates
10. during discussions, pose open-ended questions and keep the conversation going role playing and rehearsed oral performance multifaceted and intensive vocabulary instruction / cognates
11. study words, word parts, and word families as part of the content-based literacy instruction; build words and knowledge at the same time; include a focus on words with multiple meanings
12. include vocabulary learning strategies such as using visual cues, total physical response (TPR; i.e., physically acting out new terms), and realia sentence transformations through guided dialogue language frames for speaking and listening jointly constructed extended Through Writing for example, co-constructing a written text based on a shared classroom experience
13. connecting writing assignments to content under study; supporting explicit connections to community and content

Writing skills play an increasingly important role in determining students' school and professional success, but developing advanced written language skills can be a particular challenge for ELLs. This challenge is due, in part, to the type and quality of writing

instruction students receive. In fact, large-scale survey research indicates that many teachers report feeling under-prepared to effectively teach writing (Gilbert & Graham, 2010; Kihara, Graham & Hawken, 2009).

What does written language instruction look like?

Whether students already know how to write in their home languages, or whether they are in the early stages of English writing development, instruction should be adjusted to refine and expand their competencies, and to help them acquire the academic writing skills they need in the content areas. Quality writing instruction during the classroom literacy core should be sustained and extended (e.g., developing extended research pieces, essays, and stories), so that it is continually linked to oral language and reading instruction.

Strategies for promoting ELLs' written language development during the instructional core include the following:

1. connect the ways in which students and their families use literacy at home and in the community (e.g., topics, styles, and cultural knowledge) with classroom writing themes
2. provide different types of writing tools in the classroom
3. promote different types of writing purposes, genres, and formats
4. model writing activities using the language experience approach
5. Write students' dictations about a shared classroom experience. Use the text produced from students' dictations as the basis for refining students' writing abilities.
6. guide students' early writing by co-constructing predictable and rhythmic books (e.g., poetry, rhyme, and patterned language books)
7. use writing in the service of deep text analysis, perhaps in tandem with literature circles interact with students (and have students interact with each other) through written communications. For example, use dialogue journals. These journals are written conversations between the teacher and individual students. Although the purpose of dialogue journals is not to correct students' errors, it is recommended to recast them and use the correct model in your responses as a way to advance students' language proficiency. model language structures when jointly writing texts.

With these strategies we can generate books for the classroom library such as modified patterned language books, stories for wordless picture books, recipe books, and scripts for readers' theater.

teach the writing process (i.e., developing ideas, writing them down, getting feedback, editing, producing the final draft, and publishing)

During the first stages of the process, focus writing instruction on communication and meaning construction, as opposed to mechanics and correctness. Many ELLs may struggle with editing their own writings when correctness obscures the expression of meaning and the development of complex ideas.

During the latter stages of the process (i.e., editing, producing the final draft, and publishing) support ELLs as they edit their own writings. Try using writing rubrics and the traits model to guide students. Bear in mind, most writing rubrics do not account for the bilingual strategies that ELLs often use when they write. Encourage ELLs to focus on conventions (e.g., spelling, grammar) as the last step in the editing process.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Students express their second language choice by making oral requests at intake, guidance interview and in writing with the ESL instructor. This instructional choice is based on the following:
Every effort is made to fully explain to parents and students all the elements involved within the three available program choices. Parents and students are allowed to discuss the options, view the video explaining the options as well as tour a guided example of each type of program. Cascades staff is proud to allow potential students and parents the opportunity to visit these programs either within our school building or within a school building locally. If we are only offering free standing ESL classes we would then use Lower East Side Prep HS to showcase a shining example of Transitional Bi-Lingual programs and the High School of Dual Language for Dual Language programs. Parents and students are then re-conferenced with the LAP team and the various program findings are discussed and decided upon by the parent and student. Since this is a transfer school timelines are individualized and occur as follows: Initial Admission contact within 24 hours, Parent and Student Admission interview within 2 business days, Re-conference and Program Choice within 24 hours, Student Admission and program completion within 1 business day. Throughout the year the team meets to review student progress and admission process. This is done monthly with semi-annual program assessments.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success or ineffectiveness of our ESL program depends on the data that results from assessments made throughout the school year. Initial assessments are done for the start of the year and reviewed in the Individual Planning Conference for the ESL teacher and ESL Coordinator. This progress data is reviewed every month with a mid year review. Similar to a cycle of inquiry Cascades

reviews student data, instructional planning and practices, student work and standardized exam scores to determine the progress of the ESL program.

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.

