

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q620

School Name:

THOMAS A. EDISON CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

Principal:

MOSES OJEDA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Thomas Alva Edison CTE High School School Number (DBN): 28Q620
Grades Served: 9-12
School Address: 165-65 84th Avenue Jamaica, New York 11432
Phone Number: (718) 297.6580 Fax: 718-658-0365
School Contact Person: Moses Ojeda Email Address: Mojeda3@schools.nyc.gov
Principal: Moses A. Ojeda
UFT Chapter Leader: Vivian Nobile-Esposti
Parents' Association President: Alison Bruce Alexander & Lisa Hayes
SLT Chairperson: Moses Ojeda
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Alison Bruce-Alexander
Student Representative(s): Serena Persaud
Deena Ramkaran

District Information

District: 28 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place Flushing, Ny 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: (718) 218-7696 Fax: (718) 281-7519

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard Ozone Park, NY 11416
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

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)
Moses A. Ojeda	*Principal or Designee	
Vivian Nobile-Esposti	*UFT Chapter Leader or Designee	
Alison Bruce-Alexander	*PA/PTA President or Designated Co-President	
Rosemarie Funderburk	DC 37 Representative (staff), if applicable	
Alison Bruce-Alexander	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Serena Persaud	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Deena Ramkaran	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Hayes	Member/ Parent	
Shariffa Doman	Member/ Parent	
Jacqueline Grodger	Member/Parent	
Victor Silva	Member/ Parent	
Rosa Rosa	Member/ Parent	
Neera Samaroo	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pamela Sharma	Member/ UFT	
Patricia Lewis	Member/ UFT	
Alexander Bell	Member/ UFT	
Patricia Minogue	Member/ CSA	
Gabriella Triola	Member/CSA	

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.

Thomas A. Edison is one of 44 Career and Technical Education High School in New York City. Our Mission Statement is to develop the leaders of tomorrow by preparing all students to meet the high academic, technical, civic, and workforce challenges of the twenty first century. We believe strong leadership throughout our united community of faculty members, students, parents, and associates will move us toward the following goals: Academic Rigor, High Standards for assessing students' performance and continual school improvement.

We populate 2168 students from grade 9 through grade 12 which is comprised of 22% Black, 22% Hispanic, 4% White, and 50% Asian students. The student body includes 1% English language learners and 20% special education students. Boys account for 64% of the students enrolled and girls account for 36%. The average attendance rate for the school year 2014-2015 was 93.9%.

Currently we offer 12 CTE programs (the most of any CTE school in NYC), all of which culminate with a state recognized industry certification. These include but are not limited to:

- Automotive-maintain and repair automobiles
- Collision and Refinishing- detailing, damage analysis, and repair
- IT and Internet working students maintain and repair our computers, printers, projectors and our wired and wireless infrastructure.
- Commercial Art-students develop works of art that are displayed throughout the school.
- Graphic Arts-provide all of the printing for the school in form of banners, booklets, posters, and handouts.
- Web Design-responsible for the design, maintaining, and updating of our school website.
- Robotics-students work in teams to research, design, and construct machines
- Electrical Installation - wiring simple circuits and low voltage circuits

Our school has become one of the most in-demand CTE schools in New York City with over 7,000 applications yearly. We pride ourselves in preparing our students to be truly college and career ready upon graduation; over 85% of our students go on to a post-secondary education and/or a career path. All students are provided with the opportunity to obtain a state recognized industry certification in their CTE course of study. Therefore, students graduating from our school leave with two diplomas; the High School Diploma validating their academic skills and the Endorsed CTE Diploma validating their industry skills.

The Instructional Support Services at Thomas Edison High School offers students with Individualized Education Plans the following programs: Self-Contained Classes, Integrated Co-teaching classes, Special Education Teacher Support Services and Related Services. We also offer one Life Skills class; a 12:1 which is offered to students who meet a specific criteria.

Thomas Edison partners with Queensborough Community College, St. John's University, LaGuardia Community College, DeVry University, York College, Monroe College, TCI College of Technology, Lincoln Technical Institute, CompTIA, Mouse, NetCom Learning, In3.org, Certipoint, MTA, conEdison, Toyota, Pearson VUE, GNYADA (Greater New York Automobile Dealership Association), Bio-Rad, SkillsUSA, Nissan, NOCTI, CISCO, and Construction Skills.

When reviewing the Framework for Great Schools, the following is noted:

- Thomas A Edison received:
 - Comparable positive response percentages to citywide high schools in both Rigorous Instruction and Collaborative Instruction; 85% and 86% respectively
 - 3% less positive responses in Supportive Environment, achieving a score of 80%
 - 1% less positive responses in Effective Leadership Achieving a score of 81%
 - 4% less positive responses in Trust, achieving 85%
 - 11% less positive responses in Strong Family-Community Ties at 64%

Using the above data, Goal 5 of this year's CEP will focus on how to improve relations between the school and families and the school and the community. The principal and other school personnel, including teachers and guidance counselors, will work collaboratively to create a welcoming environment for families and take advantage of community resources to enrich the civic life of the school.

28Q620 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	2103	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	39	# SETSS	8	# Integrated Collaborative Teaching	31
Types and Number of Special Classes (2014-15)					
# Visual Arts	20	# Music	6	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	79
School Composition (2013-14)					
% Title I Population	63.4%	% Attendance Rate			92.7%
% Free Lunch	64.7%	% Reduced Lunch			13.2%
% Limited English Proficient	1.3%	% Students with Disabilities			11.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American			21.7%
% Hispanic or Latino	21.6%	% Asian or Native Hawaiian/Pacific Islander			50.2%
% White	3.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.18	# of Assistant Principals (2014-15)			8
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			6
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			22.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.97
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	86.3%	Mathematics Performance at levels 3 & 4			82.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.9%	% of 2nd year students who earned 10+ credits			88.9%
% of 3rd year students who earned 10+ credits	88.2%	4 Year Graduation Rate			87.8%
6 Year Graduation Rate	89.9%				
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			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

Based on the 2014-2015 Quality Review, the school received a rating of Proficient for indicator 1.2 (Pedagogy) and the following was noted: School leaders and faculty share a cogent set of beliefs on how students learn best informed by the Danielson Framework for Teaching allowing multiple pedagogical approaches. Teaching practices and student ownership of work products varies across the school.

Supporting evidence from the 2014-2015 QR states:

- In most classes, students are engaged in a collaborative learning, such as in Algebra I, students work in groups to write, draw and solve linear equations. In 11th grade Journalism, students reflect on their writing and collaboratively share strategies for improvement.
- Technology is utilized as a strategic learning tool for discussion and higher level thinking in many classrooms. For example, students edited film clips of important events during the Civil War using iMovie software in U.S. History. In Earth Science, students use the interactive board to identify waves on a seismograph. In Advanced Placement Biology, students use computer simulations to analyze photosynthesis.
- Student work products display collaboration and critical approaches. For example, in a 10th grade English class, students worked in groups to write a sequel to Shakespeare’s Macbeth fusing Common Core Learning Standards such as author’s purpose and voice. A Model United Nations Integrated Co-Teaching (ICT) class has won awards at two conferences including, “The International Model UN 2013-Best Position Paper Award (Regional Bodies Asia)” and “Yale Model United Nations 2014 Honorable Mention Best Delegate (Economics and Finance) highlighting high levels of critical thinking.”
- Varied prompts and learning activities engage most learners, with some missed opportunities for student ownership of work products. In an Integrated Co-Teaching (ICT) Geometry class, students apply coordinate geometry methods to show whether a triangle is isosceles, right or congruent to a given triangle and justify their conclusions in writing. However, in a U.S. History class, student groups edit a video with one student leading while providing little opportunity for others to reflect and assess the process/product.
- Academic vocabulary and student discussion reflect higher order thinking skills. In a 10th grade social studies class, students evaluate and discuss the impact of Lenin’s policies on the Soviet Union and compare Marxism to Leninism using higher order questions to guide discussion.

As noted in the 2015 Framework for Great School Report, only 71% of teachers were satisfied with the quality of Professional Development that was offered.

During the 2015-2016 school year, we will focus on the school expectations and the instructional focus of the capacity framework of “Rigorous instruction.” All academic departments will develop Project Based Learning, refinement of unit plans and instructional plans that align with the New York State Common Core Learning Standards, New York City

Department of Education Scope and Sequence and Engage NY curriculum. Danielson Framework will play a role in this goal. The school will focus on Domain 1 (Planning and Preparation), as well as components 3b (Questioning and Discussion) and 3c (Engaging Students in Learning).

