



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **31R450**

School Name: **CURTIS HIGH SCHOOL**

Principal: **AURELIA CURTIS**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Curtis High School School Number (DBN): 31R450
Grades Served: 9 - 12
School Address: 105 Hamilton Avenue, Staten Island, NY 10301
Phone Number: 718-390-1800 Fax: 718-556-4848
School Contact Person: Mr. Gregory Jaenicke Email Address: gjaenicke@schools.nyc.gov
Principal: Mr. Gregory Jaenicke
UFT Chapter Leader: Mr. John Pillarella
Parents' Association President: Ms. Laurie Daghestani & Ms. Gillian Foster
SLT Chairperson: Mr. Eric Ritzer
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Laurie Daghestani
Student Representative(s): Abigail Petrassi
Christian Mendez

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Staten Island, New York 10301
Director's Email Address: kmoran2@schools.nyc.gov
Phone Number: 718-556-8367 Fax: 718-391-6109

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 School Comprehensive Educational Plan (SCEP) 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)
Mr. Gregory Jaenicke	*Principal or Designee	
Mr. John Pillarella	*UFT Chapter Leader or Designee	
Ms. Gillian Foster	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ms. Tamika Mahone	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Abigail Petrassi	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Christian Mendez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Victoria Roberts	Member/ CSA	
Mr. Eric Ritzer	Member/ CSA	
Mr. Dwayne Archbold	Member/ UFT	
Mr. Christopher Basso	Member/ UFT	
Ms. Margarita Fernandez	Member/ UFT	
Dr. Deirdre Armitage	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Laurie Daghestani	Member/ Parent	
Mr. Kidert Jean-Mary	Member/ Parent	
Ms. Marianne Siewers	Member/ Parent	
Ms. Sandy Sims	Member/ Parent	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

A community school with the mission statement, "Curtis is a nurturing community where all of its members will have the desire and opportunity to achieve their fullest potential," Curtis High School is not so much an institution as it is a collection of partners who come together in the same place. We envision our school as the hub of the community for students, families, faculty and staff. Curtis has always been a school which looks to connect with partners who can support our families. In 2009, JP Morgan Chase Foundation provided seed funding for Community School planning and development. In addition, they facilitated partnership with the Children's Aid Society (CAS) which runs several Community School programs in New York City. CAS has been very helpful in showing us how to plan, develop and implement our own program including a School Based Health Center (SBHC) that offers medical, dental, mental health and health education services. Shortly thereafter, Curtis became one of six schools selected by the UFT-supported, New York Community Learning Schools, making available to us even more partnership opportunities and a Resource Director to coordinate these activities.

Our school continues to evolve in response to the needs of the community we serve, ever seeking to provide services and support that will help to close the opportunity gap. Curricular, extra-curricular, athletic and support services interact intentional to give coordinated support where it is needed.

The school is organized in small learning communities (called "houses") that give students and faculty the opportunity to maximize teaching and learning in a more personalized manner. The small learning communities include: Computer Business Institute, Human and Legal Studies Academy, Journalism Institute, Naval Junior ROTC, Nursing, Performing Arts, School for International Services (SIS), Visual Arts, and the flagship of our school, the International Baccalaureate Diploma Programme (IBDP). All students are encouraged to take at least one International Baccalaureate (IB) or Advanced Placement (AP) course during high school. The Nursing, SIS and IB houses have additional requirements.

Curtis was featured by the New York Daily News as one of the best high schools in New York City. The school has been selected by Newsweek magazine as one of "America's Top High Schools" and by the Washington Post as one of "America's Most Challenging High Schools." The College Board selected Curtis High School as an Inspiration Award winner, making Curtis the first of two schools in New York State to ever receive this honor.

Instructional support services for Students with Disabilities (SWDs) and English Language Learners (ELLs) are provided in all houses in response to demonstrated needs, city and state mandates. Based on historical data review, particular attention is given to first and second year students because the possibility for dropping out of high school is elevated in those years. A coordinated afterschool program initially designed to support athletes, has expanded to include students who are not involved in sports. Forward PASS (Pursuing and Sustaining Success) assigns "success coaches" for all participants while structuring activities to ensure academic achievement and progressive youth development.

The imagery of The Framework for Great Schools which engulfs all elements with the bond of trust, captures the leadership vision of the school. The administration, faculty and staff work towards the shared goal of increasing post-secondary articulation and ensuring that our students are ready to persist successfully in their post-secondary choice (college or career). The leadership team consisting of the principal and assistant principals support rigorous and engaging curricula and instruction by nurturing the professional growth of teachers and staff. Strong-family and community ties are developed with the assistance of community-based organizations that provided resources to our community school. Teachers are committed to strengthening the professional learning community by leading and participating in professional development. Structures and protocols are embedded, including common professional periods in the four major subject areas, that provides a forum for daily and weekly collaboration and continuous

improvement. The school-wide positive behavior support (SWPBS) plan implemented in September 2014 establishes a culture in which positive behavior is the norm. The expectation matrices for the hallways, classrooms, stairwells, cafeteria, gymnasium and bathrooms draw attention to explicit behaviors to create and maintain a positive and safe learning environment. SWPBS implements a reward system for being a student who shows PRIDE (Punctuality, Respect, Integrity, Discipline and Effort). Curtis is committed to educating all students in the least restrictive environment. Teachers differentiate instruction in response to students' learning styles and data gathered from multiple sources.

The instructional focus for Curtis for 2015-2016 states that "if we maintain structures and protocols to continually develop the expertise of all faculty and staff, then curriculum & instruction will be strengthened and all students will feel supported and will be engaged in activities or experiences that promote high levels of thinking, participation, and ownership." Within this focus there will be an emphasis on continuing to develop teachers' expertise and skill in questioning and in facilitating discussions to ensure that instruction is rigorous and aligned to the Common Core Learning Standards. Teachers will participate in collaborative professional learning activities and students will engage in challenging classroom activities within a safe and supportive environment.

31R450 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	2518	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	9	# SETSS	17	# Integrated Collaborative Teaching
				113
Types and Number of Special Classes (2014-15)				
# Visual Arts	23	# Music	21	# Drama
				4
# Foreign Language	68	# Dance	5	# CTE
				33
School Composition (2013-14)				
% Title I Population	64.2%	% Attendance Rate	88.8%	
% Free Lunch	66.7%	% Reduced Lunch	7.8%	
% Limited English Proficient	5.8%	% Students with Disabilities	19.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American	38.8%	
% Hispanic or Latino	33.6%	% Asian or Native Hawaiian/Pacific Islander	7.2%	
% White	20.0%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.16	# of Assistant Principals (2014-15)	12	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	11	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.3%	% Teaching Out of Certification (2013-14)	4.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	7.12	
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	59.6%	Mathematics Performance at levels 3 & 4	65.6%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	72.5%	% of 2nd year students who earned 10+ credits	69.2%	
% of 3rd year students who earned 10+ credits	68.0%	4 Year Graduation Rate	80.0%	
6 Year Graduation Rate	78.0%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan	X	
Focus District		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	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	NO	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	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	NO	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	YES	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	H
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	H
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>⊞ The principal distributes leadership, ensuring that the needs of all students are addressed. Each house has a leadership team that consists of an assistant principal, guidance counselor, dean and administrative aide. Collaborative team meetings help to ensure the implementation of rigorous curricula. Weekly professional development on Wednesday morning and daily common professional periods give teachers opportunity for cross-grade conversations, curricula and lesson planning. Academic intervention services are available during the regular school day and integral to a coordinated afterschool program. Teachers use formative and summative assessment effectively to monitor students’ progress.</p> <p>⊞ Teachers develop curricula and plan lessons collaboratively, using a variety of instructional approaches to meet New York State (NYS) and Common Core Learning Standards (CCLS). Norman Webb’s Depth of Knowledge is used to create rich environments where all students can learn at a high level. Teachers monitor and adjust the curricula while providing support and extensions for all students across core content areas and grades</p> <p>⊞ The administration and staff have targeted the arts and technology to provide enrichment opportunities across all grades and subjects. A one-to-one device rollout last year included certifying the school as a Google Education School, making the use of Google classroom and other technology integral parts of curricula implementation. Teachers serve as leaders of levers of change in Curriculum, Teaching, Mastery-based Assessment and Expanded Learning Opportunities.</p>		

⊗ Core content areas use data to identify targets, design pre- and post-unit assessments and teachers collaborate to adapt curricula in response to individual and group achievement. This data also ensures alignment with curricula as students are provided with on-going feedback on their learning progress. Feedback is given in several modalities: one-on-one, written comments on assignments, conversations with parents, online through Pupil Path, peer-to-peer, etc.

⊗ Curtis has been designated a Local Assistance Plan (LAP) school by NYSED for 2015-16 as a result of failure to make Adequate Yearly Progress (AYP) for Students with Disabilities in Mathematics.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, college readiness (as defined by CUNY's standards for college readiness in English and mathematics) for students in the 2016 cohort will increase by 2% as measured by the High School Quality Snapshot college readiness metrics

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? (include school, educational consultants and/or CBO staff)</p>
<p>Inquiry at least once monthly to focus on improving readiness for post-secondary articulation for students in the 2016 cohort</p>	<p>College Readiness Inquiry Team</p>	<p>September 2015 – June 2016, at least once a month</p>	<p>Principal, Assistant Principals, Guidance Counselors, ELA, Math, and Science teachers</p>
<p>Provide support to school personnel for SAT preparation and other college/career readiness activities</p>	<p>Community-based organizations (CBOs) , Data Specialist, ELA and Math teachers</p>	<p>November 2015 – April 2016, a minimum of three prep workshops annually</p>	<p>CBOs, Data Specialist, ELA and Math Teachers</p>
<p>Provide opportunities for targeted re-teaching and review to students who will retake ELA and/or Algebra</p>	<p>Students scoring less than Level 3 on ELA or Math Regents</p>	<p>October 2015 – June 2016, a minimum of twice annually</p>	<p>Data Specialist, ELA and Math teachers</p>

CC Regents Examinations to achieve Level 3 or higher			
Students enrolled in the School of International Service (SIS), Journalism, or Visual Arts houses will take one or more college preparatory courses through the expansion of the International Baccalaureate (IB) to include the Diploma Programme (DP) and the Career-related Programme (CP)	SIS, Journalism and Graphics Arts students	September 2015 – June 2016	Assistant Principals, Guidance Counselors, IBCP Coordinator

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"> • Inquiry Team comprised of Guidance Counselors, Social Worker, Grade Advisors, Teachers and Assistant Principals will meet at least 1 x per month x 9 months for 1 hour sessions during the school day • Data Specialist will meet 1 x per week x 20 weeks for 2 hour sessions after the regular school day at per session rate • ELA and Algebra teachers • ELA and Algebra CC instructional materials • Algebra review classes, afterschool tutoring in ELA and math, Saturday SAT prep classes 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
<ul style="list-style-type: none"> • Mid-year transcript review to determine credit accumulation in targeted courses • Mid-year review of registration response rate for afterschool tutoring and SAT prep classes • Mid-year review of transcript data to determine movement from Levels 1 and 2 to Levels 3 and 4 (midpoint benchmark of 1% increase as measured by January 2016 Regents exams) • Submission of IBCP authorization documentation and assessment progress towards fulfilling requirements
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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>⊗ The principal distributes leadership, ensuring that the needs of all students are addressed. Each house has a leadership team that consists of an assistant principal, guidance counselor, dean and administrative aide. This small learning community structure creates a more intimate environment for students. The principal strategically targets freshmen and sophomores in advisory classes that incorporate peer mentoring, financial literacy, life skills development and life-long sports.</p> <p>⊗ The Positive Behavior Supports team in conjunction with faculty feedback at Curtis High School has devised five key recognition programs as part of SWPBS within the building. These programs are designed to recognize those students who demonstrate positive behavior by showing the PRIDE Expectations on a daily, weekly, and monthly basis. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior. Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition occurs on an individual or whole group level.</p> <p>⊗ Collaborative team meetings incorporate protocols and processes to support social and emotional development of students. The SBHC offers medical, dental and health education services in a state-of-the-art on-site facility. Regular meetings with SBHC staff ensure seamless delivery of services to support student development.</p> <p>⊗ Curtis successfully addresses the needs of its students, challenging them with rigorous academic programs, offering a broad spectrum of extra-curricular activities (service learning, 47 clubs, 40 athletic teams,) and</p>		

academic interventions (Extended Day, Saturday School, tutoring and enrichment programs), and providing multiple avenues for students with unequal opportunities upon entry to converge on the common path to college and career readiness. Our school consists of nine small learning communities (SLCs) or "Houses," each offering unique courses of study matched to student interests and guided by a support team that includes a supervisor, coordinator, guidance counselor and dean. Additionally, our Parent Coordinator is a liaison between students, parents and faculty, while also serving as our Community School Director.