Every student and parent are interviewed as part of our admission process. Since Cascades is a transfer high school, students arrive throughout the year from various sending high schools. The process includes an initial evaluation of all student records by the assistant principal and pupil accounting secretary. This paper evaluation includes prior school transcripts, report cards, State Exams such as NYSESLAT scores, home language surveys, newly administered home language surveys, ATS reports, attendance reports, planning interview forms and health and immunization records. An admission team consisting of the assistant principal, guidance counselor, special education teacher, parent coordinator, english as a second language teacher and general education teacher meet with each student and parent who are seeking admission. The assistant principal is responsible for the evaluation and administration of all appropriate intake documents and tests such as the home language survey, HLIS and LAB-R if necessary. An oral interview is conducted and the written tests are administered to each student. The team provides translators in the home language of each child during every interview when necessary and or requested by either the parent or student. If a student clearly understands English but it is determined that the parent does not then a translator is provided, so that the parent can clearly understand what is being discussed. Once it is determined that the student may be an English Language Learner, the admission process is extended to include a detailed discussion about what form of language instruction is available throughout New York City Public Schools. The tool kit resources are used during this admission meeting as is the ELL Parent Choice video which is shown to every ELL parent and student. The team then reviews all the material from the interview and testing. This includes initial assessments in both English and Mathematics as well as the previous NYSESLAT scores. A determination is made as to the supports that would be necessary to assist the student. Programming is started immediately following the student and parents' response as to which particular type of instruction they wish to have for their child. Freestanding ESL, Transitional Bi-lingual Education or Dual Language Classes will be programmed for the student depending upon the parent and student choice as well as the language evaluation made by the team including the NYSESLAT exam scores. These programs of course depend on the number of students and parents who choose to have those classes provided. This team meets monthly to review the progress and process of instructing our ELL students. Monthly the team evaluates the progress of every ELL student as well as the score reports from standardized exams such as the NYSESLAT. Supports are put into place where necessary and tutoring is made available for every student. Follow-up progress calls to homes are completed and translators are used to assure the parent communication is open.

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).

Every student and parent are interviewed as part of our admission process. Since Cascades is a transfer high school, students arrive throughout the year from various sending high schools. The process includes an initial evaluation of all student records by the assistant principal and pupil accounting secretary. This paper evaluation includes prior school transcripts, report cards, State Exams such as NYSESLAT scores, home language surveys, newly administered home language surveys, ATS reports, attendance reports, planning interview forms and health and immunization records. An admission team consisting of the assistant principal, guidance counselor, special education teacher, parent coordinator, english as a second language teacher and general education teacher meet with each student and parent who are seeking admission. The assistant principal is responsible for the evaluation and administration of all appropriate intake documents and tests such as the home language survey, HLIS and LAB-R (NYSITELL) if necessary. An oral interview is conducted and the written tests are administered to each student. The team provides translators in the home language of each child during every interview when necessary and or requested by either the parent or student. If a student clearly understands English but it is determined that the parent does not then a translator is provided, so that the parent can clearly understand what is being discussed. Once it is determined that the student may be an English Language Learner, or has an IEP, the admission process is extended to include a detailed discussion about what form of language instruction is available throughout New York City Public Schools. The tool kit resources are used during this admission meeting as is the ESL Parent Choice video which is shown to every ELL parent and student. The team which if the student is Special Needs now includes the Special Needs teacher/Coordinator, then reviews all the material from the interview and testing. This includes initial assessments in both English and Mathematics as well as the previous NYSESLAT scores. A determination is made as to the supports that would be necessary to assist the student. Programming is started

immediately following the student and parents' response as to which particular type of instruction they wish to have for their child. Freestanding ESL, Transitional Bi-lingual Education or Dual Language Classes will be programmed for the student depending upon the parent and student choice as well as the language evaluation made by the team including the NYSESLAT exam scores. These programs of course depend on the number of students and parents who choose to have those classes provided.

This team meets monthly to review the progress and process of instructing our ELL students. Monthly the team evaluates the progress of every ELL student as well as the score reports from standardized exams such as the NYSESLAT. Supports are put into place where necessary and tutoring is made available for every student. Follow-up progress calls to homes are completed and translators are used to assure the parent communication is open.

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).

The admission process stated above in question 2 now includes the identification of students with IEPs. These students will be provided with the same individual conference conducted by the team however, now the team will include the special needs teacher/ coordinator to assure accuracy in providing proper language levels, supports and accommodations within the student's program.

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.

These letters are part of our initial admissions conference and are provided to each of the parents/guardians immediately upon selection. This ensures accuracy and compliance.

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).

This information is provided to the parent/guardian at the time of the conference and in writing as the selection of programming is conducted. Every parent receives the information and is informed.

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.

Every effort is made to fully explain to parents and students all the elements involved within the three available program choices. Parents and students are allowed to discuss the options, view the video explaining the options as well as tour a guided example of each type of program. Cascades staff is proud to allow potential students and parents the opportunity to visit these programs either within our school building or within a school building locally. If we are only offering free standing ESL classes we would then use Lower East Side Prep HS to showcase a shining example of Transitional Bi-Lingual programs and the High School of Dual Language for Dual Language programs. Parents and students are then re-conferenced with the LAP team and the various program findings are discussed and decided upon by the parent and student. Since this is a transfer school timelines are individualized and occur as follows: Initial Admission contact within 24 hours, Parent and Student Admission interview within 2 business days, Re-conference and Program Choice within 24 hours, Student Admission and program completion within 1 business day. Throughout the year the team meets to review student progress and admission process. This is done monthly with semi-annual program assessments.