Part 2 – Annual Goal

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

By June 2016, student achievement on the following Regents exams will increase by 3% when compared to the June 2015 results given below

- Global History and Geography Regents: 76.94%
- Algebra I Common Core Regents: 72.66%
- Chemistry Regents: 74.63%

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>Professional Development opportunities that focus on the strengthening of instructional practices aligned to Danielson Domains 1 and 4, as well implementing highly effective engagement practices focusing on Danielson Domains 2 and 3.</p>	<p>Teachers</p>	<p>Monthly 11/3/15 2/1/16 6/9/16</p>	<p>Principal Assistant Principals UFT Lead Teacher Teacher Team Leaders PD Committee Teachers</p>
<p>Teacher Center will provide targeted support in project based learning in alignment with NY State and DOE curricula. A model interdisciplinary program will be piloted during the 2015-2016 school year. This will serve as the exemplar PBL class. All staff members will be invited to visit the classroom and a system of feedback will be developed.</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>UFT Lead Teacher APs Supervision Teachers</p>

Survey teachers to determine needs for professional learning and work with the Professional Development Committee to design PBL opportunities.	Teachers	September 2015	APs Supervision UFT Lead Teacher PD Committee
Using Data Assessment Tools (iPads, item / question analysis, oral review, Datacation, GradeCam, Daedalus, etc.) to identify trends and make classroom-level decisions with regard to student and key subgroup performance, e.g., In-the-Moment Assessment Techniques	Teachers	9/15-6/16	Principal APs Lead Teacher / Coach SLT Teachers Dept Coordinators Students
Class work, homework, and tests will include Common Core regents questions , as well as vocabulary, organized thematic and document based essays, and word problems.	Teachers	4/16-6/16	APs Teacher Teams
Individual teacher meetings will be held to discuss scholarship reports and design specific strategies to address instructional gaps.	Teacher	Every Marking Period	APs Teachers

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.											
<ul style="list-style-type: none"> • Per Session for tutoring for teacher • OTPS funds to provide PD for teachers, software, and textbooks 											
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	X	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.
In June 2016, 80% of students will attain a passing grade on midterm exams, which will contain only Regents questions from prior exams. An item analysis will be conducted during teacher teams in order to evaluate student outcomes and adjust future instruction.
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.

According to the 2013-2014 NYC School Survey:

- 65% of students felt that they treat each other with respect
- 66% of students felt that students treated adults with respect
- 70% of students felt that most adults knew who they were by name
- 73% of students felt that an adult cared about them

It is noted in the 2015 Framework for Great Schools Report that only 78% of students feel safe in the school environment; this is 10% below the citywide average. 70% felt that they were supported and were attended to personally; this is 12% below the citywide average.

Although current data shows that the feeling of safety and support at Thomas Edison is below the citywide average, interactions with faculty are generally positive as evidenced by the numerous clubs and activities to which teachers and support staff commit time.

Part 2 – Annual Goal

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

By June 2016, the percent achieved for peer interactions, and personal attention and support in the 2015 Framework for Great Schools will increase by 5%; from 70%-73.5% and 74%-77%. This will lead to improved school culture and decrease incidence of bullying, as well as reduce overall suspensions.

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>Increase Guidance staff by two counselors in an effort to sustain a high-level of support services, while accounting for a continually increasing student population and guidance counselor caseloads, additional pupil personnel services are needed. Guidance Counselor caseloads will decrease by 6%, from approximately 525 students to 350. This will allow so that they can continue to support and provide high quality services to students.</p>	<p>Guidance Counselors Students</p>	<p>9/15</p>	<p>AP Guidance</p>
<p>Implementation of ACE Program (Actively Caring at Edison), a school-wide, proactive and pro-social movement that aims to generate a positive school environment and further promote a more mindful, compassionate, and empathetic school culture. At the start of each school year, each staff member will be given an ACE wristband. Each wristband will be numbered. The role of each faculty member initially is to give the wristband to a student they witness engaged in an act of kindness. The wristband will be passed, the student will be thanked, and the student will be encouraged to pass the band on when they see another person being kind in the school environment. Students will have the opportunity to track the wristband on a website and read about all of the people/stories linked to the band.</p>	<p>Staff Students</p>	<p>9/15-6/16</p>	<p>Principal APs Guidance ACE Committee</p>
<p>The ACE committee will facilitate monthly lottery drawings and students will receive rewards and chances to share their story about how they received the wristband (if their number is selected in the drawing). Stories of acts of kindness will be showcased in the school newspaper.</p>	<p>Students</p>	<p>Monthly</p>	<p>Principal APs Teachers Guidance ACE Committee</p>
<p>The Instructional Support Team (IST) and Crisis Team will discuss at-risk students and provide them with opportunity to contribute in the ACE Movement.</p>	<p>Staff Students</p>	<p>Monthly</p>	<p>IST Crisis Team Guidance</p>

			Deans
Hire two additional Guidance Counselors, who are multilingual. This will make counselor-to-parent outreach more linear, as well as improve the department's overall ability to establish rapport with families in need of support.	Families Student	On-Going	Principal APs Guidance
Offer parent/student workshops and events during evenings and on Saturdays to foster stronger relationships between the school, families, and the community	Community Organizations	Monthly	Guidance PTA

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.											
<ul style="list-style-type: none"> • Wristbands for all staff and students • Grade-level assemblies • ACE Kick Off Event for Staff and Students • Outreach to community for service opportunities • Banners and art for school building • Bi-weekly ACE Meetings 											
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.
By February 2016, principal suspensions will decrease by 2%. Data from OORS, SOHO & SOHO Gateway data will be used to provide the evidence needed to prove the success these action plans and movements.
By February 2016, 60% of ACE bracelets will be distributed to students who engage in acts of kindness. Monthly tracking of ACE website will show this projects initiative.
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.

Based on the 2014-2015 Quality Review, the school received a rating of proficient for indicator 4.2 (Teacher Teams and Leadership Development) and the following was noted: The majority of teachers consistently analyze data and student work in inquiry based teams. Distributive leadership structures have been developed to allow teachers to plan and facilitate meetings.

Supporting Evidence included:

- A select group of teachers participate in monthly inquiry-to-action teams at Teachers College, Columbia University focusing on increasing literacy and positive approaches to student behavior which are then turn-keyed to other teams.
- Teacher teams meet weekly and engage in collaborative inquiry on curricula, assessment and pedagogy. For example, one team was modifying tasks on common assessments. Teams meet by content area, grade level and subgroups. Gains in four year graduation rates by sub-groups is evidenced among Black and Hispanic males (whole group and lowest third) where the school attained the second highest tier city-wide, with 75% of Black and Hispanic males graduating in four years.
- Data inquiry teams analyze credit accumulation and examination results to determine supports needed, such as tutoring or parent outreach. This inquiry process has bolstered the credit accumulation for lowest third of second and third year students to the second highest tier in the city with over 70% of students earning 10+ credits.
- Shared leadership is evidenced by team leaders, teacher-led department meetings, teacher led-faculty meetings, assistant principal led meetings to provide professional growth opportunities for all. For example, a teacher-led workshop focuses on technology integration using Google Docs while another group explores questioning and discussion techniques.
- The school has implemented a Best Practice committee to address and share best classroom practices, research-based strategies and curricular needs. Teachers welcome the opportunity to collaborate and reflect because as one teacher stated, “there is always room for improvement.”

According to written feedback from the 2014-2015 PPO, Domain 4.2 was cited; although teacher teams have distributive roles and they hold planning for the unit of studies based on student needs, there is no standard protocol used for systematically analyzing key elements of classroom practice and student work resulting to improved teacher practice.

During the 2015-2016 school year, Teachers and Administration will focus on working together to design a schedule that best meets the needs of students, teachers, and the school. Using the recommendations of the departments as a guide, the administration will then schedule Professional Development, Parent Engagement, and other professional work as the schedule allows.

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, M measurable, Achievable, Relevant, and Time-bound.

By November 2015, 90% of all departmental subject-level teachers’ schedules will include Teacher Common Planning Time.

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>To implement the inclusion of the re-purposed workday as per the 2014 UFT Teacher’s Contract, Thomas A. Edison CTE High School will request approval for a School-Based Option to implement an alternative 2015-2016 Bell Schedule, effective September 2015 through June 2016 (as allowed for multi session High Schools), for the purpose of including time for Professional Development, Parent Engagement Activities, and other professional work.</p>	<p>Teachers APs</p>	<p>9/15- 6/16</p>	<p>Principal APs Teachers PD Committee</p>
<p>Teachers will collaborate, share feedback and fine-tune their developing student assessment systems, including exhibitions, portfolios, and design projects, as well as recognizing the complexities involved in developing new forms of assessment. This collaborative reflection will help educators design and refine their assessment systems, and supports higher quality student performance.</p>	<p>Teachers</p>	<p>9/15- 6/16</p>	<p>Teachers</p>
<p></p>	<p></p>	<p></p>	<p></p>
<p></p>	<p></p>	<p></p>	<p></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.

- Per Session for teachers
- OTPS Funds to Provide PD

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

	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.