⌘ The results of the 2014-2015 NYC School Survey for Curtis HS indicate that the percentage of positive responses to survey questions within the Supportive Environment category was 78% compared to the citywide response rate for high schools of 83%.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our school staff will work collaboratively with School Based Health Center staff and each of our community school partners to decrease the suspension rate for all students by 2% as measured by data reports in the Online Occurrence Reporting System (OORS).

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 and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Inquiry at least once monthly to focus on intentional connections between academics, family engagement and youth development</p>	<p>Freshmen and Sophomore students</p>	<p>September 2015 – June 2016</p>	<p>Advisory Teachers, Success Coaches, Guidance Counselors, Resource and Parent Coordinators, Assistant Principals, Principal</p>
<p>Implement School-Wide Positive Behavior Support (SWPBS) for all students and engage families in celebrating student recipients of PRIDE rewards at monthly PTA meetings</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>All staff</p>
<p>Develop Behavior Intervention Plans</p>	<p>Students who repeat inappropriate behavior</p>	<p>September 2015 – June 2016</p>	<p>Deans, Guidance Counselors, Social Worker</p>

Continue Community School Advisory Council (CSAC) as ad hoc to School Leadership Team (SLT)	Students, Staff, Families, CBOs	September 2015 – June 2016	Principal, SLT, CSAC
---	---------------------------------	----------------------------	----------------------

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"> • Inquiry Team comprised of Advisory Teachers, Success Coaches, Resource Coordinators, Parent Coordinator, Assistant Principals and Principal will meet 1 x per month x 9 months for 1 hour sessions during the school day • Assistant Principal, Social Worker and School Aide will collect PRIDE data and implement reward system: 1 x per week x 40 weeks for 1 hour sessions during the regular school day • Deans, Guidance Counselors, Social Worker will meet 1 x per week x 40 weeks for 1 hour sessions during the day • CSAC and SLT will meet 1 x per month x 9 months for 1 hour sessions after the regular school day on a voluntary basis 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.										
<ul style="list-style-type: none"> • Monthly review of attendance, suspension and credit accumulation data for targeted freshmen and sophomores • Monthly review of PRIDE data and selection of student of the month from each house • Weekly review of implementation of BIP for targeted students • Monthly review of City Connects and Forward PASS data for targeted students • Review of OORS data in January 2016 (midpoint benchmark of 1% decrease in suspension rate compared to previous year) 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<ul style="list-style-type: none"> ⊞ Teachers design data-driven lesson plans employing instructional strategies that meet the needs of diverse learners and learning styles. Teachers meet daily in common professional period to ensure that short- and long-term goals are established, monitored and achieved. ⊞ Teachers’ instructional practices are aligned to CCLS and NYS standards, stimulating higher-order thinking skills and synthesis of complex content. ⊞ PRIDE Cards are used to recognize positive behaviors on a daily basis. Faculty and staff reward students who meet and/or exceed building-wide expectations in matrices displayed throughout the building. PRIDE Cards are used for a monthly random drawing to select students from each small learning community for additional rewards. ⊞ In a climate based on collegiality, trust, tolerance and respect, we have been able to optimize and exploit a full spectrum of excellent programs. We are cognizant that resources must not only be present, but inviting, accessible and supportive of all students. Accordingly, academic and elective courses are available to all students based on choice and demonstrated interest. Support systems create pathways of possibilities that give students opportunities to challenge themselves with rigorous coursework. It is not unusual to have an elective course with enrollments that consist of some of our highest achieving students alongside students with disabilities and limited English proficiency. ⊞ The results of the 2014-2015 NYC School Survey for Curtis HS indicate that the percentage of positive responses to survey questions within the Collaborative Teachers category was 82% compared to the citywide response rate for high schools of 86%. 		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 90% of teachers will complete a minimum of 20 inter-visitations as measured by weekly shared logs.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide professional development on best practices for inter-visitation</p>	<p>Teachers in Core Content Areas</p>	<p>September 2015 – May 2016</p>	<p>Assistant Principals</p>
<p>Develop Google Calendar and log to collect inter-visitation data to identify the components of the Danielson Framework for Teaching that are most</p>	<p>Assistant Principals</p>	<p>September 2015 – May 2016</p>	<p>Principal, Assistant Principals</p>

often the focus of collegial sharing			
Establish and maintain structures by which interdisciplinary instructional strategies and approaches to learning are exchanged by faculty and staff	Teachers in Core Content Areas	September 2015 – May 2016	Principal, Assistant Principals, Teachers
Inquiry Team will review data from inter-visitations compared to Advance data	Teachers in Core Content Areas	September 2015 – May 2016	Inquiry Team

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"> • Common daily preparation period built into teacher schedules in English, mathematics, science, and social studies • Assistant Principals will meet 1 x per month x 9 months for 1 hour sessions during the school day • Assistant Principals and Principal will collect inter-visitation data using shared Google documents that are also accessible to teachers • Principal, Assistant Principals, Teachers will meet 1 x per marking period x 6 marking periods for 1 hour sessions during the day • Inquiry Team will meet 1 x per marking period x 6 marking periods for 1 hour sessions during the regular school day 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
<ul style="list-style-type: none"> • Monthly review of professional development calendar and inter-visitation data to make adjustments as the need arises • Monthly review of shared inter-visitation document to make adjustments as the need arises • Quarterly assessment of instructional impact • Monthly review of instructional impact • Review of inter-visitation logs in January 2016 (midpoint benchmark of 90% of teachers participating in a minimum of 10 inter-visitations) 											
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	H
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>The principal and SLT develop school CEP goals after review of data and with input from all stakeholders. All stakeholders understand the school's long-term vision to increase post-secondary articulation and persistence in completing college and career pathways. The SLT and staff regularly review the school's progress towards attaining short-term and long-term goals.</p> <p>The school has formed a number of strong partnerships in its community school to support all learners in meeting academic and social development needs. Two lead CBOs, The Children's Aid Society and New York Community Schools, have emerged as indispensable partners in the community school work.</p> <p>The principal makes on-going strategic and sustainable decisions that are aligned with the schools goals. Funding decisions include identifying non-DOE resources to support capital, operational and academic needs.</p> <p>The principal and assistant principals provide timely and actionable feedback aligned to the Danielson Framework for Teaching. They use observation data and other measures to provide on-going targeted professional development through coaching, mentoring, peer-to-peer support, inter-visitations, etc.</p> <p>The results of the 2014-2015 NYC School Survey for Curtis HS indicate that the percentage of positive responses to survey questions within the Effective School Leadership category was 74% compared to the citywide response rate for high schools of 82%.</p>		

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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, a professional development plan will be implemented with an emphasis on building teacher capacity in 3B of the Danielson Framework (Using Questioning and Discussion Techniques) so that at least 50% of teachers rated developing and ineffective will improve by a minimum of one performance level.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Principal and Assistant Principals will use Instructional Rounds to help to norm practices</p>	<p>All teachers</p>	<p>September 2015 – May 2016</p>	<p>Principal and Assistant Principals</p>
<p>At least 50% of teachers will conduct inter-class visitations by which interdisciplinary</p>	<p>Teachers in Core content areas</p>	<p>September 2015 – May 2016</p>	<p>Assistant Principals</p>

instructional strategies and approaches to learning related to questioning and discussion techniques are exchanged by faculty and staff			
All teachers will receive professional development on constructing high level questions as defined by Webb's Depth of Knowledge	All teachers	September 2015 – May 2016	Principal and Assistant Principals

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"> • Rounds, observations and feedback will be conducted during the regular school day requiring no additional budget resources • On-site professional development will be conducted during the Wednesday morning PD time requiring no additional budget resources • Off-site professional development: 20 teachers per term x 4 days per teacher x 2 terms at the per diem rate (for substitute teacher) • Common daily preparation period built into teacher schedules in English, mathematics, science, and social studies • Regularly scheduled Job-Embedded Support for Advance (JESA) interactions with our Teacher Development and Evaluation Coach (TDEC) from the Superintendent's support team 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
<ul style="list-style-type: none"> • Mid-year review of observation data to assess changes in 3B (midpoint benchmark of at least 50% of lesson evaluations will be rated as "H" or "E" for component 3B) • Weekly assessment of professional development offerings • Review of inter-visitation logs in January 2016 											
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>The school maintains a website with pertinent information. Pupil Path is available to all parents. The school supports dissemination of information through the PTA monthly newsletter. Daily automated phone calls inform parents of attendance and other teacher-identified matters. School staff is available during and after the regular school day to meet with parents. School and partners regularly assess parents’ response to their efforts to support students’ achievement. Some teachers are inconsistent in making personal contact with parents/guardians. The administration, faculty and staff work well with CBOs to communicate with stakeholders in translated languages to ensure understanding of the school’s priorities: attitude, attendance, and achievement. The school actively seeks partnerships to enhance family engagement, including opportunities for parents to understand school curricula, learn ways to support students’ learning and assist with growth. The results of the 2014-2015 NYC School Survey for Curtis HS indicate that the percentage of positive responses to survey questions within the Strong Family-Community Ties category was 66% compared to the citywide response rate for high schools of 75%.</p>		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our school staff will utilize available structures and resources so that at least 95% of parents/guardians will receive a minimum of one monthly communication from teachers as measured by data available in Pupil Path.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Collect data for staff home contact in shared Google document and on iLog</p>	<p>All staff</p>	<p>September 2015 – June 2016</p>	<p>Data Specialist</p>
<p>Daily update of our website with information about school events, key dates, and pertinent information for all school community members</p>	<p>All parents/guardians</p>	<p>September 2015 – June 2016</p>	<p>Data Specialist, Parent Coordinator</p>

Include additional CBOs on Community School Advisory Board (CSAB)	Community School Advisory Board	September 2015 – June 2016	SLT