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

It is an intake requirement for transferring into a Transfer High School that a one on one conference take place with the parents and or guardians of every student. The English Language Learner is no exception to this rule. In fact, at the conference a total review of the student's tests, prior work and intake assessments are conducted. With the ESL teacher, administrator, Guidance Counselor present the parent and student are provided with all pertinent information on Language options for instructional programs. Students taking all assessments and parents taking surveys are provided time and space to discuss and question. However, since this is done in person and at such a unique one on one conference level, Cascades is 100 percent confident in ensuring receipt of any and all program selection forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As stated in the response to question 7, no student and or parent leaves the conference without submitting the program selection form, thus, no monitoring is necessary.

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

The administration working closely with Guidance and the ENL teacher make certain that all parent placement notification letters are distributed by backpack and by mail. Our ESL team meets monthly and at these meetings issues such as compliance are monitored closely and effectively.

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

Every child has a formal official record or file. Cascades is a small transfer high school and as such all active student records are maintained within the main office. Teachers and teams such as the ESL team access these records monthly to maintain control and monitor compliance issues. In addition, the ESL teacher maintains an electronic database assuring accountability for every ELL student that transfers into our school.

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.

Since Cascades High School only has 4 ELL students it is very easy to monitor, conference and program students for assessments especially for the assessment exam (NYSESLAT). Our current procedure is to allow the ENL teacher time to program the students for exams during the exam windows. In each exam window, students are placed in the testing room and monitored throughout the assessments by teacher proctors. The ESL team (administrator, guidance counselor and ENL teacher) follow up and monitor every student and every assessment to ensure accuracy and compliance.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Monthly reviews of every ELL student are conducted by a team of professionals such as the assistant principal, ENL teacher and guidance counselor. At these monthly meetings continued entitlement and transitional support is planned for and put into place for every ELL student and former ELL student as necessary.
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).

Upon review of the past three years, Cascades' parents and students have overwhelmingly chosen to participate in Freestanding English as a Second Language programs. These programmed classes are self-contained and are coupled with an advisory piece in which the ESL teacher acts as a faculty advisor throughout the students' high school career. This coming school year, Cascades will endeavor to put ENL skill lessons within all units of study conducted in every one of our ARTS classes as a means of adding additional assistance for our students. Our current Arts teacher is also our licensed ENL teacher.

The prior numbers are as follows:

School Year	Ending Number of Students	Parent Program Choice
2011	3	Self Contained ESL
2012	2	Self Contained ESL
2013	4	Self Contained ESL

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.

Cascades uses a freestanding ELL Program. Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Students are encouraged to write in English through the use of dialogue journals between the teacher and the students. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. Additionally, students are encouraged to bring their personal experiences in through the use of the Language Experience Approach and culture studies projects. Prior knowledge is continuously accessed in class. Academic language scaffolding is also applied throughout the lesson's delivery.

To do so, students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students. Students are programmed to ungraded classes by the guidance counselor upon review of the ESL team. Students programs are reviewed by the assistant principal. Students in Beginner (B) ESL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction; one of these periods is a combined class with the Advanced (A) ESL students who receive 1 period per day of Advanced (A) ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. There currently is one advanced class in the ESL program taught by 1 part time ESL certified teacher. Students are also programmed for a high school English class. The ESL teacher and the ELA teacher collaborate on student progress, lesson planning and instructional differentiation. Lessons are designed with each student in mind and are structured with diverse scaffolding designed to assist each individual learner.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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)?

Students are programmed to ungraded classes by the guidance counselor upon review of the ESL team. Students programs are reviewed by the assistant principal. Students in Beginner (B) ESL classes will receive 3 periods per day of ESL instruction. Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction; one of these periods is a combined class with the Advanced (A) ESL students who receive 1 period per day of Advanced (A) ESL instruction. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. There currently is one advanced class in the ENL program taught by 1 part time ESL certified teacher. Students are also programmed for a high school English class. The ESL teacher and the ELA teacher collaborate on student progress, lesson planning and instructional differentiation. Lessons are designed with each student in mind and are structured with diverse scaffolding designed to assist each individual learner.

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.

Lessons are aligned with state Common Core standards and consist of activities that foster both social and academic growth. The language of instruction is currently English. Instructional planning includes language functions, structures, usage and vocabulary are part of each lesson. Currently the materials used within the classes consist of texts entitled Visions, independent Hi-Lo readers and teacher adapted materials.

Our diverse student body, which at the time of this writing consists of 213 students, is drawn from recent immigrants from the immediate community as well as students who have chosen to attend Cascades High School after having experienced difficulty adjusting to the traditional learning environment found in many large New York City Comprehensive High Schools. The shared commonality for all of our students is that they are overage and want to complete the regular high school diploma program.

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

Cascades High School is proud to have an individual admissions process during which a total evaluation of the student is completed by a team of instructional experts including the assistant principal, ENL teacher, Special Needs Teacher, Youth Advocate, English Language Arts Teacher and Guidance Counselor. Each student's exam history is reviewed and every student must complete a written, oral and listening exam to gain entry and placement within our school. This admission's conference assures us that the student is evaluated properly in both English and their Home Language.

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

Cascades High School is proud to have an individual admissions process during which a total evaluation of the student is completed by a team of instructional experts including the assistant principal, ESL teacher, Special Needs Teacher, Youth Advocate, English Language Arts Teacher and Guidance Counselor. Each student's exam history is reviewed and every student must complete a written, oral and listening exam to gain entry and placement within our school.