By February 2016, PD attendance statistics, adherence to the Parent Outreach, Office Hours and Other Professional Work tasks connected to the Teacher Common Planning Time departmental schedule will be assessed to ensure compliance with the Professional development schedule.

Development and ratification of a School Based Option aligned to the repurposed Teacher Workday plan and strategies aforementioned.

Teacher Departmental Teams Teachers / Departmental Coordinators and Principal/Assistant Principals and the Professional Development Team meet during the school day, as well as once per month after school to evaluate the effectiveness of the PD schedule and whether subject level departmental goals are being achieved.

Teachers are engaged in the process of using Data Assessment Tools on a daily basis as part of their regular practice of interacting with our Learning Management System. Specific Professional Development Sessions and have been developed and are being used to model and capture proper usage of these Data Tools amongst the aforementioned constituents.

Teachers are engaged in the process of using our Learning Management System and Data Assessment Tools on a daily basis as part of their regular practice of encouraging students to do their best and develop rigorous and meaningful academic goals. Specific Professional Development Sessions have been developed and are being used to model and capture proper usage of these practices amongst the aforementioned constituents.

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.

Based on the 2013-2014 NYC School Survey, 79% of teachers felt that the school leaders provide time for collaboration among teachers, as well as give regular and helpful feedback about teaching and only 68% of teachers feel supported by the Assistant Principals of the school.

Part 2 – Annual Goal

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

By May 2016, 100% of all observations will be completed in the advanced system.

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>Monthly meetings will be held with Assistant Principals to guide and integrate the instructional focus, along with citywide expectations in every classroom, as well as</p>	<p>APs</p>	<p>Monthly</p>	<p>Principal</p>

Implement a yearly calendar that outlines specific time lines regarding the submission of documents	APs	Within two weeks of being observed	Principal

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.

- Per Session funding for Supervision

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.

By February 2016, 60% of observations will be complete and by April 80% will be complete. The Principal will monitor the Advance Observation Dashboard monthly to ensure that observation completion is on track.

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.

• 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.

Pursuant to the results of our parent survey, parental involvement was identified as an area in need of improvement as only 44% of parents reported that they are involved in the school community. After examining scholarship reports, reviewing our parent and student surveys, and speaking with staff it was determined that family and community outreach is in need of improvement. Parental engagement is vital to tracking student data and assisting students in the bottom third of every grade. Their involvement will assist us in fostering a collaborative culture in which teachers, parents, students and the administration will work together to help our entire school community succeed.

Based upon feedback from parents and students who are new to the school, there has been a great deal of misinformation provided to students by Middle School counselors regarding the selection of shop classes and other procedures when applying to our school. This is evident based upon the number of complaints received each year from parents and students because they receive incorrect information from their Middle Schools.

School staff also identified integrating alternately assessed students with disabilities into the fabric of our school as an area in need of improvement. This is evident through their lack of involvement in student leadership and community organizations in our school.

Strengths:

- Ability to create partnerships in alignment with our instructional vision.
- Willingness to devote instructional time to community integration in order to enhance cognitive and social development.
- Programming to engage students with off-site activities and interests.
- A school culture that promotes a family oriented environment.
- PTA willingness to collaborate with administration to provide workshops and services to the entire school community.

Challenges:

- Increasing parental awareness and participation in school events.
- Enhanced parent communication including but not limited to direct mailings, mass text messages, periodic telephone contact with their child’s adviser and instructional staff.
- Increasing awareness of Middle School administration and staff of Thomas A. Edison CTE High School’s programs and policies.

Part 2 – Annual Goal

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

By June 2016, parental participation in school-provided family related information sessions will increase by 3% as measured by attendance sheets.

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>Create an interdisciplinary outreach program including student leadership, general education students, students with disabilities, teachers, and administration to provide support and assistance to the community.</p>	<p>Community</p>	<p>9/15-6/16</p>	<p>Students Teachers APs</p>
<p>Reach out to local Middle High Schools to arrange for school visits and open houses. We will offer six open houses to provide information to middle school parents, general education students as well as students with disabilities.</p>	<p>Community Parents Students</p>	<p>9/15-6/16</p>	<p>Principal APs Guidance Teachers</p>
<p>Offer school tours and informational sessions to middle school counselors and administrators to provide them information about</p>	<p>Community</p>	<p>9/15-6/16</p>	<p>Principal</p>

our school's programs and requirements. This will help all stakeholders to better understand the existing culture, policies and procedures when applying to Thomas A. Edison CTE H.S.	Parents Students		APs Guidance Teachers
Guidance counselors and administrators will go to PTA meetings. We will use mass e-mails, fliers, phone master, individual personal phone calls, the school website, and social media to inform parents about PTA meetings. In addition, all information will be translated into the various languages of the families in our school community.	Parents	9/15-6/16	APs Guidance

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.											
<ul style="list-style-type: none"> • Teacher, Guidance Counselor, and Supervisor Per Session to provide workshops for parents • OTPS funds for supplies, software, and equipment 											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21st 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.
As noted on PTA attendance sheets, one administrator and/or Guidance Counselor will attend a PTA meeting monthly
Through monthly monitoring of Phone Messenger data, by January 2016, it is hoped that 90% of all parent contact information will be correct and updated to ensure that all pertinent information is received.
By February 2016, 50% of at risk parents will be conferred with. This will be monitored through the monitoring of Guidance and Teacher sign-in logs
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)	Student(s) identified through Guidance referral Failing Grade in Course IEP	Student(s) identified through Guidance referral Failing Grade in Course IEP	Double period classes of read aloud, think aloud, and talk aloud. Classroom instruction with 1 Gen Ed English teacher and 1 ISS teacher. Supplemental classes in which students are offered the opportunity to practice reading/writing skills across the content areas. Small group instruction and individualized tutoring. Small group instruction.	During the school day and Saturday school .
Mathematics	Student(s) identified through Guidance referral Failing Grade in Course IEP	Tutoring and Supplemental Advanced Placement calculus class	Peer-to-peer tutoring, teacher tutoring and additional instructional period(s).	During the school day and before the school day.
Science	Student(s) identified through Guidance referral Failing Grade in Course IEP	ICT (Integrated Collaborative Teaching), Science Honor Society, Tutoring, and Circular 6 assignment	Classroom instruction with 1 Gen Ed Science teacher and 1 ISS teacher. Peer-to-peer tutoring, Teaching tutoring, One-to-one tutoring, and Small group tutoring.	During the school day and on Saturday
Social Studies	Student(s) identified through Guidance referral	ICT (Integrated Collaborative Teaching), Tutoring,	One-to-one tutoring, Peer-to-peer tutoring, Teacher	During and after the school day and Saturday. Two

	<p>Failing Grade in Course</p> <p>IEP</p>	<p>In-class preparation, Teacher professional development</p>	<p>tutoring, Accommodate students with resources, sample exams and review books, Teacher instruction focus on State curriculum, Edu-game software utilized in the classroom, Ongoing meetings on test-taking strategies and topics that appear on exams, On-line course, After school courses, Classroom instruction with 1 Gen Ed Social Studies teacher and 1 ISS teacher.</p>	<p>weekends of intense preparation focused on regents.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>During and after the school day and Saturday. Two weekends of intense preparation focused on regents.</p>	<p>Individual counseling and/or group counseling, Tutoring, Interdisciplinary meetings, Access of records and</p> <p>Referrals, 504 accommodations, and Interventions.</p>	<p>Services are provided based on assessment of data culled for each student and response to referrals made by other professional staff members. Report cards, transcripts, attendance and deans' records are reviewed to identify strengths and weaknesses.</p> <p>Weaknesses are addressed with student</p> <p>and/or parent. Peer-to-peer tutoring. Teacher tutoring. Meeting with guidance counselor, student, parent, and on occasion, staff member. Teacher, student, parent, social worker and psychologist</p>	<p>During the school day, after school (PM school) and Saturday</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.
Although we have over 90% of highly qualified teachers, we will continue to reach out to obtain only those teachers that are qualified to teach in New York City. This includes attending job fairs, as well as reaching out to our Human Resource contact in our Network. We have developed a strong relationship with the local colleges and have increased our student teacher program. We will continue to work with our industry partners.