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"> • Parent coordinator, resource coordinator, data specialist, and school aides • School website • Skedula (Pupil Path) • Blackboard Connect 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.										
<ul style="list-style-type: none"> • Review of shared document with data about parent/guardian contact • Review of website by data specialist will show updates • SLT minutes will show discussions and decisions about adding CBO representatives to CSAB • Review of Pupil Path and Blackboard Connect data in January 2016 (midpoint benchmark of 95% of parents/guardians will have received a minimum of one monthly communication from teachers) 										
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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>1. Using the NYS 7th/8th grade ELA test scores, as well as in-house assessments (SORT, AGS reading level indicator, writing samples), all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed according to the aforementioned data. The students are re-evaluated three times during the course of the school year using in-house reading assessments, as well as on-going formative assessments and assigned portfolio writing projects. On the sophomore, junior and senior levels, students in need of additional support are programmed for CTT classes. These classes also meet on a daily basis. Students are assessed according to the above-mentioned criteria.</p>	<p>Low to mid-Level 1s are placed in the Wilson Literacy program. High level 1s and low-level 2s are placed in CTT classes. The classes meet on a daily basis throughout the school year. In addition, students are programmed for an additional support class in reading comprehension using the Scientific Learning Fast ForWord program.</p> <p>Students who have not met the CCR benchmark of 75 for the Comprehensive ELA or 65 for the Common Core ELA attend task-specific tutoring held after school Tuesday through Thursday and on Saturdays from 9-12. The schedule is as follows: Reading Comprehension (Tuesday), Argumentative Writing (Wednesday),</p>	<p>Opportunities for remediation and enrichment are available during and after school, as well as on Saturdays. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. SAT/PSA tutoring sessions are held on Thursdays periods 10 and 11 and on Saturdays from 9-12.</p>	<p>Opportunities for remediation are available during and after school, as well as on Saturday. Tutoring sessions are tailored to students' specific needs and may be in small group, one-to-one, or via online sources.</p>

		Literary Analysis (Thursday.) Tutoring for all tasks is available on Saturdays.		
Mathematics	<p>Using NYS 7th/8th grade Math test scores, as well as in-house assessments,(department created exam) all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed in math classes.</p> <p>Using NYS 7th/8th grade Math test scores as well as in-house assessments (department created exam, Acuity predictor), all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed in math classes. The class is limited to 24 students maximum. The students are evaluated three times during the course of the school year using in-house assessments, as well as the periodic examinations.</p>	<p>The ICT is comprised of two teachers, one math licensed teacher and one special education licensed teacher. The classes meet on a daily basis throughout the school year. The students are evaluated multiple times during the course of the school year using in-house assessments, as well as the department created common examinations. Tutoring will take place after school hours and available to all students who score a level one or two on the 8th grade NYS Math test. Teachers will supplement the classroom instruction in these sessions.</p> <p>Saturday School- Saturday school is available for students who need additional assistance in Algebra, Geometry or Statistics.</p> <p>SAT preparation is conducted on Saturday and Thursday. Students are prepared to take the SAT and review test taking procedures. Student</p>	Services are provided in whole group, small group, one-to-one, and via online sources offered outside of the regular school day.	During the school day and as part of the Extended Day School

		will also receive instruction in Algebra to reinforce techniques and lessons learned in class.		
Science	Using NYS 7 th /8 th grade ELA test scores, all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed into ICT classes in Living Environment. The classes meet on a daily basis throughout the school year. The ICT is comprised of two teachers, one Science licensed teacher and one special education licensed teacher. On the sophomore, junior and senior levels, students in need of additional support are programmed for ICT classes. These classes also meet on a daily basis.	Opportunities for remediation and enrichment are available during and after school. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. This provides assistance to students who are not proficient in Living Environment and Earth Science. Twice yearly for students who need additional instruction to supplement the curriculum, Regents preparation is offered in Living Environment, Earth Science and Chemistry. These classes run for four weeks at three hours per class	Services are provided in whole group, small group, one-to-one, and via online sources offered outside of the regular school day.	During the school day and as part of the Extended Day School
Social Studies	Using NYS 7 th /8 th grade ELA test scores, all incoming freshmen identified as Level 1 and low-to-mid level 2s are programmed into ICT classes in Global History and Geography. The classes meet on a daily basis throughout the school year. The ICT is comprised of two teachers, one Social Studies licensed teacher and one special education licensed teacher. On the	Opportunities for remediation and enrichment are available during and after school. Tutoring sessions are tailored to students' specific needs and may be one-to-one, small group or whole class. After-school offerings include an intensive study program which	Services are provided in whole group, small group, one-to-one, and via online sources offered outside of the regular school day.	During the school day and as part of the Extended Day School

	<p>sophomore, junior and senior levels, students in need of additional support are programmed for ICT classes. These classes also meet on a daily basis.</p>	<p>meets twice weekly for 2 hours per session. This provides assistance to students who are not proficient in Global History and Geography and United States History and Government. Twice yearly for students who need additional instruction to supplement the curriculum, Regents preparation is offered in Global History and Geography and United States History and Government. These classes run for four weeks at three hours per class</p>		
<p>At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>At-risk Services provided by the Guidance Counselor</p> <ol style="list-style-type: none"> 1. Counseling services are provided to at-risk students through small learning community and cohort assignments. Those services include: academic intervention, behavior intervention plans, time management, stress management, coping strategies and test-taking strategies. 2. On an as-need basis students are monitored more closely by requiring 		<p>Services are provided in whole group, small group, one-to-one, and via online sources</p>	<p>Services are provided during regularly scheduled appointments, crisis moments, regularly scheduled classroom visits Students are encouraged to take advantage of services available during the Extended Day School for academic intervention and youth development</p>

	<p>daily accounting in specific areas: attendance, behavior, classwork, homework and test/quizzes performance.</p> <p>3. Agency referrals for extended counseling or treatment</p> <p>4. College/Career presentations to promote college and career readiness</p> <p>At-risk Services provided by the School Psychologist</p> <p>1. One-to-one counseling during the school day for parents and students with suicidal ideations and severe depression</p> <p>At-risk Services provided by the Social Worker</p> <p>1. One-to-one counseling services during the school day including at-risk counseling, assessment of depression/suicidal ideation, parent-teen counseling, teacher referrals and classroom presentations to students regarding stress management</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.
<p>Teachers are recruited from various sources:</p> <ol style="list-style-type: none"> 1. New York City Department of Education New Teacher Finder 2. Local colleges and universities 3. Student teachers 4. Word-of-mouth <p>Teachers are provided with mentoring according to the requirements of the NYCDOE. Additionally, new teachers are paired with more experienced teachers who provide support. Subject-area supervisors provide support and guidance for new teachers to ensure that they adjust well to teaching.</p> <p>The Basic Educational Data Survey (BEDS) completed in June 2015 identifies over 95% of our teachers as being highly qualified. One (1) Naval Junior Reserve Officer Training Corps (NJROTC) instructor is not considered highly qualified because New York State does not issue a permanent certification in NJROTC instruction. Although the BEDS survey lists 4 language teachers as not highly qualified, those teachers are delivering the majority of instruction in licensed areas in which they are highly qualified. We are actively seeking out licensed Spanish teachers from all local colleges and universities. The Assistant Principal Foreign Languages/ESL and the Assistant Principal Administration attend hiring fairs to recruit licensed Spanish teachers. The Assistant Principal Administration continually searches the open market hiring system for highly qualified teachers in all subject areas.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Common daily preparation periods are built into teacher schedules in English, mathematics, science, and social studies. Collaborative team meetings help to ensure the implementation of rigorous curricula aligned to the Common Core Learning Standards. Weekly professional development on Wednesday morning and daily common professional periods give teachers opportunities for cross-grade conversations, curricula development and lesson planning. Faculty and staff attend professional learning opportunities provided by the Superintendent's team, the Borough Field Support Center team, and the NYCODE central team to build the capacity of all staff to deliver rigorous and engaging curriculum to support student achievement.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers participate in the Measures of Student Learning (MOSL) committee to select the assessments that are used in the Advance teacher development and evaluation system. A review of the options for MOSL selections available for high school teachers in each content area is completed by the MOSL committee to build a culture of collective responsibility for the outcomes of all students. Even though the State measures are the principal’s decision, the principal involves teachers in the selection process to ensure that teachers understand the process and feel that their voices are heard.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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	1,330,790.00	X	N/A
Title I School Improvement 1003(a)	Federal	0	X	N/A
Title I Priority and Focus School Improvement Funds	Federal	0	X	N/A
Title II, Part A	Federal	0	X	N/A
Title III, Part A	Federal	16,188.00	X	5C, 5D, 5E
Title III, Immigrant	Federal	0	X	N/A
Tax Levy (FSF)	Local	13,795,968.00	X	5A, 5C, 5D, 5E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP 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

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. Therefore, Curtis 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. Curtis 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;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent 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;
- hosting events to support men asserting leadership in education for their children
- 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)

Curtis 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 – The administration, faculty and staff at Curtis High School will

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

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

Support home-school relationships and improve communication by:

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

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);
- providing additional support and assistance to students with disabilities (SWDs), limited English-proficient students (LEPs) and students in the lowest third of the school;
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities – We, as parents/guardians, will support our children's learning by:

- monitoring my child's attendance and ensuring that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- checking that homework is complete and/or assisting my child in completing homework tasks, when necessary;
- providing an environment conducive for study;
- participating, as appropriate, in decisions relating to my child's education;
- promoting positive use of extracurricular and free time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encouraging my child to follow school rules and regulations and discuss this Compact with my child;
- volunteering in my child's school or assist from my home as time permits;
- participating, as appropriate, in the decisions relating to my child's education;
- communicating with my child's teacher about educational needs and staying informed about their education by prompting reading and responding to all notices received from the school or district;
- responding to surveys, feedback forms and notices when requested;
- becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participating in or requesting training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- participating in the school's monthly Parent-Teacher Association or serving to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- sharing responsibility for the improved academic achievement of my child;
- providing my child with a library card
- respecting the cultural differences of others.

III. Student Responsibilities – We, as students, will share the responsibility to improve our academic success and achieve the City and State standards by:

- attending school regularly and arriving on time;
- coming to school ready to do my best and be the best;
- coming to school with all the necessary tools of learning – supplies, books, etc.;
- completing my homework and submitting all assignments on time;
- participating in class discussions and activities;
- studying for tests and assignments;
- reading at least 30 minutes every day outside of school time;
- getting adequate test every night;
- using the library to get information or find books that I enjoy reading;

- giving my parents/guardians all notices and information I receive at school every day;
- monitoring my progress by logging on to Pupil Path, the online grade book, daily;
- adhering to the school's academic honesty policy;
- following the school and individual subject class rules of conduct and be responsible for my actions;
- showing respect for myself, other people and property;
- following the school's dress code;
- trying to resolve disagreements or conflicts peacefully;
- trying at all times to be the very best.

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>Curtis High School</u>	DBN: <u>31R450</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>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 ELL population at Curtis High School needs support in both the academic and socio-emotional settings. In order to successfully intergrate these students into the English academic mainstream and prepare them for college and career success we have created several programs and classes designed to foster learning English for authentic purposes in both the social and academic arenas. These programs are designed for all ELL/SWD students in grades 9-12, including newcomers, SIFE, and LTA students. Some of the supplemental programs we will create after school are:

1- An ELA, NYSESLAT enrichment and remediation class will take place after school, at 3:45-5:15 on Mondays, and at 3:05- 4:35 on Wednesdays beginning January 5th and ending June 10th. The focus of our enrichment activities are three-fold: 1) improving the students' critical reading capabilities by developing close reading/annotation strategies 2) improving the students' writing by developing assignments that bridge the gap between high school and college and 3) increasing our students' Tier II and Tier III vocabulary awareness. Instruction will be delivered by a certified ESL teacher and a certified English teacher. Native language support will be provided by the certified ESL teacher. Based on data from past Regents examinations , the NYSESLAT, and in-school assessments, instruction will be aligned to the Common Core standards and incorporate best practices as prescribed in Danielson's Framework for Teaching. Differentiated instruction and accountable talk will be incorporated as part of the daily lessons. Classes will begin as soon as money is available. The targeted population consists of English Language Learners, grades 11 and 12, including SWDs and LTAs. Classes will continue through June, 2015.