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

Academic Intervention and Support Services - During each semester the ESL teacher conducts academic support by pushing into classrooms or pulling-out ELL students from their normal class program. At these one-on-one tutorial sessions the ENL instructor provides valuable support for the student. Additionally, ESL classes are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor. School Spirit and Collaborations – during the traditional school year, the ESL teacher in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child's education in a program that emphasizes our school's commitment to multi-culturalism.

Newcomers Plan – Students who arrive at Cascades and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ENL teacher and the guidance counselor. Parents will be provided with the same ENL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are

available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL teachers and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers. Long Term ELLs and Extension of Services - Although Cascades only had one student listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL teacher as well as a certified English Language Arts instructor. These services will be provided via a PM school support program. Students Achieving Proficiency – English Language Learners who achieve proficiency still require additional support services. These students will be monitored by both the ESL teacher and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

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

Any re-identification is made with the administration, teachers and guidance counselor's approval. By conducting such a individualized conference no interruption of academic progress is possible especially since each of the ELL student's teachers are involved in the conference and re-identification status. Work is continued and supports are provided to assist the student throughout this process.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Academic Intervention and Support Services - During each semester the ESL teacher conducts academic support by pushing into classrooms or pulling-out ELL students from their normal class program. At these one-on-one tutorial sessions the ESL instructor provides valuable support for the student . Additionally, ESL classes are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor.

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

Cascades allows for flexible programming of student schedules and on-line learning to allow access for all students. This flexible scheduling allows for students to be able to meet the ESL and IEP goals so that they may experience success in completion of high school diploma requirements. All teachers are available every school day during lunch period and on Tuesdays and Thursdays from 2:45 to 3:30 for ELL students assistance.