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).
Professional Development is ongoing for our entire staff. The focus is questioning, student engagement, assessments, and common core mini tasks. Staff is trained by outside vendors, as well as by the administration. We also utilize our CFN to assist in planning high quality professional development to meet the needs of our staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Teacher teams meet weekly to analyze student work, create and evaluate common assessments and adjust instruction according to the student's needs
- Teachers comprise a professional Development Committee in which they survey the teachers to determine the various needs of the faculty. The suggestions then guide a number of Professional Learning sessions throughout the school year.
- In addition, teachers have access to the UFT Teacher Center where professional materials related to the various Professional Learning topics are shared with the teachers

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	856,772.00	X	See Action Plan
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	10,997,702.00	X	See Action Plan

¹**Explanation/Background:**

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

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

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

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

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)

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. **Thomas A. Edison Career and Technical 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. **Thomas A. Edison Career and Technical 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)

Thomas A. Edison Career and Technical 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>Thomas Edison CTE High School</u>	DBN: <u>28Q620</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" 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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The students reading and writing skills will be strengthened through a small group instruction session. These sessions will include listening, speaking, reading and writing with the focus of the sessions being reading and writing. Close reading and the use of evidence-based textual information will be emphasized during the small group sessions. In addition, through the use of graphic organizers, students will be taught strategies to improve their comprehension skills. The information contained in the graphic organizers will then be cited in their written text. In addition, students will be taught the conventions of the English language; this includes grammar, capitalization, and punctuation. Students will also be instructed on sentence structure, the organization of paragraphs and essays. All grade levels will be served. Students who scored a Level Two on their Grade 8 ELA exam will be included in this small instructional group. Students will meet twice per week on an ongoing basis throughout the school year. All classes will be taught in English, as these students are registered in an ESL program. The program will be manned by four teachers - two of whom are licensed ESL teachers, one who is a licensed English teacher and one who is a licensed social studies and Special Education teacher. With their knowledge and years of experience, these students will receive the highest quality education with individualized attention. Various materials will be used for this program. These include short stories, graphic organizers, and templates for essays. Lessons from the Achieve 3000 will also be used in this program.

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: _____ Teachers have participated in and will continue to participate in a number of Professional Development activities. On Thursday, October 16 _____ th _____, the ESL teacher attended the Title III Training at Long Island City High School. This was organized by the Office of ELLSS. The workshop reviewed information such as: allocation, priority areas, intents and purposes as well as a supplemental program plan. Our ESL teacher will also attend a workshop that will be held on December 5, 2014 at the New York Historical Society. This will be presented by NYS/NYC Regional Bilingual Education Network at Fordham University. The topic of the workshop is "Integrating Informational Text in the ESL/Bilingual Classroom" and "Immigration: America Begins in New York" (for Grades 6-12). In addition, we are hoping to send a team to "Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension for Grades 6 through 10. This professional development will take place on November 13 _____ th _____ from 9:00 a.m. to 3:00 p.m.

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: At the beginning of the school year, parents were invited to attend an Orientation Session, which introduced them to the school, its administration and policies. Parents were welcomed to the school and informed of various people they should contact for questions and assistance. In addition, parents will be invited to attend various workshops focusing on college admissions for English Language Learners. Topics to be discussed include the admissions process as well as financial aide.

Part E: Budget

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

Allocation Amount: \$11161

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 	<u>\$4,453.80</u> <u>\$ 742.30</u> <u>\$ 742.30</u>	<u>This will cover the per-session salaries of the licensed ESL and content area teachers for small group instruction.</u> <u>These monies will be used to underwrite the cost of sending the teachers to the professional development sessions that were listed.</u> <u>These funds will be used for various Parent Engagement activities.</u>
Purchased services <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. 	<u>\$2,232.20</u>	<u>There will be a number of materials purchased through these funds. Included will be Scholastic magazine and a number of licenses for Achieve 3000</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

Part E: Budget

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

Allocation Amount: \$11161

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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 28	Borough Queens	School Number 620
School Name Thomas Edison C T E HS		

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 Moses Ojeda	Assistant Principal Patricia Minogue
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Ismene Petroustos	School Counselor Kristin Bellomo
Teacher/Subject Area Nancy Lavin/English	Parent Shariffa Doman
Teacher/Subject Area	Parent Coordinator N/A
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Juan Mendez	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	2159	Total number of ELLs	29	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	29	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	18
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	13

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	10	2	3	6	1	4	13	0	11	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

* 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

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										9		4	1	0
Chinese										1		2		0
Russian														0
Bengali										4		2		0
Urdu														0
Arabic												1		0
Haitian											1			0
French														0
Korean														0
Punjabi										1	2			0
Polish														0
Albanian														0
Other SX										1				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)										3	1	4		0
Emerging (Low Intermediate)											2	1		0
Transitioning (High Intermediate)										1		1	1	0
Expanding (Advanced)										12	2	1		0
Commanding (Proficient)										1				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										13	11	7	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	1		0	
Integrated Algebra/CC Algebra	9		6	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	2		0	
Living Environment	7		4	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3		0	
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Once identified as English Language Learners they are enrolled in the ENL class. In addition, Skedula is consulted for each student's academic history; this includes their 8th grade scores in ELA and math. In addition to the above data, the students' transcripts are consulted to review the results of each student's Regents exams. Students' programs are then checked to ensure they are properly programmed into classes where differentiated instruction is a priority. In addition, they are offered assistance in preparing for the Regents exams for which they are scheduled to sit in January or June.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
After reviewing the NYSESLAT data, it is evident that at least half of the students scored in the proficient range for the listening/speaking segment of the exam. In contrast, a limited number of students scored "Commanding" in the reading/writing modalities. Historically, at our school, General Education ELLs tend to test out sooner or achieve higher scores than ELLs with disabilities. More specifically, Alternate Assessment ELLs tend to show the least growth compared to ELLs who are Self-Contained or ICT or General Education. The 2015 NYSESLAT showed a change to that trend. The majority of ELLs that tested out were students with disabilities and several were long-term ELLs. As for the administration of the NYSITELL, we did not have any students that were eligible for testing in the years 2013-2014 and 2014-2015. We did administer the NYSITELL this September (2015) to one student, a new student from Bangladesh, who had attended an English-medium school in his country, and tested Commanding. We continue to monitor that student's academic performance for the duration of the 45-day period.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO 1 is used to indicate students who have made progress, while the AMAO 2 indicates those students who have scored Commanding on the NYSESLAT Exam. This helps to guide instruction in the ENL classroom.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns across proficiencies and grades show that the majority of our beginners are enrolled the 2017 graduating class. The 2014 graduation class closely followed this. In addition, the majority of Intermediate students fall into the upper-class enrollments. The 2015 Commanding ELLs are predominantly ninth-graders. In further reviewing the NYSESLAT results, it is noted that overall, the students scored higher in the listening/speaking sections of the exam in comparison to the reading/writing sections. Finally, in reviewing the New York State Regents Exam results, no exams were taken in the students' home languages. Therefore, there cannot be a comparison of tests taken in English with those taken in the students' home languages. Based on these results, the English Language Learners are experiencing some difficulty in passing these exams. More concentration needs to be placed on this area. Results of the ELL periodic assessments are shared with teachers, most notably with the English teachers. In reviewing the data, the school has learned that the ELL students fare better in the speaking and listening skills than in the reading and writing skills. Finally, the home language is occasionally incorporated into the program when needed. For example, paraprofessionals are occasionally asked to translate information such as vocabulary words. In addition, if communication with a parent or guardian is needed, the paraprofessionals are often asked to communicate messages to the parents/guardians.

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*.]

N/A

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

There are a number of ways in which the students' second language development is considered in instructional decisions. The ENL Coordinator is responsible to research and determine the home language for each of the students. This is kept on record for future use. In addition, the following resources are incorporated into the program so that the students are comfortable with both their native language and the English language. These include: (1) dictionaries in the students' native languages, (2) downloaded glossaries from the students' native languages with a direct translation into English, (3) use of strategic homogeneous linguistic grouping. In addition, a number of students are guided through content area classes with the assistance of a bilingual paraprofessional who assists them by translating concepts into their native language when necessary. Additionally, the ENL teacher/coordinator has acquired content area texts that mirror the books that the ELL's use during the course of their school day. Along with the above information, the ELL students' data is checked for SIFE status. The students are interviewed and their files are reviewed. Once the student is performing at or above the Transitioning/Intermediate level on the NYSESLAT, the status is removed.

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 of the ESL program is first evaluated on the results of the NYSESLAT Exam. During the course of the years, students have successfully met the rigorous criteria of the exam, and many have been designated Proficient/Commanding. This has helped our school meet the AYP goals on our school's report card.

Part IV: ELL Identification Process

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

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

The parent and the students are initially interviewed by Ms. Petroutsos, a licensed pedagogue, preferably the ENL coordinator, using a qualified interpreter if needed. The parent is given the HLIS. If the student's home language is English, the identification

process terminates. If the student is determined (as outlined in the ELL Policy and Reference Guide) to have a home language other than English, the process continues. The home language information is entered into the designated ATS screen, and the complete HLIS is placed in the student's cumulative file. Ms. Petroustos, who is a trained pedagogue then determines NYSITELL eligibility by conducting an in-depth interview with the student in the home language and in English, and by administering grade appropriate, informal school-based assessment in reading, writing, and math in both English and the home language. If the student is determined to be ineligible to take the NYSITELL, the ELL identification process terminates. If the student enters with an IEP, then the Language Proficiency Team determines NYSITELL eligibility, as per the ELL Policy and Reference Guide. If the student is determined to be NYSITELL eligible, the test is printed, administered, and scanned within ten school calendar days. If the student's home language is Spanish, and the student is identified as ELL based on NYSITELL results, the student is administered the Spanish LAB during the same ten-day window. If during the process there are indications that the student may be SIFE, then the student is administered the Oral Interview Questionnaire and the LENS within thirty school days. Initial SIFE status is indicated on the appropriate ATS screen within thirty days of initial enrollment.