2- A support class for newcomers will take place after school, at 3:45-4:45 on Tuesdays and Thursdays beginning January 6th and ending June 11th, 2015. Since we have a large number of newcomers this year, the class will be taught by a licensed Spanish teacher. The teacher will address any socio-emotional problems students have encountered in their new environment, whether it is at home and/or in school. The teacher will also offer enrichment activities such as using the Hochman writing program across the content areas, and discuss team building and extra-curricular activities that are offered in the school. During the year, the ELL Guidance Counselor, in conjunction with the licensed Spanish/ESL certified teacher, will come in once a month to talk to students about issues they may encounter such as legal status, pathways to higher education, and opportunities they have even if they are undocumented, as provided by the Dream Act. They will also discuss the requirements for graduation in New York State, classes they are mandated to take, i.e. ESL and NLA classes, explain the mandated NYSESLAT exam and how their scores determine the number of ESL classes they take and what determines their placement in mainstream classes. The guidance counselor is a native speaker of Spanish as well and will be able clarify or explain the mandates required in the United States, specifically New York State.

3- An enrichment Algebra class will take place after school, at 5:15-6:00, Monday to Thursday beginning January 5th and ending June 10th. Instruction will be in a bilingual setting, 40% English-60%Spanish ratio taught by a certified Math teacher, in conjunction with a licensed Spanish teacher. The class will include 10th and 11th grade ELLs that did not pass the Regents exam, including SWDs and LTAs, and utilize innovative technology such as the rapid response interactive student assessment system.

- Curtis High School currently employs three certified ELS teachers and two certified bilingual teachers. The ELA/NYSESLAT enrichment and remediation class will be taught in English using ESL methodology, with native language support. The language of instruction for the Algebra class will be a bilingual class setting, 40%-60% ration (English-Spanish). Finally, the support class for the newcomers

Part B: Direct Instruction Supplemental Program Information

will be taught in English(30%) and Spanish(70%) since many of them do not know English.

- Materials teachers will use are textbooks in English for the ELA/NYSESLAT class as well as additional reading materials such as short stories, novels, essays, informational articles, etc., that align with the common core standards. In the Algebra class the teacher will use the bilingual Algebra textbook that aligns with the new common core exam in Math. Students will also use the on-line workbook that is aligned with the textbook. Since Curtis HS has instituted a chrome book initiative beginning with the International Baccalaureate and SIS programs, we would like to extend the initiative by providing chrome books for 30 ESL students out of the Title III grant. In addition, supplies that the teachers and the students will use that we need funded out of the Title III grant are supplemental materials such as large post-it paper, markers, pens and pencils, and stick-it note pads.

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: Professional Development for the Title 3 Supplemental Program is designed to improve instruction for our ELL students, including the SWD and LTA students, to increase credit accumulation, increase the Regents exam pass rate, and to increase the NYSESLAT scores by at least one level. Curtis High School's Professional Development for the Title 3 Supplemental Program is as follows:

1- Wednesday mornings from 7:45 A.M.- 8:45A.M. Teachers of ELLs, including ESL/NLA teachers and all content-area teachers of ELLs will attend the scheduled in-house professional development. The PDs are held through June, 2015. The ELL guidance counselor will also attend the meetings to help teachers understand and learn how to deal with certain issues that the ELL population faces. Topics that will be covered are differentiating instruction in the ESL, NLA, and content area classes and incorporating vocabulary-building activities into instruction on a daily basis. "Scaffolding Instructions for ELLs", a new resource, provided by Engage NY, for literacy and mathematics will be studied and the instructional strategies will be incorporated into the English and Mathematics classes. The instructional strategies are aligned with the common core standards. The instructional strategies will also be used in the ELA/NYSESLAT remediation/ enrichment class and in the Algebra class. Lesson study groups will discuss and create unit plans and align lessons to the Common Core Standards. Working closely with the English Department we will incorporate a structured writing initiative, such as the Hochmann Writing Program, in the ESL classes. The ESL teachers will facilitate some professional development Wednesdays on how to incorporate ESL methodologies, such as QTel and scaffolding strategies, to content-area teachers.

- Topic1: Concrete Strategies for Success

Rationale: Team-building and sharing best practices

Date: Beginning Wednesday, January 7th and ending Wednesday, June 10th.

Time: 7:45 -8:45 AM

Name of Provider: Foreign Language/ESL Department

Audience: teachers

- 2-Twice a month a P.D. will be scheduled in school, on Wednesdays from 3:05- 4:05. Assistant Principals

Part C: Professional Development

of the ESL and the English Department will meet with the ESL, NLA, Math, other content area teachers, and the guidance counselor. We will discuss such issues as how we can improve attendance, how we can increase parental involvement, extra curricular activities for our ELLs, and strategies used to help and support socio-emotional issues. Data analysis of NYSESLAT scores in the four modalities and attendance reports will be discussed, and finally we will create cultural and team building activities so that our students can have a sense of belonging.

-
Topic: Attendance and Extra-curricular Activities

Rationale: Connecting ELL students to the school culture.

Date: Wednesday, January 14th through June 10th

Time: every other Wednesday from 3:05-4:05

Name of Provider: Foreign Language and English Assistant Principals

Audience: teachers/guidance counselor

-
3- Teachers will attend attend workshops and Professional Development conferences offered by the OELL and our network such as, "Writing Language Objectives for ELLs in the Mathematics Classroom", "Support Newly Enrolled Unaccompanied Migrant Children", and on upcoming events such as "Professional Learning Day" presented by the Latino Caucus of the School Supervisors and Administrators.

-
Topic: Taking Advantage of Outside PD

Rationale: Connecting to and developing new resources to benefit and support our ELL population.

Date: TBD

Time: TBD

Name of Provider: TBD

Audience: teachers

Part D: Parental Engagement Activities

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

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

Begin description here: _

Parents of ELLs are invited to various activities and meeting throughout the school year. We believe that the more parents are involved in their children's lives, the better their children will perform in school.

1- Every year, before the holiday season, the PTA organizes an International Celebration. Parents of ELLs are invited to bring a food that represents their country. Parents are invited to attend the celebration via telephone calls in their native language; notifications are also sent home in English and in their own language. Many parents and students attend the celebration.

-
Topic 1: International Celebration

Rationale: Increasing parental involvement by celebrating the many cultures at Curtis HS

Date: December 9th, 2014

Time: 7:00 PM- 9:00 PM

Name of Provider: Curtis HS Foreign Language/ESL Department

Audience: students, teachers and parents

Part D: Parental Engagement Activities

2- The Multi-Cultural Club at Curtis H.S. is a melting pot of the many different cultures represented by our student body. The club organizes a Multi-Cultural event every year. Students perform dances and/or sing songs that are representative of their countries; after the performances refreshments are served. Parents are invited and again letters are sent home in English and in their native language. Telephone calls are made in the various languages and announcements are made in the Curtis Parent Newsletter, a monthly that is mailed to the families. Many parents attend the event and refreshments are served afterwards.

-
Topic 2: Multi-Cultural Celebration of the Arts

Rationale: to heighten awareness of the arts and culture of our many different ethnic groups represented at Curtis HS

Date: May 20th, 2015

Time: 9:00 AM- 3:00 PM

Name of Provider: the Multi-Cultural Club

Audience: student body and faculty

-

3- The ESL Guidance Counselor and the Parent Coordinator advise parents of any Community Board Organizations or agencies that may meet their needs. A representative of El Centro del Emigrante, a non-profit organization, comes to Curtis H.S. to speak to parents of ELLs about many issues they are faced with. Some of the issues they discuss are immigration, jobs, college, their rights as immigrants, etc. Curtis HS also purchased FM transmitters and receivers called "Talk and Listen" kits.

-
Topic 3: El Centro del Emigrante

Rationale: to provide outreach and information to our community of parents

Date: March, 2015

Time: 8:00 AM-4:00 PM

Name of Provider: El Centro del Emigrante

Audience: Parents/guardians of our ELL students

-
4- Curtis H.S. has strong ties with the New York Immigration Coalition and the Mexican Consulate. With the help of these organizations and the cooperation of the Mexican Consulate, we host an adult education program based on the Consulate's Plaza Comunitaria model. Plaza brings a ready-made, technology rich menu such as Native Language pre-GED, GED, civics, cultural enrichment, and job training as well as a strong ELL component and native language workshops. We offer free English and computer literacy classes to the parents. The classes are held every Thursday, from 7:00 P.M.-9:00P.M. in the school library.

El Centro del Emigrante offers parents free clothing and free food. Parents are also informed of the Translation and Interpretation services via the New York City Translation and Interpretation Unit. The Language Assessment Kit by the New York City Department of Education is used at Curtis H.S. as well.

-
Topic 4: Mexican Consulate

Rationale: to provide specific workshops in computer literacy, job training, etc.

Date: Thursday, January 15th, 2015 until June 11th.

Time: Thursdays 7:00 PM -9:00 PM

Name of Provider: Mexican Consulate

Audience: Parents/guardians of our ELL students

-
5- We will schedule two award days for our ELLs attending the after school program. Parents will be invited to attend the ceremony to honor the students with the best attendance, most improved grades, and the highest average. The ceremonies will take place twice during the course of the year, once during the mid-year mark of their classes and the second ceremony will take place in June. Parents will be

Part D: Parental Engagement Activities

invited via telephone calls, letters will be sent home, and announcements in the parent newsletter. All communication with families will be in English and in their native language.