Chart

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

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

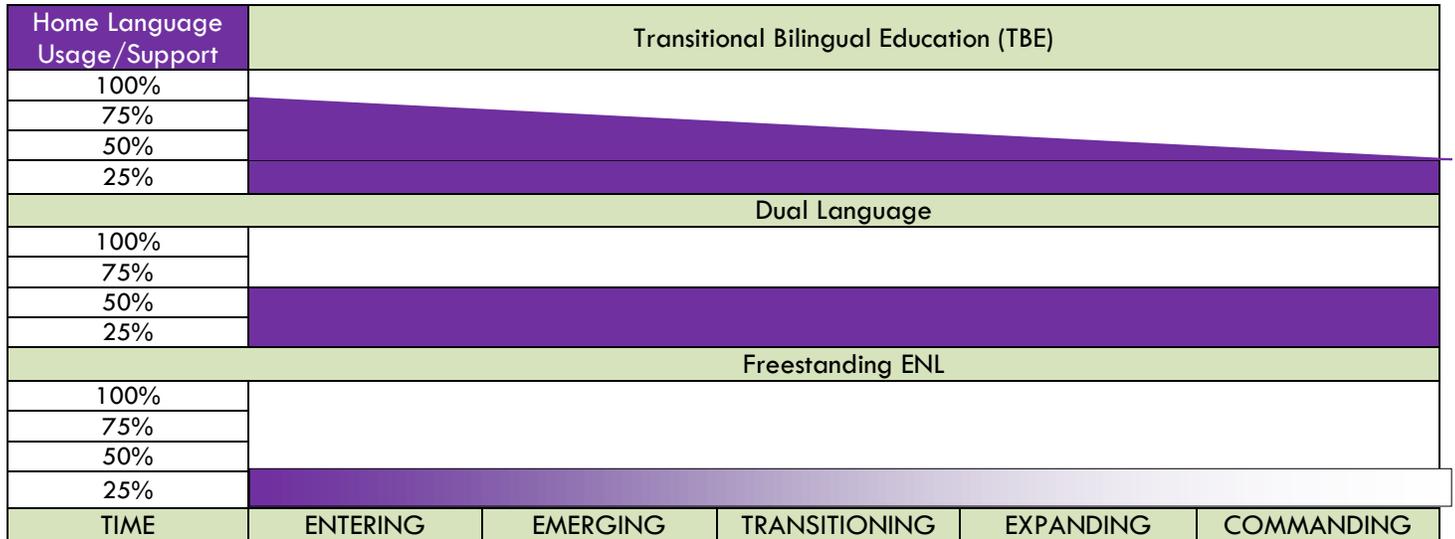


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention services range for ELL students in the aforementioned areas:
Individual peer tutoring, group peer tutoring, individual teacher assistance, coaching, coaching and tutoring in native language, group native language assistance and tutoring, pull out and push in assistance in English and in native language.
Content differentiation made for Vocabulary, scaffolding and supports available for all teacher lessons.
Specific targeted interventions for content areas are as follows:
Social Studies - The ELL student is mandated to participate in an on-going and individualized AIS program in which individual tutoring time with the content area teacher is provided weekly. Instructional focus is placed on providing supports and content in the student's native language these include, vocabulary scaffolding, pretaught vocabulary lessons, presentation of material in the student's home language as provided by an interpreter. Additional supports include advisory time to meet with the ESL teacher for content specific review of material, as well as co-preparation planning time for both the general education teacher and the ESL teacher specifically targeting the student's progress and instructional needs.
Mathematics - The ELL student is mandated to participate in an on-going and individualized AIS program in which individual tutoring time with the content area teacher is provided weekly. Instructional focus is placed on providing basic mathematical skills supports and content in the student's native language these include, vocabulary scaffolding, pretaught vocabulary lessons, presentation of material in the student's home language as provided by an interpreter. Additional supports include advisory time to meet with the ESL teacher for content specific review of material, as well as co-preparation planning time for both the general education teacher and the ESL teacher specifically targeting the student's progress and instructional needs.
Science - The ELL student is mandated to participate in an on-going and individualized AIS program in which individual tutoring time with the content area teacher is provided weekly. Instructional focus is placed on providing supports and content in the student's native language these include, vocabulary scaffolding, pretaught vocabulary lessons, presentation of material in the student's home language as provided by an interpreter. Additional supports include advisory time to meet with the ESL teacher for content specific review of material, as well as co-preparation planning time for both the general education teacher and the ESL teacher specifically targeting the student's progress and instructional needs.
- A review of the school's quantifiable data regarding ELL students and their performance on Regents assessments as well as in class formative and summative assessments has revealed that in past years 2010-2015 only half of the ELL students taking Regents exams in Math, Social Studies and / or Science, have achieved passing scores. (*it should be noted that this percentage consists of only 2 students of the possible 4 taking exams) This new targeted assistance program for all ELL students in each content area is our school's best effort to address this performance challenge facing ELL students at Cascades High School. Teachers employ flexible and fluid grouping structures both homogeneous and heterogeneous, to work with ELLs based on English Language proficiency, native language and level of background knowledge.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The number of ELL students who have chosen to attend Cascades has been relatively small however, of those students who choose to attend the program has proven to be successful in advancing students toward a high school diploma. ELL students perform well on the standardized exams however they are not meeting College and Career Ready levels.
12. What new programs or improvements will be considered for the upcoming school year?
- Providing individual tutors and paraprofessionals to assist ELL students in notetaking and study skills.
13. What programs/services for ELLs will be discontinued and why?
- No ELL support program will ever be cut from this school. Every support effort to assist ELL students is necessary.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are not identified as a targeted group within our school, in fact they are infused in every content class and activity without exclusion. ELL students have one faculty advisor and an advocate counselor who assure that they are included in every school class, activity and function. The four students are represented by two adult advocates who meet with the group on a daily basis. Additionally, the adult advocates are part of the school's Leadership Team and responsible for making certain that any and all activities planned by the school consider not only the inclusion of ELL students and their families but supports necessary to be in place for the activity to be successful. ELL students sit on school based committees such as the student government organization and are represented on the school leadership team. Representatives of the ELL students are also represented in an ENL and SIT team which meets to look at issues surrounding students with disabilities as well as struggling ELL students.
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.
- Texts, multiple modality technology such as apple computers, iPads, netbooks. HP desktops and software usable to assist ELL students in writing and in understanding vocabulary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Since we only currently have an ENL model, for TBE and Dual Language students' needs would be met by both school programs initiated by the ELL Team and supplemented by the Network and Special Services Coordinator. As for the ENL program, the native language support is provided by both a foreign language teacher, a native speaking ENL teacher and advocate counselors who provide guidance in the student's home language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The resources assist students as they progress through the content of high school material. Supports allow students to spend more time in language acquisition and less time concentrating on standardized exams.

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).

Summer orientation programs and assimilation programs are used to assist ELL students become familiar and comfortable with Cascades High School

19. What language electives are offered to ELLs?

Currently, the only LOTE taught at Cascades is Spanish, however, we have been discussing the consideration of introducing Sign as a future language option.

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.)
Our PD plan includes training that will expose teachers to effective strategies proven to make the curriculum comprehensible and meaningful for linguistically and culturally diverse student populations.
PROGRAM SESSIONS -FALL TERM - 4 HOURS
 1. Ways to ensure that students are provided with comprehensible input (language they can understand).
 2. Ways to increase verbal interaction in classroom activities.
 3. Ways to contextualize language during instruction.
 4. Ways to reduce student anxiety through effective teaching strategies and grouping techniques.
 5. Ways to get English language learners actively involved in your lessons.
 6. Aligning all content area unit plans and lesson plans with Common Core Learning Standards
 7. What supports are necessary for ELL students within a Common Core aligned lesson

SHELTERED INSTRUCTION FOR TEACHING CONTENT AREA KNOWLEDGE AND SKILLS IN A MORE UNDERSTANDABLE WAY (3 DAYS TRAINING – 6 HOURS) OVERVIEW / RATIONALE

This workshop series is intended to assist mainstream classroom teachers, bilingual teachers, and instructional personnel on how to implement Sheltered Content Instruction while teaching English language learners with diverse abilities. Teachers will learn how sheltered instruction signifies the teaching of content area knowledge and skills in a more understandable way.