The ELL identification process is followed for any student who enrolls in our school as a new entrant to the New York City Department of Education, or reenters after having been enrolled in a school outside New York City for two or more years.

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).

If, during the ELL Identification process, there are indicators that the student may be SIFE, as described in the ELL Policy Guide, the student is administered the SIFE questionnaire and the LENS within thirty days of enrollment. In addition, the ENL teacher, Ms. Petroustos, evaluates the students' performance, written work and interaction with text in the home language and in English. The student's work is monitored for a year, and the initial decision is modified and the SIFE status is removed if the student scores transitioning or above on the NYSESLAT

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 ELL identification process is followed with new or reentering students with IEP's. The Language Proficiency Team determines NYSITELL eligibility, considering the result of the process up to that point as well as information provided by the CSE committee. The Language Proficiency Team determines whether the student has English language acquisition needs or whether the student's disability does not allow the student to demonstrate proficiency in English. If the Language Proficiency Team determines that the student has English language acquisition needs, the student is administered the NYSITELL. If not, the decision is sent to the principal for review. Based on the principal's decision, the student is administered or not administered the NYSITELL. Information is provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on this, the Language Proficiency Team (LPT) must make the determination whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the recommendation is rejected, the NYSITELL is immediately administered to the student. In contrast, if the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within three school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has ten school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has five additional school calendar days to administer the NYSITELL and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

The school informs parents of the results of the NYSITELL and ELL status using one of the NYCDOE standard parent notification letters (entitlement or non-entitlement) in the parent's preferred language. One copy is given to the student in a sealed envelope, and one copy is mailed home. In addition, we include a tear-off section that the parent must sign, date and return to the student's ENL teacher. The ENL teacher files copies of those receipts, and places the original in the student's cumulative folder. If the parent neglects to return the letter, we follow up with phone call to the home with the help of our paras and other bilingual personnel. Ms. Petroustos, the ENL Coordinator, is responsible for this process.

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

Parents are informed of their right to appeal ELL status within 45 days of enrollment. This correspondence is written in the parents' preferred language. If they believe that their child was misidentified as an ELL, they must make their request in writing to have the

identification process repeated. The Re-Identification Process must be completed within ten school calendar days of receipt of the written notice from the parent. However, if the CSE must be consulted, the process must be completed within twenty school calendar days. Once the school receives the written request to initiate the Re-identification Process, the school reviews all documents related to the initial or reentry identification process. The school reviews the student's work in English and in the home language. The school may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances should the Re-identification Process include a second administration of the NYSITELL. Also, the school consults with the parents or guardians. The original letter from the parent or guardian is kept on file in the student's record folder.

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

Parents are invited to our orientation meeting within the first ten days of school attendance. The three program choices are explained to the parents/guardians through the use of the NYCDOE video and interpreters. Also, Ms. Petroutsos, the ENL Coordinator, Ms. Minogue, the Assistant Principal and Principal Moses Ojeda are present to further explain the programs and offer assistance to the parents/guardians. In addition, a letter in the parent's/guardian's preferred language is sent to the home explaining the three choices in the parent's preferred language, and with a tear-off section to be signed, dated, and returned to the school. After a parent/guardian is informed of all three program models at the parent orientation, the parent/guardian is given a Parent Survey and Program Selection Form in the parent's/guardian's preferred language. On this form, a parent can indicate his/her program choice. The parent must return the complete and signed form within five school calendar days. If the parent or guardian does not return the form within the five school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school documents all attempts to gather initial parent selection preference forms. Documentation is maintained by the ENL coordinator in the students' files. Should a TBE/DL program become available, parents would be informed via their preferred language and English.

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.

Parents/Guardians are asked to complete the response form for the program choice immediately after viewing the videos. If the parent or guardian wishes to return the form at a later time, they are reminded that it must be returned within five school calendar days. These letters are sent in the parent's preferred language. If the parent or guardian does not return the form within five school calendar days, the student must be placed in a bilingual program, if one exists at the school; otherwise, the student is placed in ENL. The school's ENL Coordinator will make several attempts to remind the parents or guardians of the parent selection preference. A tear-off section with each letter that is to be signed, dated, and returned with the student is also part of this process. This documentation is filed in the student's permanent record folder. Should a TBE/DL program become available, parents will be notified via their home contact information. This will be sent to the parent or guardian in his/her home language preference and English.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Letters are sent to the parents or guardians in the parent's preferred language and one copy is retained for the school's records. A tear-off section is to be signed and dated by the parent or guardian and must be returned with the student. Ms. Petroutsos, the ENL Coordinator monitors the return of the forms. If a form is not returned promptly, the home is contacted by the ENL Coordinator. Should further outreach be needed, the Guidance Counselors will be informed and asked to contact the parent or guardian. All returned forms are filed in the student's cumulative file.

9. Describe how your school ensures that placement parent notification letters are distributed. Letters in the parents' preferred languages are sent home. A tear-off section with the signature and date is returned to the ENL Coordinator, and copies are retained for the school's records in the students' cumulative file. Should additional parent outreach be needed, the ENL Coordinator, Guidance Counselors and/or administrators communicate with the parent or guardian.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of letters in the parent's preferred language are retained in the students' cumulative file folders. A copy of the signed and dated letter is returned to Ms. Petroutsos, the ENL Coordinator, who maintains these records. These records are made available to the

administrators, guidance counselors and teachers.

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.

Each year the students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) during the spring term. The roster of candidates for this exam is based on the RLAT, an ATS Report. All interested parties, including the student, parent/guardian, and teachers are informed of the time and date of the administration of this exam. A team of trained professionals, under the direction of the ENL Coordinator, are enlisted to assist with the administration of this exam. The speaking segment of the exam is administered individually to the students by this team; they are also responsible for the scoring of this section. The listening, reading and writing components are administered in group settings on various dates. The assistance of the team members is again solicited to score the writing segment of the NYSESLAT. Two readers are required to score this section of the test. The listening and reading segments of the exam are scored by an outside agency. Should a student not appear for the exam, his/her home is contacted and arrangements are made for the student to sit for the exam. ATS reports are reviewed to ensure that all eligible candidates have been administered the NYSESLAT exam. Should a student miss any part of the exam, the parent/guardian is contacted and a make-up date is discussed.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters in the parents' preferred languages are sent home and copies are retained in the student's cumulative record folder. A tear-off section with each letter that is signed, dated, and returned with the student to the ENL Coordinator. This is kept in the student's cumulative record folder.

The ENL teacher, all teachers, and the Guidance Counselors have access to these records.

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).

As in the past, the parents have requested the Freestanding ENL Program. If a parent should not accept this program, they would be directed to the nearest public high school which houses the program of his/her choice. As previously stated, the parents have requested that their children be enrolled in the Freestanding ENL program which is offered at our school. At the high school level, there must be twenty or more students of the same home language and on the same grade level to open a bilingual program. As our school does not have the sufficient number of students of the same home language and on the same grade level who have requested a binlingual program, one does not exist in our school. Should a parent adamantly want a bilingual program, the request would be sent to ELLProgramTransfers@schools.nyc.gov. As the trend in parent choice has always been ENL, students have always been placed into an ENL program. However parents were informed of other models, should they prefer one of these.

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.

Students are homogeneously divided into two Stand-Alone self-contained programs. The first is for the Entering (Beginning) ENL students, the second is for the Emerging (Low Intermediate) ENL students. Each of the Entering students receives one unit of study in ENL, one unit in Integrated ENL and one unit of study in Stand-Alone ENL or Integrated ENL in a Core Content Area. In addition, each of the Emerging ENL students receive .5 units of study in ENL, along with one unit of study in ENL/ELA and .5 unit of study in Stand-Alone ENL or Integrated ENL in a Core Content Area. For the Integrated ENL, students are grouped per grade level and subject area. A push-in model is observed with an ENL teacher moving to the classes.
 - 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)?