-
Topic 5: Celebration of Achievement

Rationale: to provide recognition of students who have excelled by taking advantage of the Title III programs offered

Date: March 4th

Time: Period 2

Name of Provider: Foreign Language/ESL Department

Audience: Deserving students, parents and faculty

Part E: Budget

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

Allocation Amount: \$0

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 450
School Name CURTIS HIGH SCHOOL		

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

Principal Dr. Aurelia L. Curtis	Assistant Principal Ms. Adele Rombley
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher June Kelly	School Counselor Mr. Frank Cho
Teacher/Subject Area Anne Urban-Rahn	Parent type here
Teacher/Subject Area Maria Moreale	Parent Coordinator Tom Hepworth
Related-Service Provider Marina Shaferenko	Borough Field Support Center Staff Member type here
Superintendent Aimee Horowitz	Other (Name and Title) type here

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	2	Number of certified bilingual teachers not currently teaching in a bilingual program	1	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 not 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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	2374	Total number of ELLs	134	ELLs as share of total student population (%)	0.00%
--	-------------	----------------------	------------	---	--------------

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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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										1	1	1	1	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	134	Newcomers (ELLs receiving service 0-3 years)	75	ELL Students with Disabilities	38
SIFE	21	Developing ELLs (ELLs receiving service 4-6 years)	24	Long-Term (ELLs receiving service 7 or more years)	35

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	42	9	2	10	2	2	16	0	10	0
DL										0
ENL	33	7	1	14	1	6	19	2	17	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										40	25	2	1	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: _____
---	---

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										12	7	1	2	0
Chinese											1			0
Russian														0
Bengali											2	1	1	0
Urdu										2				0
Arabic										8	8	1		0
Haitian										1	1			0
French										2	2			0
Korean														0
Punjabi														0
Polish														0
Albanian										1	2		1	0
Other										6	4			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)										31	11	0	0	0
Emerging (Low Intermediate)										11	7	1	1	0
Transitioning (High Intermediate)										11	7	2	1	0
Expanding (Advanced)										19	27	2	3	0
Commanding (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	2	2	1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	3		2	
Integrated Algebra/CC Algebra	55		42	
Geometry/CC Algebra	18		7	
Algebra 2/Trigonometry Math _____	16		3	
Chemistry	5		0	
Earth Science	31	1	9	
Living Environment	82	14	35	
Physics	1		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	53		23	
Geography				
US History and Government	50		33	
LOTE	18		17	
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)	24	25	17	15				
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.
The assessment tools Curtis High School uses to measure early literacy skills are the AGS Reading Level Indicator, Fast ForWord reading program, in-class reading comprehension assessment, Academic Language and Literacy Diagnostic (ALLD), and portfolio writing assignments. These assessments provide us with the basic reading level of each student as well as their writing abilities. It also provides us with word recognition skills of each student. The reading comprehension assessments provide us with an indication of what skills the students need to develop, such as inferencing and visualization. The ELA scores provide us with an indication of the students' listening, reading, and writing skills. The information we gather from the students' test results helps us determine how instruction will be delivered and what we have to focus on in order to help the students progress to the next level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns reveal that students across all levels and grades perform well on the Speaking and Writing parts of the NYSESLAT. Out of the 120 students that were tested, 54 were tenth graders and 24 tenth graders scored on the Intermediate level. Seventeen scored at the Advanced level. The data patterns across proficiency levels for the LAB-R and the students' grades are as follows for 2013-2014 school year: 9th GRADE: 19 students were tested, 16 students scored on the Beginning level, 6 scored on the Intermediate level, and 3 scored on the Advanced level, 10th GRADE: of the 54 10th graders, 39 scored on the Beginners level, 0 scored Intermediate, and 3 students scored on the Advanced level, 11th GRADE: of the 8 students tested 6 scored Beginner level, 1 Intermediate level and 1 Advanced level, 12th GRADE: 4 students were tested, 2 scored Beginner level and 2 scored Advanced level. It is apparent that the 9th and 10th grade students scored lower than the higher grade students. The Intermediate level is the level that most ELLs have difficulty moving past in order to reach the Advanced or Proficient levels when they are in the 11th or 12th grades, although of the 4 12th graders we tested 2 scored Advanced on the LAB-R.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The patterns across the NYSESLAT modalities show that students score higher on the Speaking and Writing and do poorly on the Listening and Reading part of the test. RNMR is currently not available as of September 27, 2013. However, according to the NYSESLAT data from the last three years, 10th graders showed an overall decrease in the NYSESLAT scores. The group that showed

the most increase was the 12th graders. Eight out of the ten 12th graders that took the test scored Proficient (80%). Teachers deliver instruction to improve these skills and focus on the listening and reading comprehension by differentiating instruction and aligning instruction with the ELA Common Core Standards for New York State. The data reflects that our district met the AMAO 2 target of 14.3% and by doing so is closing the gap to meet the AMAO 1 target of 66.4%. We only missed our target by 8.6% and we hope to close the gap even further.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a) According to the NYSESLAT modalities 9th and 10th graders did well on the Speaking and Writing modalities. They also scored on the Intermediate level in the Listening and Reading modalities. Generally, across all grade levels students did better in the Speaking and Writing modalities and on average scored Intermediate level on the Listening and Reading modalities. This school year, 2014-2015 we have two Native Language Arts classes in place at Curtis High School, one Beginner class and one Intermediate/Advanced class. These classes are targeted for students that scored low on the Literacy test in their native language (Spanish) and English. Students in these classes receive instruction in Spanish as per the mandated percentage for each level (B- 70%-30%, I- 60%-40%, A-50%-50%) via differentiated instruction. Instruction is delivered in all four modalities: listening/speaking, reading/writing; the instruction is differentiated and the focus is on the Listening and Reading components.

b) Teachers and school leadership meet regularly to analyze the results of the NYSESLAT/ELA exams and plan instruction based on the data. Choices are made as to what texts to use and how to maximize the use of technology in the classroom. Tutoring is also offered every day, during periods 10, 11 for one hour. FastForWord, a web-based literacy program, is used for ENLs and ELL SWD students whose literacy levels are low, every day, Monday-Friday during their regular school schedule for 45 minutes. Saturday school, from 8:00 A.M. to 12: 00 P.M., is available to the students for tutoring and/or review classes for MATH and ELA. In the spring, 2015 an ELA and NYSESLAT review class was created for students. It was team-taught five periods per week with a licensed ESL teacher and an English teacher. Differentiated instruction aligned to the Common Core Standards was used in order to focus instruction on the four different modalities of the test and tailored to each student's needs.

c) The data indicates that ELLs, along with those students identified as SIFE and Long term ELLs (those that completed 6+ years) need extra services in order to increase their scores on various assessments. Native Language Arts classes have been created, as well as two Algebra bilingual classes. The first year is offered to Beginner students; the second year of the course culminates in the New York State Regents exam. Presently for those students not in the Native Language Arts classes, native language is used in the Spanish classes and as a support by many people at Curtis H.S. who speak Spanish. Students are placed in a Spanish class based on an assessment given by the Foreign Language Department. Depending on the students' proficiency and literacy in Spanish we will place him/her in an appropriate level of Spanish. Four teachers who work closely with our ELLs all speak Spanish fluently.

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?

The inquiry team meets twice a month to discuss our program and the services we can offer these students in order to improve their literacy and Math skills, as well as their academic performance across all content areas. Using the Universal Design for Learning as a model, instructional teams meet to discuss strategies to incorporate multiple entry points for ELL learners into the curricula. After we examine instructional strategies, we differentiate instruction within the classrooms and also create support classes and programs like the TBE, Newcomers Club (for the newly arrived ELL students), STEM Math and Science Program, and the NYSESLAT review classes.

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).

We evaluate the success of our programs by looking closely at our data and making decisions based on attendance rate, graduation rate, Regents exams, NYSESLAT results, and the ELA regents as well as anecdotal teacher evaluations. The Inquiry Team meets twice a month after school to review this information; we also meet every Wednesday morning for one hour for our weekly Professional Development with the ELL content-area teachers, the ELL guidance counselor and the assistant principal to evaluate student performance in the content-area classes, ENL classes, the Native Language Arts classes, and the bilingual Algebra classes. Additional tutoring opportunities as well as credit recovery classes are planned in order to give students the opportunity to fulfill graduation requirements and to become proficient in the NYSESLAT. Socio-emotional support is also discussed; we have implemented an after school support class for all ELL students who need socio-emotional support. Additionally all staff involved with

the ELL population discusses the need to help develop the program for the ELL students for the next semester. Students are encouraged and welcomed to come to the Assistant Principal's office during their free periods or lunch periods to discuss any problems or issues they may have. Each ELL student's program is examined on an individual basis and is tailor-made to meet his/her individual needs. This year our projected graduation rate for ELLs is 82%. A conference with each student is scheduled with the guidance counselor; report card grades as well as attendance records for each subject area are reviewed as well as any remedial class attendance. Each student is then asked to focus on any specific problems, and set their own personal goals to perform better in the areas that they feel are most important. As goals are met the student sets new goals. Students are encouraged to reflect on his/her academic progress on a weekly basis and chart that progress, which is then periodically monitored by the guidance counselor to ensure that the student stays on task and continues to grow academically and emotionally. Parents are aware of the support we give their children. If a parent comes to us with a problem or if we become aware of a problem we meet with the parent and refer the child and the parent to a school based psychologist. Additional counseling services are also available through our Community Health Center located in our school which has a Spanish speaking psychologist. The student with the parents' permission attends counseling sessions. For the Spanish speaking students and parents there is a Spanish speaking social worker who attends the initial meeting and subsequently meets with the student.

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.

When a student enters Curtis High School, the steps we take to identify the student as a potential ELL student are:

- a) conduct an oral interview
- b) offer the Home Language Identification Survey (HLS), if required
- c) administer the LAB-R, if indicated from HLS.
- d) administer the LAB-R in Spanish for the Latino students

These steps are all effectuated within the first ten days of the student's enrollment at Curtis H.S. The oral interview is conducted by the ESL Guidance Counselor, a NYS licensed pedagogue, or a NYS licensed ENL/Bilingual teacher, who determines the need for the student's family to complete the HLS. Based on the family responses to the HLS, school personnel determine the need to administer the LAB-R. The LAB-R is administered in Spanish if the student demonstrates inability to comprehend the English administration of the test.

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).
SIFE students are identified at Curtis High School by administering the ALLD, the literacy and math test, student portfolio, teacher feedback, a SIFE questionnaire, and an initial interview.
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).
An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT.
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.
Within 5 days after the NYSITELL is scanned and scored the ELL Guidance counselor notifies parents by sending them notification letters concerning their entitlement or non entitlement. Students are given a letter to bring home to the parents, and the guidance counselor also follows up via emails and telephone calls.
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).

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 only) that the ELL Identification Process be administered a second time; therefore at the admission interview parents are notified in writing and verbally of their rights to appeal an ELL identification and information about the appeal process.

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.
- During the initial interview, parents are informed of the program choices available at Curtis High School. These choices are discussed further during our mandatory Parents' meeting, which occurs within the first ten days of the opening of the school year. At the meeting, which took place on September 16, 2014, parents are introduced to all school personnel who may have direct involvement with families and students, including supervisors, teachers, paraprofessionals and our Parent Coordinator. School personnel explain the similarities and differences between the three choices offered to ELLs by the New York City Public Schools (Freestanding ENL program, Transitional Bi-lingual program and Dual Language program), and showed parents a video recording provided by the Department of Education which also explains the available options. Parents are divided into small groups based on language spoken to watch the video. After the video presentation, the rationale for program offerings at Curtis High School is explained to parents and the current choices are formally introduced: a Freestanding ESL Program and a Transitional Bilingual (Spanish) Program (effective spring 2011). Thereafter, the parent choice letter is distributed requesting parents to select one of the two programs available. The parent choice letter is mailed home to parents who are absent from this meeting with a cover letter translated into the indicated language of the student. The guidance counselor follows up with all parents through phone calls and mailings.
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.
- Curtis High School ensures that entitlement letters, parent Surveys and program selection forms are distributed and collected using the steps already outlined above. The guidance counselor and ESL coordinator make phone calls and send translated letters home to parents who do not attend the meetings. Parents are encouraged to make an appointment to meet with the guidance and program coordinator if they so desire. Follow up phone calls are also made to ensure that parents have received the correspondence and to answer any questions the parent may have after reading the letter. The guidance counselor takes advantage of the DOE-provided translation services and in-house multi-lingual school personnel when making phone calls to non-English speaking homes. If the form is not returned, Spanish-speaking students are placed in the Transitional Bilingual Program. All other students with no returned forms are placed in the Freestanding ESL Program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ELL Guidance Counselor maintains an updated spreadsheet of all ELL students and necessary documentation in a binder. The binder is reviewed on a weekly basis at the Wednesday morning PDs by the ELL team. The guidance counselor then follows up with parents via emails and phone calls to obtain all missing documentation.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The ELL guidance counselor sends letters home, which are also distributed to the students. The guidance counselor then follows up via emails and phone calls to answer parents' questions on placement every 6 months.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- The ELL guidance counselor maintains a binder for each student which contains all relevant and important documentation. The binders are kept in the guidance counselor's office and reviewed on a weekly basis.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The NYSESLAT is administered annually to all students identified as ELLs. The NYSESLAT is administered by NYS licensed ESL teachers according to the instructions issued by NYSED. An accurate record is kept of student participation in the test to ensure that appropriate outreach will maximize student participation in this end-of-year assessment. School personnel create test schedules that allow for ample time for administration of all four components of the NYSESLAT. Students are duly informed of the importance of the assessment and the academic implications of their participation. Pedagogues involved in test administration are provided with annual training to ensure that the integrity of the assessment is preserved. Post assessment is based on the students' portfolios, on-going classroom formative evaluations given by the ESL/NLA teacher and the students' results of the NYSESLAT test given in May.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The ELL guidance counselor sends letters home, which are also distributed to the students. The guidance counselor then follows up via emails and phone calls to answer parents' questions on placement every 6 months.
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).
- At Curtis High School, the trend in program choice is the Transitional Bilingual Program. Approximately 63% of parents make this selection. Growth of this program is anticipated as students become more comfortable in this learning environment and understand the efficacy of dual language immersion. The program models are aligned with the requests of Spanish-speaking parents. Unfortunately for non-Spanish-speaking families, the Transitional Bilingual Program is not a viable option. Nonetheless, parents are