PROGRAM SESSIONS

1. Comprehensible input
2. Warm, affective environment
3. High levels of student interaction, including small-group and cooperative learning
4. Student-centered
5. More hands-on tasks
6. Careful, comprehensive planning, including selecting concepts from core curriculum
7. Time on Task
8. Checking for understanding
9. Explicitly stated lesson objectives

SPRING PROGRAM SESSIONS - 4 HOURS

1. Ways to ensure that student are provided with comprehensible input (language they can understand).
2. Ways to increase verbal interaction in classroom activities.
3. Ways to contextualize language during instruction.
4. Ways to reduce student anxiety through effective teaching strategies and grouping techniques.
5. Ways to get English language learners actively involved in your lessons.
6. Using supports to assist ELL students in meeting Common Core Learning Standards.

As our school looks to improve and increase the academic rigor associated with the Common Core Learning Standards the professional development plan for Cascades will include supports, workshops and concrete strategies that must be part of careful planning to provide lesson access points for all students in particular those identified as ELL students. There are regularly scheduled in-house school inquiry meetings in which teachers, support staff and administration collaborate. These workshops, facilitated by ESL, ELA, and NLA teachers, help all content area teachers develop best practices, and strategies. This on going PD incorporates: 1. rubrics; 2. methodologies; and 3. project-based activities. Faculty examines how literature and informational text can be scaffolded to support content-based instruction. This supports ELLs in accessing explicitly aligned Common Core Learning Standards; it also adheres to CR Part 154 regulations.

- The in-house inquiry meetings also focus on integrating college- and career-ready standards in reading/language arts and

mathematics.

- Teachers incorporate assessment of content-area learning and language development.

Furthermore, the following guiding principles are constantly reviewed with staff:

Principle 1: Instruction leverages ELLs' native language(s) and cultures.

Principle 2: Instruction develops discipline-specific language along with discipline-specific knowledge and competencies.

Principle 3: Instruction is standards-aligned and grade level appropriate.

Principle 4: Instruction addresses the needs of students with various levels of English proficiency and with a variety of prior school experiences.

Principle 5: Instruction provides the necessary support to ensure that ELLs comprehend disciplinary texts and tasks. This will enable students to acquire the language and knowledge they need to become more independent learners.

Principle 6: Diagnostic and formative assessments are used to identify students' knowledge and academic language competencies to guide instructional practice.

7.5 hours for ELL and 10 hours of professional development for Special Education teachers will be provided throughout the school year. These PDs will consist of weekly participation in on-line workshops as well as one full faculty workshop per month. Teachers will participate in these activities throughout the school year maintaining a log of professional development that may be submitted to the administration as part of the teacher's artifact collection. Specific workshops will include ELL and Special Needs professional development provided by the Field Support programs as well as via on-line webinars / tutorials via systems located online as well as NYSED. In addition to these workshops and learning opportunities, the ESL teacher as well as the Special Needs teacher, will provide professional development programs to all faculty members including those non-ESL and non-Special Needs teachers on a monthly basis. Meeting agendas and materials will be maintained by the ESL and Special Needs teachers documenting these mandated professional development hours.

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?

Common Core Learning Standard alignment is the primary professional work that each of our ESL teachers receives. Additional workshops include but are not limited to those conducted within the Department as well as through outside vendors such as Generation Ready. Currently our ESL teacher receives weekly professional development from the Generation Ready consultant as well as monthly PD from the instructional support specialist in the network and soon to be Borough Field office.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our support is from High School to the world of work and or college. As such the transition team works with every ELL student to conduct resume writing classes, promote oral communication skills around job interviewing and online college and financial aid application assistance. Each of our students is provided with an extensive transitional support program prior to graduation and we are proud to say that our support does not end following the receipt of the diploma. Many students continue to ask and receive our support services well into their college experience.
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.

As stated above our professional development time is comprehensive and includes the mandated time requirements for all teachers as well as those identified as ESL and Special Needs. Specifically, 7.5 hours for ELL and 10 hours of professional development for Special Education teachers will be provided throughout the school year. These PDs will consist of weekly participation in on-line workshops as well as one full faculty workshop per month. Teachers will participate in these activities throughout the school year maintaining a log of professional development that may be submitted to the administration as part of the teacher's artifact collection. Specific workshops will include ELL and Special Needs professional development provided by the Borough Field specialists and contracted professional development programs as well as via on-line webinars / tutorials via online learning websites as well as NYSED. In addition to these workshops and learning opportunities, the ESL teacher as well as the Special Needs teacher, will provide professional development programs to all faculty members including those non-ESL and non-Special Needs teachers on a monthly basis. Meeting agendas and materials will be maintained by the ESL and Special Needs teachers documenting these mandated professional development hours.

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?