During the course of one week, the Entering (Beginning) ENL students are required to sit for one unit of study in Stand-Alone ENL, a second unit of study in ENL/ELA and a third unit of study that can be either Stand-Alone ENL or Integrated ENL in a Core Content Area. Similarly, during the week, the Emerging ELL student is required to sit for .5 unit of study in a Stand-Alone ENL, one unit of study in ENL/ELA and another .5 unit of study that can be either Stand-Alone ENL or Integrated ENL in a Core Content Area. In the Transitioning Program, the student is required to sit for .5 unit of study in ENL/Core Content Area and .5 unit of study that can be either a Stand-Alone ENL or and Integrated ENL in a Core Content Area during a week. Next, the Expanding Proficiency Level requires the student to take one unit of study in ENL/Core Content area each week. Finally, those students who are rated Commanding must continue to receive services for an additional two years. Therefore, these students must receive .5 unit of study per week of Integrated ENL in ELA/Core Content Area or other approved Former ELL services for two additional years. (The other services include those approved by the NYS Commissioner that monitor and support the student's language development and academic progress.)
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.

The ENL teacher utilizes the following materials:

(1) For World History, a set of materials based on the "Patterns of Interaction" Series, used in our Social Studies Department. It includes (1) (a) a Reading Study Guide in English, (b) a Reading Study Guide in Spanish, (c) a multi-language glossary. (2) The "Access-Building Literacy Through Learning" Series for World History, Science, and ELA. (This includes textbooks, activity books, assessments and overhead transparencies.) (3) For US History, Ann Uhl Chamot's Land, People, Nation that implements the CALLA approach to learning English. (4) Science and Social Studies related units from the Reading A-Z computer program. The ENL teacher was trained in the SIOP model, and learned to incorporate a language focus together with a content focus. (5) The ENL teacher utilizes Educator Resources available through the Division of ELLs in partnership with the American Institute for Research. The units are Common-Core aligned, and intended for the various proficiency levels, and showcase challenging texts in ELA and the other content areas.

Content subject areas are given glossaries in each subject area. In addition, dictionaries in each language are available in the various native languages. Computers are housed in the ENL classroom. Students are encouraged to use these computers to research material in all subject areas. Students are permitted to use their native language when researching in the various subject areas. Again this year, one of Edison's initiatives is to increase students' vocabulary. Therefore, students are required to maintain a vocabulary section in their notebooks for all classes. To complement this, word walls are found in all classrooms. Vocabulary is previewed daily before reading the text. Also, many visuals can be found in the ENL classroom. These include maps of Asia, the United States, and the world. In addition, students are encouraged to attend lunch-time tutoring as well as Saturday School enrichment classes. The standards of the Common Core are met through various methods. As with the rest of the school population, the English Language Learners are required to participate in Common Core research projects in which they are obligated to compose an argumentative essay. In addition, students are required to read demanding texts as well as submit rigorous

assignments. Some of the texts that are incorporated into the lessons include: Scholastic Magazine, Making Connections 1, 2, and 3, America: See Historia, Visions, Stories We Brought with Us, Reading Guide in English and Spanish, and Patterns of Interaction. Students also have use of individual iPads while in the ENL classroom or while in an Integrated ELA classroom. Students have met with success through the scaffolding that is provided by the highly qualified ENL teacher.

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

N/A

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

ELLs are evaluated in the four modalities with the NYSESLAT exam each Spring. Throughout the year, ELLs are assessed on an ongoing basis using teacher-created formative and summative assessments that include read-alouds, listening tasks, oral presentations, and a variety of reading and writing tasks such as completing graphic organizers to monitor comprehension of text paragraph and essay writing and tasks that monitor vocabulary acquisition. Within the Content Subject areas as well as the ENL classes, students are formally tested at least twice per marking period.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a) For SIFE students, their native language is incorporated into the lessons. Books and materials such as writings by Sandra Cisneros are included in the lessons. These materials help to promote literacy in both languages. In addition, a bilingual paraprofessional works with the SIFE students in all content areas.

b) The learning environment for ELLs in school less than three years ensures that the materials are relevant. Graphic organizers are used to advance their writing. Curriculum planning immerses students in language activities that incorporate listening, speaking, reading and writing on a daily basis. Academic language is used to help students prepare for Regents exams. Units that include cultural elements are included in the curriculum. Weaker students are assigned buddies to facilitate their learning and increase their self-confidence and comfort level. Computers, dictionaries in native languages, word walls that foster word recognition and reference encyclopedias are accessible in the classroom. Additionally, assessment results are analyzed to determine student strengths and weaknesses in order to design support based areas of need.

c) For ELLs receiving service 4 to 6 years, more writing, advanced reading, and oral presentation projects to improve speaking skills are integrated into the curriculum. Based on Skedula data, results from previous grades are considered and collaborative groupings are varied to address the diversity of learning styles, cultural backgrounds, and educational experiences. Tutoring during lunch periods and Saturdays is also available and encouraged. Computers, dictionaries in native languages, word walls, and reference encyclopedias are accessible in the classroom.

d) The curriculum for Long-Term ELLs provides for the teaching of test-taking, study and organizational skills. A further goal of instruction is to familiarize the students with the formal state assessments that measure progress toward English proficiency. Students are encouraged to attend tutoring during lunch periods and Saturdays.

e) Former ELLs who have recently exited the program (in years one to two after testing proficient) are provided with specific testing accommodations for all exams. This includes classroom tests as well as standardized exams. These students are permitted to take all exams in a separate location. In addition, they are given time and a half for all exams as well as standardized tests. Finally, a program to assist these students is being developed; this class will meet twice per week to offer former ELLs the support that is needed to maintain success in their academic programs.

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.

Beginning this school year, a student who has undergone the ELL Identification Process may go through the ELL Re-Identification Process. The Re-Identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request within 45 school days of enrollment that the ELL Identification Process be administered a second time. This process may be utilized for students who have a home language other than English and are ELLs and non-

ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian, a student's teacher, (with written consent from the parent or guardian), or a student of 18 years of age or older. The Re-Identification Process must be completed within ten school calendar days of receipt of the written notice; however, if the CSE must be consulted, the process must be completed within twenty school calendar days.

The Re-Identification Process consists of the following steps: (1) School receives written request to initiate the Re-Identification Process, (2) School reviews all documents related to the initial or reentry identification process, (3) School reviews the student's work in English and in the home language, (4) School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. However, a second administration of the NYSITELL cannot be administered. (5) School consults with the parent or guardian, (6) School conducts and reviews the results of a school-based assessment, administered by the ENL Coordinator, (7) The ENL Coordinator consults with the Committee on Special Education if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English, (8) Based on the recommendation of the ENL Coordinator and other qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older), If the recommendation is not to change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues, (9) Upon receipt of the signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (18 yrs of age or older), the relevant documents and recommendations are sent to the superintendent (or designee) for review and final decision, (10) Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if 18 years of age or older) in the parent's preferred language within ten school days of receipt of documentation from the principal. If the decision is not to change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly, (11) All notifications and relevant documents must be kept in the student's cumulative folder.

Between six and twelve months from the date of the superintendent's notification to the principal, parent, guardian and/or student, the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian and the student. If the principal, based on the recommendation of qualified personnel such as the ENL Coordinator and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same six to twelve month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within ten school calendar days.

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?

In addition to working closely with the ISS/Life Skills teachers, the ENL teacher uses various materials and strategies to provide access to academic content areas as well as accelerate English language development. This includes a class subscription to Easy English News as well as Scholastic Magazine. The ELL students will be working on a Common Core project. For this project as well as other tasks, graphic organizers are included in the lessons. Rosetta Stone will be utilized this year for the Entering students. Various strategies listed below are also incorporated into the lessons. Additional strategies include scaffolding as well as the use of the paraprofessionals to assist students when necessary as well as pairing struggling students with those who are adept in various academic areas.

There are some students whose IEP require a paraprofessional to accompany them. These paraprofessionals work closely with the ENL teacher and their assigned student. The ENL teacher is aware of her students and their programs; she is an advocate for their interests. As such, she ensures they are receiving the best possible educational experience.

A diverse number of materials and strategies are utilized in the classrooms.

For the Integrated classes, these include:

- * Dictionaries for English Learners
- * Translated versions of Shakespeare's works
- * i-Pads to access those versions
- * Graphic Organizers
- * Providing sentence stems for writing and speaking
- * Modeling writing: shared/guided writing with sentence frames to support writing
- * Analyzing sample texts to provide models for writing

- Chart
- * Deconstructing complex sentences to support text comprehension
 - * Think-Pair-Share to reinforce listening/speaking
 - * Homogeneous/heterogeneous grouping
 - * Modeling the seven habits of fluent readers
 - * Vocabulary connections/cognates
 - * Vocabulary word families/parts of speech
 - * Vocabulary morphology (using prefixes and suffixes to determine meaning)
 - * Maintaining vocabulary logs

An after-school program providing additional support for the ENL students was initiated. ELL and former ELL students were given this support when preparing for Regents exams. The program included two content area teachers working with the ENL teacher in the room. Results were improved scores on the Global, US History and Government and English Regents Exams.