informed that if they want their children in a Transitional Bilingual Program they have a choice of sending their children to a school that offers such a program in their native language. We have no record of parents opting to leave Curtis High School to choose a non-Spanish Transitional Bilingual Program. We also offer three (3) levels of Native Language Arts classes for the Spanish speaking students.

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.

Instruction is organized departmentally. ELL students receive the mandated ESL classes through the ESL/Foreign Language Department. ELL students are fully integrated in the school's Small Learning Communities, taking elective classes according to their expressed interests. All classes are taught by NYS licensed teachers. ELL classes are organized homogeneously based on proficiency level established by LAB-R or NYSESLAT results

- b. TBE program. *If applicable.*

Instruction is organized departmentally. ELL students receive the mandated ESL classes through the ESL/Foreign Language Department. Subject-specific ESL and dual language classes are offered in Mathematics, Social Studies and Science. ELL students are fully integrated in the school's Small Learning Communities, taking elective classes according to their expressed interests. All classes are taught by NYS licensed teachers. ELL classes are organized homogeneously based on proficiency level established by LAB-R or NYSESLAT results

- 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)?

Based on the results of the LAB-R and NYSESLAT, students are placed in the appropriate level of instruction for the mandated number of minutes, in the program chosen. All classes are taught by NYS licensed teachers. Consistent with CR Part 154, students receive the following mandated minutes of instruction depending on ENL level:

ENL and ELA:

- (1) Entering - 360 minutes of ENL instruction and 180 minutes of ENL/ELA weekly
- (2) Emerging - 360 minutes of ENL instruction
- (3) Transitioning - 180 minutes of ENL instruction
- (4) Expanding - 180 minutes of ENL instruction
- (5) Commanding - 90 minutes of intergrated ENL in ELA or content area weekly

When possible and deemed to be in the student's best academic interest, students are offered additional ELA responses to intervention (RTI) to ensure that the student will perform well on the NYS ELA regents and the NYSESLAT, while meeting standards for college readiness.

Transitional Bilingual Education Program:

- (1) Entering - 360 minutes of ENL, 180 minutes of ENL/ELA instruction, 1 HLA class and 2 bilingual content area classes weekly
- (2) Emerging - 180 minutes of ENL instruction, 180 minutes of ENL/ELA instruction, 1 HLA class and 2 bilingual content area classes weekly
- (3) Transitioning - 90 minutes of ENL, 90 minutes of ENL/ELA instruction, 1 HLA class and 1 bilingual content area classes weekly
- (4) Expanding - 180 minutes of ENL/ELA instruction, 1 HLA class and 1 bilingual content area classes weekly
- (5) Commanding - 90 minutes of intergrated ENL in ELA

When possible and deemed to be in the student's best academic interest, students are offered additional ELA responses to intervention (RTI) to ensure that the student will perform well on the NYS ELA regents and the NYSESLAT, while meeting standards for college readiness.

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.

Both Beginning and Intermediate ESL students have 225 minutes of instruction per week in Global History, Earth Science, or Biology and Algebra 1. In these classes the self-contained model is observed. The ELLs are grouped together and receive content area instruction with ESL methodologies in English with native language support and instruction is aligned with the New York State Common Core Standards. The native language support is also available at Curtis H.S, because the Bilingual/ESL certified teacher and coach visits the content area classes on a rotating schedule to provide native language support. The licensed ESL teacher also meets with content area teachers during professional development sessions. Both Ms. Kelly and Mr. Davis meet with various content area teachers after school to discuss the support and specific topics to help teachers and students. Content area classrooms are provided with Native Language libraries, bilingual dictionaries and textbooks that are ESL specific for each content area. All the content-area teachers have been sent to QTel training. These teachers also regularly attend both in house PD and PD offered outside of the school building during the school year by the Office of English Language Learners. This year we offered a Global 1 bilingual class, where instruction delivery is 70%-30% as stated in the chart below.

Advanced ESL classes are mainstreamed in most content area classes. ESL content area classes in both American History and Economics are offered to the Advanced ESL students, in order to enable the ELLs to pass the American History and Government Regents exam.

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

Since the majority of ELLs are Spanish speakers, we first give them an oral exam followed by an Academic Language and Literacy Diagnostic (ALLD) where the students are tested in Spanish. Based on the results of the diagnostic test the students are placed in a Native Language Arts class and/or a bilingual class. This year we have 72 students enrolled in the Transitional Bilingual Program. Students are evaluated in the classroom via formative assessments, student portfolios, and the ELE test. Teachers align instruction with the Common Core Standards for the Native Language Arts curriculum

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

Teacher evaluate students' English acquisition in all four modalities via teacher assessments that are aligned with the Common Core Standards for ELA; the Home Language and Second Language five progressions standards are also used to evaluate the students. Student portfolios and various types of assessments targeted for each modality are used in the classroom; for example, written and oral reports in both English and Spanish, reading comprehension that is aligned with the Common Core Standards and listening comprehension evaluations. Teacher assessments in all four modalities are aligned with Common Core Standards as do the in class assignments, group work and pair share activities.

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

Curtis HS was allocated a SIFE grant for the school year 2014-2015. As a result of this grant Curtis H.S. created an Advanced Native Language Arts class for SIFE students which meets period 4, Monday-Friday during the students' regular school schedule. Students are also scheduled during their regular school hours for an Algebra 1 and Intergrated Algebra support class as well as a Literacy support class. The "Newcomers' Club", a regularly scheduled socio-emotional support class, was also scheduled to meet on Tuesdays and Thursdays for one hour, from 3:45-4:45; during this class a Spanish-speaking Guidance Counselor addressed such topics as college readiness, rights of the students when it comes time to apply for college, and other related topics of interest to ELLs. At the beginning of the fall semester 2014, ELLs were given a diagnostic reading test in order to establish their reading ability (ALLD). The ESL students use a Web based literacy program, called FastForWord, in order to improve their literacy skills. All students selected for this class are mandated to attend the Literacy class during their regular school day, Monday through Friday. Licensed ESL teaches were trained in the FastForWord program. Tutoring is also available Monday-Friday, periods 10 and 11. Dr. Agoda, an ESL licensed teacher, is in charge of the literacy class and tutoring. Students that have been identified as SIFE/LTELL students are enrolled in one of the Native Language Arts class. They are also enrolled in the Algebra classes.

Curtis High School will continue to expand our Transitional Bilingual Program for the school year 2015-2016. We will expand the program to the Science Department by adding a bilingual Living Environment class. As of this moment, however, we have purchased the Visual Learning DVDs for Living Environment and Earth Science. "The Newcomers' Club", a Guidance class for academic and social support, will also be added during the expanded day high school hours, 5:45-6:45, Monday-Thursday. "The Newcomer's Club" will again be conducted by a Spanish-speaking College and Career guidance counselor and a Spanish speaking Spanish teacher. In addition, CHS will continue to implement the Literacy class for those students who qualify to attend. The FastForWord web based literacy program is used as well for beginning ESL students during their regular school day. SIFE/SWD students will also be scheduled to attend a team-taught literacy class with a Reading Specialist during their regular school day and/or a team-taught Math skill-building class, according to the students' needs.

b) For ELLs who are newcomers (are in the US less than three years) instruction will be delivered using ESL strategies and QTel instruction. ESL and content area teachers have attended QTel training. The classrooms are supplied with bilingual dictionaries and native language libraries. Students are programmed for a literacy class in addition to their required ESL classes. Based on the Parent Choice letters we also program these students in a Transitional Bilingual Program. At present we have three Native Language Arts classes, a Global 1 class, and two Algebra classes. Tutoring is offered to these students as well after school, periods 10 and 11 in the content area and in ESL. ELA tutoring is also available on Saturdays from 9:00 a.m. to 12:00 p.m. For these students we also offer FastForWord, which is used in the students' regular school day program. During the regular school day an ELA review class will be scheduled and team taught by an English teacher and a licensed ESL teacher.

c) ELLs who are receiving services four to six years are scheduled for review classes during periods 8 and 9. They also attend Saturday support classes from 8:00a.m. to 12:00 p.m. Based on their literacy level Spanish-speaking students are placed in the Transitional Bilingual Program along with the Native Language Arts class. When the ELL students are first registered at Curtis High School over the counter, the parents complete a HLS which determines the student's placement into the TBE program or ENL program. The parents are informed that three types of programs are available to their children in NYC: the dual language, the transitional bilingual program, or the freestanding ESL program. In the past, based on the results of the completed Parent Survey and Program Selection Form, the ELL parents have selected the Transitional Bilingual Program. However, for those students whose literacy skills in their native language are low, we inform the parents that the Transitional Bilingual Program is recommended. We also explain to them why it is a benefit for their child to be placed in this program along with the Native Language Arts class. The students are given the NYSETELL test or the Spanish LAB-R to determine their English/Spanish language abilities. Based on the results of these test, the guidance counselor will place the students into the grade- appropriate TBE/ ESL level. In addition, the guidance counselor will place the students into the grade- appropriate content area classes. A reading class will also be provided to these students in addition to the other services described above. The school's reading specialist works with these students everyday during their regular school day. The students are given choices regarding their electives and the type of gym classes. They are invited to orientation meetings and college workshops.

d) At present Curtis High School has 35 Long-Term ELLs (6+ years). Curtis H.S. requests an Extension of Services for these students. The ESL guidance counselor of Curtis High School continues to monitor the progress of the students by recommending placement into the Native Language Arts classes for Spanish speaking students, a class where the FastForWord literacy program is used daily and a literacy class. FastForWord is presently used in three of the ESL literacy classes. If the SIFE grant is awarded this school year Achieve 3000 will be purchased and used in the ESL and Literacy classes in order to increase the students' literacy skills. A class targeted for these students is in place specifically for the ELA instruction during periods 8 and 9, Monday through Friday. This class is scheduled during the students' regular school day. The class will be team taught with a licensed English teacher and a certified teacher of ESL. In addition, the ELLs go to tutoring and attend review classes offered during Saturday School in order to build their literacy skills. Based on the literacy skills in their native language, they will be placed in the Native Language Arts class which meets five periods every day, Monday to Friday. This year three Native Language Arts classes will meet periods 2, 4 and 6. A mentoring program for these students is being planned as well as support group which will meet every morning during period 1. The group will be monitored by a teacher who has experience with ELLs and is an AVID-trained teacher/mentor here at Curtis H.S.

e) Former ELLs are entitled to ESL services for two years. We ask these students if they want to remain in the "L" House and take classes offered by one of our other small learning communities, or if they want to be in one of the other seven Small Learning Communities of their choice. We explain to them that if they choose to go into another specialty houses they are still entitled to ESL services for two years. The majority of students opt to stay in the "L" House, although they take additional courses offered in the other houses.