ELL Parent involvement is on par with the parent involvement of our general education parents. To assist and help improve these numbers Cascades is proud to sponsor specific parent focused events for those families of ELL students. Parent programs include Learning English as an Adult, Assisting our child in learning another language, Cultural Evenings. Legal Workshops, College Options and Financial Assistance Workshops. At every school function, translators are available for all ELL parents and students. Parent meetings are conducted in English and translation services are provided to ELL parents via our comprehensive translation services which is conducted both at the school as well as via the 800 parent teleconference number. Services are provided by both the school as well as through our community based partnership with CAMBA. To ensure we meet parents for an annual review of progress we actually schedule and meet with our ELL parents / guardians no less than twice a school year to review their child's progress. Meeting notes and records are all maintained by the ESL teacher in the student's official record file maintain within the guidance office.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Monthly parent meetings for ELL students and their parents/guardians include workshops on language acquisition programs and skills that can be helpful at home. Workshops are conducted at monthly ENL parent nights and are part of our outreach efforts for every student and his or her family.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Cascades is proud to partner with a CBO named CAMBA, who has worked with our ELL students each school year. In addition CAMBA is providing workshops for parents whose native language is other than English and will continue to provide services and supports for those families throughout NYC.
5. How do you evaluate the needs of the parents? Surveys, in person discussions and individual conferences throughout the school year provide the school with a comprehensive evaluation of what parents need.
6. How do your parental involvement activities address the needs of the parents? Each of our parent activities is built exclusively around the feedback from the parents. Workshops are offered on every topic parents suggest and outside assistance is brought into the school to provide those workshops as needed.

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.

N/A

School Name: Cascades High School

School DBN: 01M650

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)
Paul Rotondo	Principal		1/4/16
Ezequiel Garcia	Assistant Principal		1/4/16
Constance Bilello	Parent Coordinator		1/4/16
Adriana Santiago	ENL/Bilingual Teacher		1/4/16
Kenneth Almestica	Parent		1/4/16
Lisa Battle / ELA	Teacher/Subject Area		1/4/16
Alexis Farrell/ Sp Needs	Teacher/Subject Area		1/4/16
	Coach		1/4/16
	Coach		1/4/16
Jennifer Almonor	School Counselor		1/4/16
LaShawn Robinson	Superintendent		1/4/16
Daisy Fuentes	Borough Field Support Center Staff Member <u>Manhattan</u>		1/4/16
	Other _____		1/4/16
	Other _____		1/4/16
	Other _____		1/4/16

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M650** School Name: **Cascades**
Superintendent: **L Robinson**

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) 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

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.

Every student who applies to attend Cascades High School has an individual interview with a team of school staff including administration, guidance, parent coordinator, ESL teacher and Special Needs Coordinator. The pupil personnel secretary begins the process by running a report of every ATS, SESIS and Stars report available for the applicant to the school. As our students all arrive from high schools in NYC (a condition of the transfer school requirement for admission) the process includes a comprehensive review of the student's language abilities as well as the family's home language and language of preference. At the admission conference a review of the HLIS and the ATS reports on home language and language preference are mandatorily conducted. This review of all the student's records in paper form and through ATS is performed with the student and his or her parent/guardian. Parents / guardians and students declare and identify their home language and their prior status as English Language Learners or former English Language Learners during this process. A review of the home language survey and that information is conducted. Should a student arrive from outside New York City and or seek to enter the NYC Public School System for the first time then appropriate Home Language Surveys and Language Assessments are performed and that information is immediately entered into the ATS system. A full listing of all our students and their home languages are maintained in the main office and shared with the entire school faculty and staff weekly and upon each new enrollment, as enrollment is "open" to over the counter entries during the school year. Since our school is so small, 21 entire staff members and teachers, each parent / guardian and student's interpretation needs are assessed individually and every document, conference and meeting is conducted with the translation needs in mind. To make sure this process is maintained throughout the year, the school pupil personnel secretary, the assistant principal, the Guidance Counselor and the parent coordinator meet weekly to make sure that all translation needs for students and families is maintained. Translators in each of the families home languages are available on site in the school daily and every document created is translated into the home languages identified for every student.



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

The preferred language of all of our students and their families is English. This according to the selection of language preference at the admission's conference. However, translation and interpretation services are provided for everything in writing and all oral correspondence and or meetings according to the Home Language Preference list for our students. Currently those other languages include: Spanish, Ukrainian and Vietnamese.

Part B: Creating a Communications Calendar

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.)

Student Handbooks: September
Opening Letter with Operational Reminders: October
Family Newsletters: Monthly
Letters Encouraging Participation in Family Evenings: November, January, March, May
Testing and Assessments Reminders: December and May
Graduation Letters and Returning Student Letters: May

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.

Admissions Conference for Every New Student Arriving at the School: Ongoing throughout the school year.
First Family Evening: October 22
Parent Teacher Conference Eve and Day: November 19 and 20
Student Performance Awards Night: February 11

Parent Teacher Conference Eve and Day Spring: March 17 and 18
Family Engagement Evening: May 5

Monthly Parent Teacher Association and SLT meetings: 1st Thursday of each month.

Part C: Providing Language Assistance Services

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.

Each and every document, letter or correspondence is provided to the home in English and the preferred language of the family (parent/guardian). This is done by utilizing the translation services of the DOE Translation unit. These documents within include monthly correspondence are sent to the translation unit in a timely fashion, generally two months prior to distribution thus assuring our ability to meet the translation needs of every family enrolled. To assure that this process is accurate, the PPS secretary, Parent Coordinator, Assistant Principal and Guidance Counselor meet weekly to review any and all upcoming translation needs including scheduled parent conferences, monthly mailings and changes that are to be made to our electronic information systems such as our web site. In the event of an emergency, and a translator is not immediately available within the school, Cascades is pleased to reach out to the NYC DOE Translation and Interpretation Unit for assistance. Translators are available by phone and have been extremely helpful in meeting the needs of the families and students during the year.