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

ELL-SWDs are programmed for the same ENL classes and general education ELLs, as per their proficiency level. SWDs are expected to complete the CCLS-aligned tasks that general education ELLs also complete. SWDs are supported through various methods: flexible grouping (heterogeneous and homogeneous), assistance from paraprofessionals or general education peers, scaffolding using a variety of graphic organizers, as well as teaching specific skills (i.e. citing textual evidence, quoting, paraphrasing, and summarizing) in preparation for completing a research-based task, and differentiation for content (usually text complexity), process (or a variety of graphic organizers) and product as appropriate. When recommended, the ELL-SWD student is enrolled in ICT classes to enhance their learning experience.

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)
Chart 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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

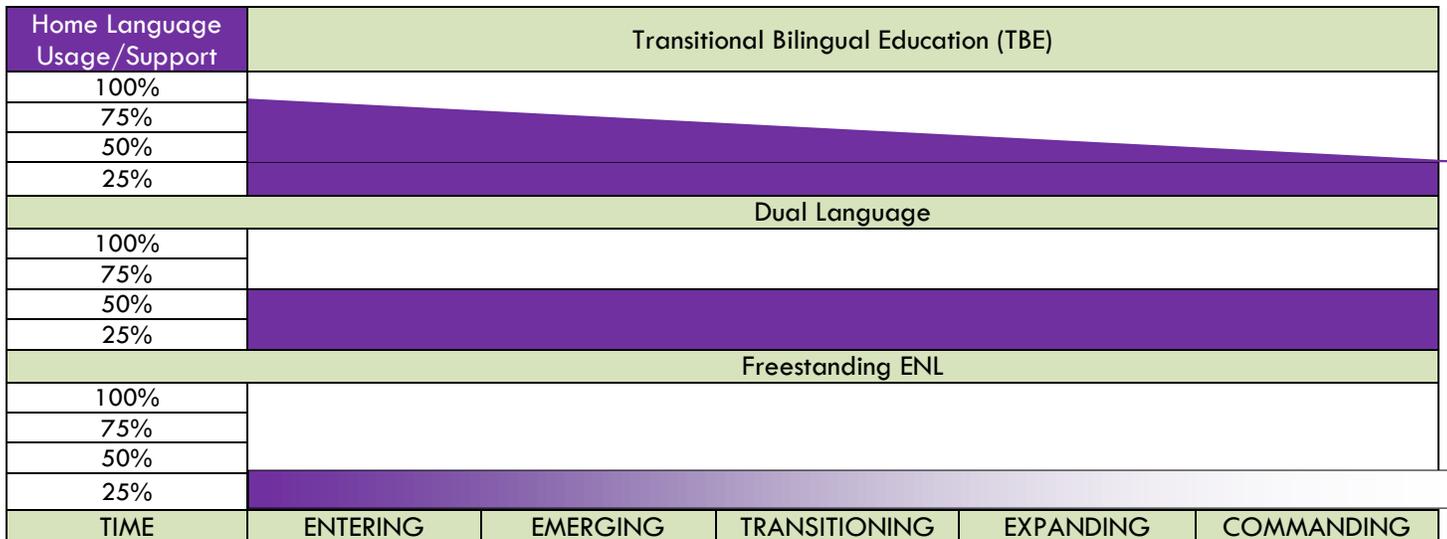


*Note: “other approved services” does not apply to New York City at this time.

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. ELLs who are also enrolled in the Life Skills program receive individual attention in all academic areas. In addition, a number of the ELL students are enrolled in 1:1 ISS classes in which they are able to receive additional individualized attention. Also, ELLs are encouraged to participate in tutoring sessions that are held after school as well as the Saturday School program. Included in the Saturday School Academic Program are classes that prepare the students for Regents Examinations, notably English, Global and US History and Government. An ENL teacher assists with the tutoring sessions. The ENL instructor continuously collaborates with the content area teachers, explaining the infusion of ENL strategies that can be incorporated into their classrooms. The teachers seek out her strategies when working with the ELL population. In addition, the ENL teacher tutors students during one of the students' lunch periods.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on the 2015 NYSESLAT Exam, several students scored Commanding and therefore exited the program. In addition, other students advanced within the various proficiency levels. The results of the Regents Exams show that additional work is needed in all content area subjects. Through Skedula, teachers are able to determine their ELL population. In addition, letters are sent to teachers at the beginning of the school year to inform them of the ELL students who are in their classes.
12. What new programs or improvements will be considered for the upcoming school year?
One new program that is being implemented is Rosetta Stone program, which will be incorporated in the the curriculum for the students who are at the Entering Level.
13. What programs/services for ELLs will be discontinued and why?
At the present time, we are not planning to continue the use of Achieve 3000, as for some students , most notably the Entering students, the work , though scaffolded, was too demanding and this limited their interest in the program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students, including ELLs are encouraged to attend tutoring sessions during their lunch periods as well as during the Saturday School sessions and after-school sessions. Parents are reminded of this unique opportunity via phonemaster messages, direct contact via phone conversations and outreach by the guidance counselors when necessary. In addition, ELLs are encouraged to participate in after school opportunities such as sporting events and clubs in order to enhance their high school experience and provide a well-rounded education for them. Notices are posted throughout the school and announcements are made on a daily basis. Also, parents are encouraged to attend all PTA meetings and they are especially encouraged to participate in the Orientation meeting for incoming students, which is held in late August, before the school year officially begins. At SLT meetings, parents continuously lobby for programs that include parents of ELL students. During the past year, parents of ELLs were invited to a special College Night in which topics such as the college application process, scholarships, etc. were reviewed with the parents. Interpreters for this program were available for this event.
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.
There are a number of instructional materials used to support ELLs in their classes. The ENL teacher has incorporated the use of a Smart Board in her lessons to directly support the students' academic achievement. In addition, students have access to iPads while in the Stand-Alone ENL class as well as in the Integrated ENL/ELA classrooms. They are encouraged to use this technology during the lessons. Recently, the ENL program purchased printers so that the students would have the ability to print their research and student work for their content area classes. In addition, the following materials are used to support the content areas: Scholastic Magazines, Making Connections 1, 2, and 3, McDougal Littell World History Glossary (Multi-Lingual Glossary), America: See Historia, Visions, Stories We Brought with Us, Reading Guide in English and Spanish, and Patterns of Interaction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In addition to the above, the English Language Learners have access to glossaries as well as dictionaries in their native languages. The ENL coordinator has reached out to other schools and obtained texts in some of the students' native language. Finally, IPAD's are used in class. Some programs that are included are bilingual dictionaries an app that allows them to locate words in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Various resources are incorporated into the ELLs' school day. Aside from the support given by the ENL teacher as she advocates for her students, the ELL population is subject to a number of resources such as those listed above. These materials are specifically designed to enhance the ELLs' lexile range as the pre-assessment determines the course of readings that will be presented to the students. In addition, some of the students are assigned a para-professional who assists them with various required tasks in the ENL classroom as well as those in the various content area classes.

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).

Before the beginning of the school year, the ELL students are invited to the school for a special orientation. The students are given a tour of the school and informed of the various academic programs that are available to them. In addition, they become aware of the extra-curricular activities in which the students can participate. Shortly before the start of the school year, the parents and students are again invited to the school to meet the administration of the school. During the meeting, they become aware of the expectations of each department and opportunities that exist for the students in the school. During the first few days in the building, the ENL coordinator welcomes the ELL students to the school. During the course of the school year, she guides the students through the challenges of the school year and helps them to meet success in their classes.

Recently, a new ELL student was admitted to the school. The principal interviewed the student and met with her parents. He then gave the three of them a tour of the school and introduced them to some of the new student's teachers.

19. What language electives are offered to ELLs?

Being Edison High School is a Career and Technical Education High School, there is one foreign language taught in the school; this is Spanish.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1) Professional development is strongly encouraged for all ELL personnel. The ENL coordinator and Assistant Principal attended professional development sessions for the LAP document. In addition, the ENL teacher has attended ongoing professional development sessions throughout the school year. Also, the ENL Coordinator is kept abreast of all professional development courses that are offered through oell. The ENL teacher will be providing Professional Development to the teachers during Faculty Seminars. These sessions will begin during the late fall and will continue throughout the year. In addition, on November 3rd, the teachers will attend Professional Learning sessions that will focus on topics such as Differentiated Instruction and Student Engagement. These topics will include the ELL students in the Content Area classes.

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?

Professional Learning is encouraged for all ELL personnel in the school.

Professional Learning will be planned into the school year. Teachers of ELLs are involved in a session that introduces them to the ELL students and the various challenges they face as they progress through the school year.

In addition to formal professional development, the ENL Coordinator meets with the teachers of her ELLs to determine how they can best implement programs and strategies that will help the ELL students in their content areas. Also, the faculty seminars and department meetings discuss professional topics such as the use of assessments and students' varied learning styles. In addition, two assistant principals attended a professional learning sessions regarding supervising the ENL program. This was sponsored by the Executive Leadership Institute. Finally, the ENL Coordinator is attending a two day workshop entitled "Supporting ELLs with On-Demand Writing for the ELA Regents".