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.

N/A

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?

Students identified as ELLs/SWD who are required to have ESL services are monitored by the Instructional Services Department as per protocols established to write annual goals through Annual Review Conferences. At these yearly meetings parents, students, teachers (Special Education and General Education) and a compliance coordinator review how the students are performing academically in all subject areas including ESL. Once every three years, the School Assessment Team (School Psychologist and Social Worker) evaluates each student in Special Education in preparation for a new IEP. Recommendations as to future ESL services are made at this meeting.

ELLs who do not come to Curtis High School with an IEP and have difficulties in the ESL and ESL content area classes are

Chart

evaluated by the subject teachers, a Special Education teacher as well as the Assistant Principal of Pupil Personnel Department for possible placement into Special Education. However, this procedure is not done for at least one year after the student has been attending Curtis High School. The ESL teacher initiates the process of placing an ESL student into Special Education after observing the ESL student over a period of time. The documentation includes notes on the student's academic performance or behavioral problems in class in comparison to the other ELLs who are progressing well. The teacher will send guidance referrals to the Assistant Principal of Pupil Personnel, who will begin the interview process for placement into Special Education. The instruction is delivered via the Freestanding ESL class with native language support. The teacher, a licensed Special Education and Bilingual teacher, supports them in Spanish using WILSON methodology; materials used (i.e. books) are also in the native language. ESL methodology and instructional strategies are employed. Bilingual dictionaries are also used and kept in the class rooms. Students identified as having IEPs will be tested with modifications as indicated on their IEPs. Students with disabilities are provided the testing accommodations specified in their IEPs. Spanish-speaking students with IEPs will also be placed in the Native Language Arts class if the data indicates that their literacy skills in their native language are low.

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?

Students identified as ELL/SWDs are placed in mainstream classes at Curtis H.S. in the content-area, except for the Native Language Arts classes, Math support class, and the Global1 class. The curriculum follows the New York State standards as well as the Common Core Standards across the disciplines. Instructionally, teachers differentiate instruction based on the data we have gathered according to the Universal Design for Learning (UDL). Academic rigor and balanced literacy are evident in the classrooms. Students identified as ELL/SWD are placed in CTT classes in the content areas and are given Foreign Language and elective courses. The required courses that students take in order to satisfy graduation requirements are given to ELL/SWD students. The required Regents exams that they need to take to qualify for an Advanced Regents Diploma are also administered to these students. Students who are ELLs/SWD are programmed for all their classes with the rest of the mainstream population, except for their ESL or Native Language Arts classes.

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 Chart	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	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.

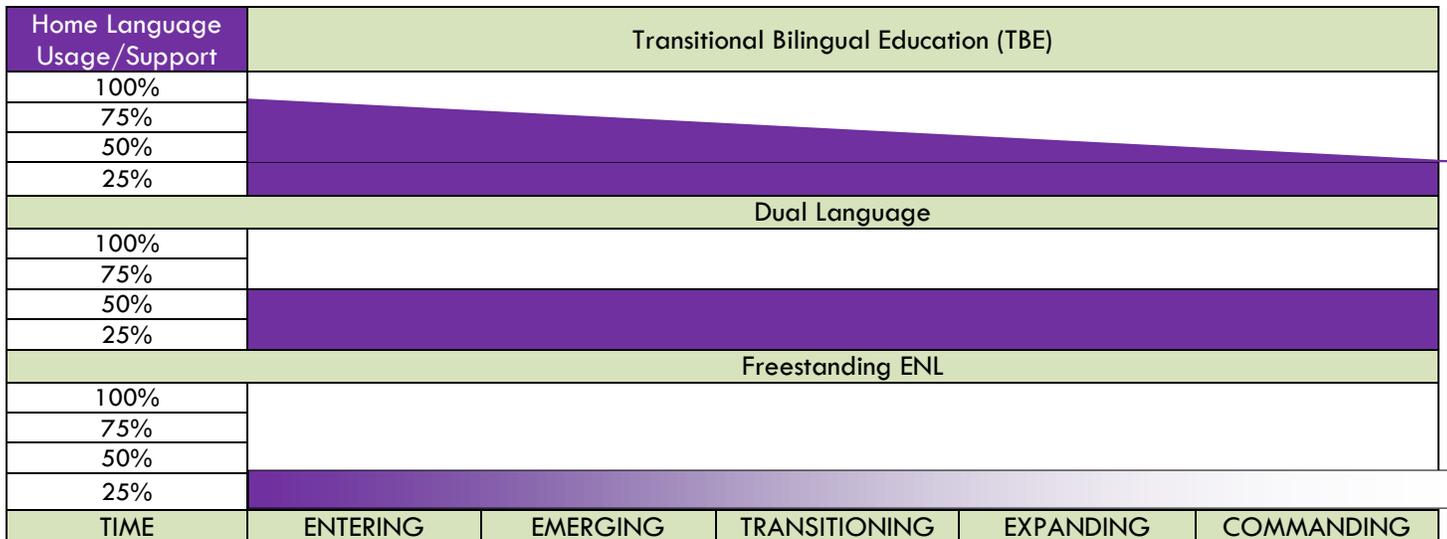


*Note: “other approved services” does not apply to New York City at this time.

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. Intervention services for ELLs in ELA, Math, Science, Global History, English, and US History include, but are not limited to:
- After school tutoring: ELA, Math, Global History, U.S. History
 - Literacy support classes for SIFE students and Native Language Arts Classes (3 levels)
 - Saturday tutoring-content area
 - FastForWord support for literacy-SIFE students
- Most of the intervention services offered at Curtis High School are conducted in English and Spanish. Classes in Math and History are conducted 70% in English and 30% in Spanish. The Global 1 class is also conducted 70% in English and 30% in Spanish. The Native Language Arts classes and the Algebra classes are conducted in Spanish 70% and English 30% for the Beginner class. 60%-40% for the Intermediate class and 50%-50% for the Advanced class.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Since the inception of the Transitional Bilingual Program and the creation of the bilingual classes students have improved immensely in the Native Language Arts classes and in the two Algebra classes. Students' performance in the content area has also improved where there is a Spanish speaking instructor. As a result of the TBE students are more motivated to come to school and data shows a great improvement academically in those classes.
12. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming year we will re-create a literacy and NYSESLAT review class, a "Club Connect" for socio-emotional support as well as a college and career readiness component. The college office counselor, who is a native Spanish speaker, will push in two days a week to discuss such topics as resume writing, the college application process, the rights of undocumented young people and college, and the process and vital information about the "Dream Act". Budget permitting, more ESL licensed teachers will be hired in order to be in compliance with the new mandated New York State regulations. We will also expand our TBE Program.
13. What programs/services for ELLs will be discontinued and why?
- Curtis High School will not discontinue any programs or services for the ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Tutoring for the ELA, Math, Social Studies, both Global and US History, and the Sciences (Living Environment, Chemistry, Earth Science) is available after school, Monday through Friday during 10th and 11th periods in the school library. One of our licensed ESL/Bilingual certified teacher is also available to help and support our students. Tutoring is offered on Saturdays for all content area classes. The classes begin at 8:00 a.m. and end at 12:00 p.m. A SIFE Literacy class will be offered as well during the students regular school day, Monday-Friday in Room 422. ELLs are offered equal access to programs such as the International Baccalaureate classes if students excel in their previous courses. Students are placed in the IB classes if they show mastery in the subject area and a strong desire to be in the class. Many ELLs at Curtis H.S. are placed in the IB Spanish, Italian, or French classes. This is true for the other content area classes as well. ELLs are encouraged to participate in a Curtis H.S. after-school activity; many students play soccer and have been offered scholarships to colleges when they graduate.
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.
- FastForWord, a web-based Literacy program, is used in the beginner and intermediate levels of ESL classes. The students use the program in one of their ESL classes. The targeted groups are the SIFE students and SWDs. Some English classes also use the program for SWDs and students in the lower third percentile. The ESL department provides materials and books that facilitate learning. Bilingual dictionaries in languages spoken by our ELLs are ordered every year as well as bilingual Global History, US History and Algebra classes for the bilingual Spanish classes. For the Native Language Arts classes books (short stories, magazines, novels) are ordered every year for each level. Over \$15,000.00 is spent on new material every year.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native Language support is delivered via the Transitional Bilingual Program in the three Native Language Arts classes, Global History class, and two Algebra classes. In the ESL classes Spanish is also delivered by two of the three certified ESL teachers. The Foreign Language teachers also support our Spanish speaking students in delivering the language whenever possible.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Students are placed in age appropriate grade levels in their content area classes. If a student fails a content area class one semester, he/she is placed in an extended day class and is scheduled for the content area class that is grade appropriate. ELLs are placed in their appropriate level in ESL classes based on the students' NYSESLAT scores. Students are placed in the Native Language Arts classes based on their literacy skills in Spanish, from the result of the Spanish LABR-R test, and if they are SIFE students. Students are placed in the appropriate grade level in Science, Math, and Social Studies 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).

Newly enrolled ELLs are offered the “Bridge Program” during the summer before they begin school in September. In August there is a Freshman Orientation; students are programmed to attend and are given a mock schedule run. We plan to add the “The Newcomers’ Club” class in the spring, depending on the outcome of the 2015-2016 grant money that will be awarded to us. ELLs are invited to participate in the International Festival every December. Many ELLs participate in this event because they can show off their traditions, food, and culture to the students and their parents.

19. What language electives are offered to ELLs?

ELL students are offered to study either Spanish, Italian, or French. We program students up to and including the three year sequence in a foreign language which terminate with a LOTE exam. Students in all language classes including those in the Native Language classes are encouraged to continue in the IB/AP Spanish, Italian or French classes. Many of them take advantage of the opportunity.

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.)

At Curtis High School we have a support team of ENL and content area teachers that share and discuss strategies. They have created an online "tool box" that all teachers can access via Google drive. The team meets monthly to develop and share strategies and to evaluate data. And the "tool box" continues to grow for the benefit of all teachers. ENL teachers attend the Wednesday morning f (7:45 A.M. to 8:45 A.M), professional development workshop at Curtis H.S. They also attend outside PDs offered by The Office of English Language Learners on a regular basis. Content area teachers are also encouraged to attend outside PDs that they can then turn key to other teachers in their content areas.
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?