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.

All oral translation services are provided by using either in house staff or the NYC DOE Translation and Interpretation Unit. To assure that this process is maintained and available to every family, the PPS secretary, Parent Coordinator, Assistant Principal and Guidance Counselor meet weekly to review any and all upcoming translation needs including scheduled parent conferences, and or telephone conferences. In the event of an emergency, and a translator is not immediately available within the school, Cascades is pleased to reach out to the NYC DOE Translation and Interpretation Unit for assistance. Translators are available by phone and have been extremely helpful in meeting the needs of the families and students during the year.

Part D: Training Staff on Policies and Procedures

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.)

Cascades High School recognizes that it is the responsibility of the school to ensure that all parents/guardians are given a meaningful opportunity to participate in their child's education program. In accordance with the Chancellor's Regulation A-663 Cascades has developed this plan to make certain that our families translation and interpretation needs are fully met.

Our policy sets forth requirements for providing staff and faculty with the following professional development:

- Translating documents containing critical information regarding a student's education in each of the covered languages.
- Making available translation and interpretation services for parents.
- Collecting data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent requires language assistance to communicate with the school and or the DOE.
- Increasing parental awareness regarding their right to and the availability of language services.
- Developing this document or our school-based languages access plans.

Cascades does this by utilizing the NYCDOE Translation and Interpretation Unit and providing signage and correspondence that explains our services to all students and families. Much of which is found within our school's Language Access Kit provided by the NYCDOE.

Part E: Providing Notice of Language Assistance Services

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

Chancellor's Regulation A-663 requires that the DOE provide interpretation services, either at the school/office where the parent is seeking assistance or by telephone, to the maximum extent practicable, during regular business hours to parents whose primary language is a covered language and who request such services in order to communicate with the DOE regarding critical information about their child's education.

Cascades is pleased to offer over-the-phone interpretation services during regular business hours in over 150 languages by utilizing this service provided by the DOE Translation and Interpretation Unit.. To clarify, these services are accessed by contacting the T & I Unit but are provided by a contracted vendor. Language identification is done by either:

- A DOE staff person identifying the language
- The limited English proficient parent identifying their language from a Language Identification Card
- The vendor identifying the language with the use of specialized linguists over the phone

Since Regulation A-663 also requires that documents produced by schools which contain critical information regarding a child's education must be translated into the covered languages. Documents containing critical information that are translated include, but are not limited to, the following areas:

- Registration, application and selection

- Standards and performance
- Conduct and discipline
- Safety and health
- Special education and related services
- Entitlement to public education or placement in any special education, English language learner or non-standard academic program
- Transfer and discharge
- Legal or disciplinary matters

The T & I Unit is responsible for translating the majority of these documents into the covered languages. Translations into non-covered languages are obtained from qualified contracted vendors.

All of the translation work produced by the T & I Unit is translated by DOE employed translators and go through a quality control review before being finalized. DOE translators are aided by translation tools, such as translation memory software, bilingual glossaries of DOE terminology, and foreign-language style guides.

Parent/Guardian and Family Outreach

Cascades utilizes the T & I Unit's multilingual posters which are posted throughout our school in highly visible locations. These posters provide LEP parents instruction on where and how to obtain interpretation services.

The school makes available to parents the Parents' Bill of Rights and A Parent's Guide to Special Education in the covered languages. Both documents make parents aware of their rights to languages services. These documents are distributed to parents at the beginning of each school year and can also be accessed on the DOE's website (www.schools.nyc.gov).

To make sure that Cascades is meeting the needs of the families and complying with the Chancellor's Regulations, staff take part in various training programs offered by the DOE. These training modules include information on:

- The school's role in facilitating the provision of Language Access services
- Accessing translation and over-the-phone interpretation services from the Translation and Interpretation Unit
- Obtaining translated signs for posting and Language Identification Cards for identifying parent's primary language
- Resources and support available from the T & I unit
- Accessing school translation funds and options for using these funds

As with any program, its effectiveness depends on constant and effective monitoring. To ensure this Cascades staff monitor our compliance with translation and interpretation services on a weekly basis. This is done to ensure that the school and its faculty and staff are communicating effectively with our LEP parents.

One additional method of measuring how well our school is meeting these needs is a comprehensive review by the entire faculty and staff of the NYCDOE School Survey for Parents – This survey made available to all school-aged parents to assess their child's school, includes whether or not the school is communicating with the parent in their native language. A review of these findings provides the school with quantitative data that determines if policies and or practices need to be adjusted.

Part F: Monitoring and Quality Control

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

Monitoring and Quality Control will be conducted by the administration of the school and the Parent Coordinator. Quality Control checks will be performed monthly to assure that proper procedures and protocols are all in place and are used by the staff and faculty. Administrators will sit in on admission interviews to make sure that all mechanisms are in proper place.