The ESL coordinator has attended a number of Professional Development sessions. The Assistant Principal also attended the LAP Training workshop as well as Addressing the Needs of the English Language Learner sponsored by the Executive Leadership Institute. Recently, she attended a session entitled, ELL Compliance Workshop. Finally, the Pupil Personnel Secretary attended a workshop entitled The Identification Process during the prior school year.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
There are many programs offered to help the ELL student transition to the high school. These include student participation in orientation, orientation to Edison High School for the parents and students, as well as inviting families to learn more about the ENL Programs. In addition, students are strongly encouraged to participate in tutoring sessions that are held during the lunch periods and a strong Saturday School program. Finally, the guidance counselors will be attending professional development sessions during the school year.
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.

Teachers are encouraged to discuss information with the ENL Coordinator regarding the education of ELLs in the content areas. In addition, teachers are kept informed of the most recent developments in the Common Core Standards including the ELA shifts and how they apply to their students including the ELL population. Other topics that are reviewed include points of entry, engaging students in instruction, assessing students' learning, questioning techniques, and the application of rigor to the classroom. During this professional development, the application of these strategies to the various students, including ELLs are discussed. In addition, the use of Skedula to keep parents and students abreast of their progress, was also reviewed. Hence, helping the teachers to provide additional information to the families of ELLs. Throughout the school year, the ENL Coordinator/teacher will hold sessions during which attendance will be taken. These sessions will discuss the challenges that the ELL students face in the classroom and how to add a language objective to content area lessons as per the SIOP model.

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?

Contact with parents is an ongoing process. Parents are informed of their individual child's progress through the Progress Reports, which are sent out in their native language, as well as report cards. In addition, the teachers contact the parents or guardians on a need-be basis. Also, parents have daily access to their child's latest grades through Pupil Path. During the school year, time will be set aside for parent contact, in which the parents will be welcomed to the school and encouraged to sit with the teachers to discuss his/her child's progress. Should interpreters be needed, in-house interpreters will be available for Spanish, Punjabi, Hindu,

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.

Teachers are encouraged to log their parental contact in Skedula. Also, through Skedula, referrals can be made to the Guidance Office and/or the Dean's Office. In addition, through Pupil Path, parents can monitor their child's progress throughout the school year. Should translations be needed, in-house translators are available. If additional translators are needed, outside services will be employed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents are encouraged to attend monthly PTA meetings at the high school. In addition, they are contacted on a daily basis regarding attendance, cuts, discipline, etc. Additionally, they are invited to attend special workshops to promote their child's education. The School Based Leadership Team discussed the CEP and its support of the ELL community.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Through the Office of English Language Learners, communication regarding professional development workshops is provided to the parents of ELLs. Parents are also encouraged to participate in workshops offered throughout the city. Announcements are made at the general PTA meeting at the school. Progress Reports are sent to the students' parents. These reports are translated into the parents' native languages. In addition, during Parent-Teacher Interviews, translators are provided for the parents.

5. How do you evaluate the needs of the parents?
The needs of the parents are evaluated by a number of measures: (1) Input received by the teacher, most notably the ENL teacher. (2) Guidance counselors are aware of the parents' needs. (3) Translators are available during the school day if needed. (4) Parents express their concerns at the initial Orientation meeting which is held during the first ten days of the school year. (5) Parents' needs and concerns are discussed at the Parent Teacher Interviews held during the school year. (6) These needs are addressed during Parent Outreach, which is held twice per week.
6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities include introducing the parents to various activities. Some of these activities include preparing students for college and careers or the College Fair. Others directly involve the parents such as Defensive Driving or an introduction to computers.

D. Additional Information

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

Paste response here:

School Name: Thomas Edison CTE High School

School DBN: 28Q620

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)
Moses Ojeda	Principal		10/31/15
Patricia Minogue	Assistant Principal		10/31/15
	Parent Coordinator		1/1/01
Ismene Petroustos	ENL/Bilingual Teacher		10/31/15
Shariffa Doman	Parent		10/31/15
Nancy Lavin	Teacher/Subject Area		10/31/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kristen Bellomo	School Counselor		10/31/15
Juan Mendez	Superintendent		10/31/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q620**

School Name: **Thomas Edison CTE High School**

Superintendent: **Juan Mendez**

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.learn DOE.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.

1. Language preferences of the parent community are attained through ATS. The preferences are listed under the Spoken Language and Written Language columns in the RAPL report. In addition, if students are new to the New York City Public School System, their parents are administered the Home Language Identification Survey. Information is gathered from this document and shared with the school community through the ENL Coordinator, Ms. Petroustos. When a new student enters the NYCDOE, his /her parent or guardian is asked to complete a Home Language Survey. If the survey indicates that the Home Language is other than English, the ENL Coordinator is notified and the process for determining the need for ENL services begins. In addition, the ENL coordinator arranges for school communications to be sent in the preferred language.

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.

2. Communication in the preferred language has been an ongoing process at this school. Messages via Phonemasters are regularly sent home in the parents' or guardians' preferred languages. It should be noted that there are forty languages according to the 2014-2015 RHLA ATS Report. The predominant parents' preferred languages include: Spanish, Haitian Creole, Hindi, Punjabi, Chinese, Bengali, Urdu, Filipino, and Arabic. In addition to the RHLA report, the preferred language can also be attained through interviews with parents, the information on the students' Blue Cards as well as parent surveys.

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.)

1. Parents are sent Progress Reports six times per year. The teachers' comments are translated into the parents' preferred language. In addition, letters regarding exams such as the PSAT's, MOSL Assessment, the NYSESLAT are also distributed to parents in their preferred language. Finally phonemaster messages are translated into the various preferred home languages of the parents. The translated College Handbook for ELLs and their parents is available to students and families in the Guidance/College Offices. The fall Parent-Teacher Conferences are scheduled for November 19th and 20th. Phonemasters will be sent out in the parents' or guardians' preferred languages. Translation services in various languages such as Spanish, Mandarin, and Punjabi will also be available during those conferences. In addition, the parent-facing documents will be disseminated to the individual parents or guardians during individual conferences, scheduled to be held at a time other than the Parent-Teacher Conferences. At this time, the ENL coordinator, Ms. Petroustos, will meet with the parents or guardians to discuss the child's progress, especially in the area of language. Content area teachers will also meet with the parents or guardians if it is requested. Interpreters will be available for these meetings. Should an in-house interpreter not be available, the Translation and Interpretation Unit will be notified at least two weeks in advance of the meetings.

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.

2. There are a number of meetings with the parents that are held throughout the school year. Parents of incoming students are invited to attend an Orientation session at the beginning of the school year; this was held on August 27, 2015 and interpreters were available. In addition, Parent-Teacher interviews are held twice a year. The fall interviews will be held on November 19th and 20th. Again, interpreters will be available for these interviews. Also, teachers participate in parent outreach sessions twice per week. Should the use of an interpreter be required, those services are available. In some cases, the assistance of a paraprofessional or an aide is used to communicate with the parent. In addition to the above, the guidance counselors are in touch with the parents on a need to be basis. Finally, parents are encouraged to contact school personnel should they have a question or concerns. Interpreters are available to translate for the parents or guardians. It should be noted that there is one deaf student in the school. Communication with him and his parents is done through sign language with the use of an interpreter.

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.

1. Most of the translation needs will be completed in-house; these include interpretations in Spanish, Hindi, Punjabi, Mandarin and sign language. A roster of bilingual staff who can be contacted for interpretations will be housed with the ENL Coordinator, Ms. Petroustos, the Assistant Principal, Ms. Minogue, and Principal Ojeda. However, should outside translation services be needed for some documents, the Translation and Interpretation Unit will be contacted in a timely manner. In addition to this unit, the Translation and Interpretation Unit's intranet site houses templates for various home contacts that are needed throughout the school 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.

2. Most of the interpretation needs will be completed in-house by school staff. However, outside services will be needed for some interpretations.

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.)

1. During the school year, Professional Learning sessions focusing on policies and procedures for English Language Learners and their families will be introduced to the staff under the coordination of our ESL Coordinator. The NYCDOE "What Do NYC Parents Speak?" brochure is distributed to parents and is available to teachers.

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

1. The Language ID Guide is presently on display at the security desk and the main office. In addition, a welcome poster is displayed at the entrance to the school building. Also, the Parents' Guide to Language Access brochure is available at all times. It is distributed to parents through the Guidance Office and the ENL Coordinator. Finally, hard copies of the Parents' Bill of Rights are available in the Guidance, College Office and Main Office. These documents are available for the parent at any time

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)

1. Parents will be informed of the various services available for their children and themselves. They will be asked to comment on the services after they are rendered. A group of parents inclusive of all cultures and languages will be consulted for feedback on best practices regarding communication between home and school.