Secondary bilingual teachers that are instructing in languages other than English need professional learning opportunities that build their competence and confidence with academic discourse in languages other than English. Many bilingual teachers have not had the opportunity to engage in deep study of the subject matter and pedagogy in languages other than English. Their use of the language other than English in instruction is usually limited to translating. To engage students in deep disciplinary discourse as they develop concepts and build skills in student's native language, teachers need a stronger command of the academic language in the targeted language of instruction. Their command of the language other than English in the disciplines would be enriched through professional development delivered in the target language that helps them learn and practice academic discourse in the target language for the discipline. Therefore, ENL and bilingual teachers are sent out to PDs offered by the NYC Office of English Language Learners. Teachers also meet once a month to discuss strategies and add to the online "tool box" that is available to all teachers. Their section of the online tool box contains lesson plans in the target language (Spanish). The bilingual The ENL coach also meets with the content area teachers to discuss and help with instructional strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

During our "Small Learning Community" meetings and staff development days prior to the start of classes, the guidance counselor and the assistant principal prepare staff in assisting ELLs as they transition into high school. We discuss problems that ELLs face and inform the staff to whom they must refer the students if and when a problem arises. Some of the problems that ELLs deal with, especially when they new to the country, are housing, work related issues, immigration, and lack of parental/guardian support. The guidance counselor helps the students transition. She also helps them with homeless assistance if the need arises.
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.

Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Therefore, at Curtis High School all ENL, HLA and Bilingual Content Area teachers attend outside PDs designed to meet their needs by the Office of English Language Learners. They turn key these PDs to all content area teachers that support ENL instruction at Curtis High School. It is mandated that all teachers, regardless if they teach ENL students or not, attend one of those PDs a semester. The PDs have an emphasis on language and academic language acquisition for ENL students. There is also an emphasis on academic language in Spanish because of our Transitional Bilingual program (Spanish). Our Wednesday professional development, which meets for an hour, from 7:45-8:45 A.M. , also satisfies the required hours for professional development. Teachers are awarded certificates for having completed the required professional development. Explanation of the services required by the State and Federal Government are discussed as per Jose P. These include services mandated for ELLs/SWRs where schools in the Eastern district of New York are required by federal court to appropriately evaluate, place, and provide services for these students. Advocates for Children of New York continue to monitor the implementation of the Jose P judgements and orders.

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?

Curtis High School is a Community School that has many CBOs that have partnered with our school. We make ELL parents aware of our existing services for students and families and we ask if there are others that would be beneficial to them. If there is something that they request that is not already available, we ask our Community School liaisons to look into how we could incorporate it or where the family can go to receive the help that they need. Parent involvement is not as high as we would like to achieve, but constant outreach by the guidance counselors, teachers and Community School liaisons are making progress to accomplish the goals we have set for all parent involvement.

Answer to Question 2:

All ELL-related documents are kept in the students' cumulative binder.

Additionally, we maintain an ELL Folder of Critical Documents which contains these documents in the guidance counselor's office for ease of review.

All ELL documents include the following:

- Dated and signed copies of each student's
 - o Home Language Identification Survey
 - o Parent Survey and Selection Form
 - o Program Placement Letter
 - o Entitlement letter (newly identified ELLs)
 - o Continued entitlement letter (continuing ELLs)
- 40 | ELL Policy and Reference Guide
- o Non entitlement letter
 - o Language Proficiency Team NYSITELL Determination Form

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Curtis High School is a Community School that has many CBOs that have partnered with our school. We make ELL parents aware of our existing services for students and families and we ask if there are others that would be beneficial to them. If there is something that they request that is not already available, we ask our Community School liaisons to look into how we could incorporate it or where the family can go to receive the help that they need. Parent involvement is not as high as we would like to achieve, but constant outreach by the guidance counselors, teachers and Community School liaisons are making progress to the goals we have set for all parent involvement. Letters are sent home and given to students to inform them of any free services that are available through the school and other agencies or community organizations. The Parent Coordinator sends letters home and calls the parents/guardians to inform parents of the services available to them; for example, free English classes in the school library every Thursday evening from 7:00 P.M. to 9:00P.M.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Curtis High School is a Community School that has many CBOs that have partnered with our school. We make ELL parents aware of our existing services for students and families and we ask if there are others that would be beneficial to them. If there is something that they request that is not already available, we ask our Community School liaisons to look into how we could incorporate it or where the family go to receive the help that they need. Every year the Parent Coordinator and the Guidance Counselor advise parents of any Community based Organization or agencies that may meet their needs. Curtis H.S. has a strong relationship with the New York Immigration Coalition and the Mexican Consulate, and every year host an adult education program based on the Plaza Comunitarias model. Plaza brings a ready-made, technology rich menu such as Native Language pre-GED, GED, civics, cultural enrichment and job training. We also offer free English and computer literacy classes to parents. Every year the Mexican Consulate comes to our school and offers free help to families concerning immigration and legal status as well as guidance on how to apply for the Dream Act and advises them on the steps they have to take to become legal.

5. How do you evaluate the needs of the parents?

At Curtis High School parents are polled at the initial interview as to what their needs would be. Curtis High School is a Community School that has many CBOs that have partnered with our school. We make parents aware of our existing services for students and families and we ask if there are others that would be beneficial to them. If there is something that they request that is not already available, we ask our Community School liaisons to look into how we could incorporate it or where the family go to receive the help that they need

6. How do your parental involvement activities address the needs of the parents?

At Curtis High School parental involvement is maximized due to the activities planned based on the family's needs. Being a Community school affords us the opportunity to service and help families in many different ways. Based on the polling of parents, workshops and activities are planned throughout the year that address the family's needs. The bilingual Guidance Counselor also meets with parents on a regular basis and as the need arises.

D. Additional Information

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

N/A

School Name: _		School DBN: _	
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)
Dr. Aurelia L. Curtis	Principal		6/19/15
Ms. Adele Rombley	Assistant Principal		6/19/15
Mr. Tom Hepworth	Parent Coordinator		6/19/15
Ms. June Kelly	ENL/Bilingual Teacher		6/19/15
Adjovi Amoussou	Parent		6/19/15
Ms. Anne Urban-Rahn	Teacher/Subject Area		6/19/15
Ms. Maria Morreale	Teacher/Subject Area		6/19/15
N/A	Coach		6/19/15
N/A	Coach		6/19/15
Mr. Frank Cho	School Counselor		6/19/15
Aimee Horowitz	Superintendent		6/19/15
Domingo Enrico	Borough Field Support Center Staff Member _____ Staten Island		6/19/15
	Other _____		6/19/15
	Other _____		6/19/15
	Other _____		6/19/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R450** School Name: **CURTIS HIGH SCHOOL**
Superintendent: **Aimee Horowitz**

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.

The data used to assess Curtis High School's translation and oral interpretation is the number of entitled students registered at the school and the HLQ. Depending on the home language, we provide all written information in the language they fully understand. Letters sent home to inform parents/guardians of an upcoming event or meeting is in their native language so that they can completely understand what is being conveyed. Erickson Translation and Interpretation Services, a company located near Curtis H.S. also provides services for us in a timely manner. We also have the option of using the Department of Education's Translation and Interpretation Services. Additionally, we are fortunate to have many members of the staff who speak many of the languages represented in our ELL population. All posted signage in the main lobby are in multiple foreign languages, The student/parent handbook distributed to LEP parents/guardians at the Freshmen Orientation and at the mandatory parents' meeting is also written in various languages; Spanish, French, French Creole, Albanian, Polish, Russian, Urdu, and Arabic. Spanish interpretation at these meetings is provided is provided by staff members. Other languages are occasionally available.

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

The list of parents' preferred languages for both written and oral communication are as follows: Akan (AK), Albanian (AL), Arabic (AR), Bengali (Bangla in Bangladesh) (BG), Burnese (BS), Cantonese (CN), Chinese - Dialect Unkown/Other (CE), Chinese-Any (CH), English (NO), Fanti (A.K.A. Fante) (FT),

French (FR), French-Haitian Creole (FH), French Khmer (FK), Fulani (FU), Grebo (GO), Greek (GK), Gujarati (GJ), Gurma (GM), Haitian Creole (HA), Hausa (HU), Hindi (HI), Ibo (IB), Italian (IT), Jamaican-Creole (JM), Khmer (A.K.A. Camboge) (KH), Korean (KO), Macedonian (MA), Malayalam (MY), Mandarin (MN), Niger-Congo (NC), Philipino-A.K.A. Tagalog (PI), Polish (PL), Portugese (PO), Punjabi (A.K.A. Panjabi) (PJ), Russian (RU), Serbo-Croatian (SC), Shluh (SL), Sinhalese (SF), Spanish (SP), Tamil (TA), Thai (TH), Turkish (TU), Ukrainian (UR), Urdu (UD), Wolof (WO), Yoruba (YR),

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.)

The documents Curtis High School disseminates are; the annual student/parent handbook, monthly PTA Newsletter, parent-teacher conference announcements, letters to parents/guardians informing them of any special events, curriculum meetings, mandated school meetings for parents, letters inviting parents to the school leadership meeting, as well as information discussed at the meeting. Parents are also informed via letters in their native language of after school programs, such as the STEM seminar, NYSESLAT dates, final and Regents exam dates. Written information and letters are provided in the language parents fully understand. The Assistant Principal (AP) prepares letters and notices to parents/guardians as soon as there is a need. The AP also conveys information via the monthly PTA newsletter sent electronically and USPS. All important and pertinent information that has to be delivered to parents/guardians are downloaded from the Office of English Language Learners. All signage is posted at the entrance of the school and in hallways and stairways in multiple languages for parents /guardians to understand.

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.

The formal face-to-face meetings at Curtis High School are as follows: 1) Mandated English as a New Language (ENL) Parent Meeting (3rd Tuesday in September); 2) Parent-Teacher Association (P.T.A) Meetings (2nd Tuesday monthly); 3) Parent-Teacher Conferences (P.T.C.) (twice annually); 4) ENL Parent Curriculum (December 2015) and 5) Guidance Conferences (weekly, as the need arises).

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.

The written translation services Curtis H.S. provided will be based on the number of home languages listed in the HLQ as well as the languages spoken by registered ELL entitled students. In house translation services and out side services provided by Erickson Translation and Interpretation services, DOE services are also available if the need arises. Written translation is available by many faculty members that speak a variety of languages other than English. The AP will prepare letters and notices to parents/guardians as soon as there is a need. The AP also sends information to parents/guardians via the monthly PTA newsletter. All pertinent information that has to be delivered to parents/guardians are downloaded from the Office of English language Learners.

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.

Members of the staff provide on-site oral interpretation in Spanish, Italian, French, Haitian Creole, German, Albanian, Chinese, Russian, Urdu and Arabic. The diversity of our staff mirrors the multi-culture as our students.

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.)

Part D: Information concerning how to use translation services and the over-the-phone interpretation services are distributed to staff at the first faculty conference each term. The information is also distributed prior to all Parent Teacher Conferences.

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

At Curtis H.S. we provide parents of ELLs a copy of the Parents Bill of Rights in many languages. These documents are distributed at the mandatory parents'/guardians meeting, at Freshmen Orientation, when we hold a parent "House" meeting, and the guidance counselor meets with all parents of over-the-counter registrants to review these materials. Due to the large number of ELLs, we have signage posted in multiple languages through-out the building. Front desk personnel use this signage to assist them in directing non-English speaking parents to appropriate locations where they are assisted using already mentioned translation services.

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)

Part F: Each year the parent coordinator circulates a parent survey prior to Parent Teacher Conferences to gather feedback from parents concerning the delivery and availability of services. The School Leadership Team (SLT) conducts an annual PASS review of the school design to assess all aspects of the instructional program and administrative policies. The PASS review includes parents from the SLT as well as any parents who wish to participate.