



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LEGACY SCHOOL FOR INTEGRATED STUDIES
DBN (i.e. 01M001): 02M429
Principal: ARLEEN LIQUORI
Principal Email: ALIQUOR@SCHOOLS.NYC.GOV
Superintendent: DENISE HALLETT
Network Leader: STEVEN CHERNIGOFF

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Arleen Liquori	*Principal or Designee	
Zacarias Rivera	*UFT Chapter Leader or Designee	
Jose Ramirez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maureen Menton	Member/ Teacher	
Lydia Adegbola	Member/ CSA Representative	
Jose Ramirez	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All students in the lowest third percentile in Cohort Q (2015) will earn 10 or more credits by August, 2014

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The percentage of students in the lowest third percentile who earn 10 or more credits will increase from 38% to 45%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

The following instructional strategies and activities will be used to achieve this goal:

- Establish a data system (Pupil Path) that tracks individual student attendance, grades and engagement indicators, such as behavioral anecdotes.
- Determine criteria for which student is considered off-track for graduation and establish a continuum of appropriate interventions.
- Offer immediate academic supports (tutoring/one-to-one mentoring) to students who are failing in the first, second and third marking period of senior year.
- Provide PM School in both the Fall and Spring terms to all students who failed any subjects in prior terms.
- Guidance staff will review transcripts with each student.
- Data for the cohort will be tracked at the conclusion of every marking period to ensure timely credit accumulation and passing of Regent/RCT examinations.
- ARIS will be utilized by teachers and administrators to drill down to the granular level of student performance for review by faculty, parents and students to establish goals and differentiate instruction.
- The Inquiry Teams will use all data to inform instructional and programming decisions and review program implementation for the target population.
- Periodic assessments will be reviewed to establish individual student profiles in ELA and Mathematics following each administration.
- Parent outreach to inform parents of student progress.

B. Key personnel and other resources used to implement each strategy/activity

- The Administration, faculty, guidance and attendance teams will use data to analyze student progress towards attaining this goal and collaborate with Special Needs students and their parents to insure students attend school daily and pass their required classes.
- The Data Manager will regularly update and maintain a school-wide Data Tool, which indicates academic and attendance information on each student.
- Based on the school's data information, courses will be created and structures in support of students achieving this goal:
 - Subject-specific tutoring and Credit-bearing PM School classes.
- Common Planning time will be implemented to share strategies aligned to the Common Core Learning Standards
- Continue to adjust professional development plans to address identified teacher needs.
- Compile best practices observed in school. Schedule teacher intervisitations.
- Based on analysis of student work, identify aspects of teacher practices that could address student gaps in knowledge.
- Inquiry Tam will focus on Students with Special Needs and will assist in on-going planning instruction to meet individual student needs.
- Referrals to social work services will be made as appropriate to support good attendance and academic achievement.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Through the use of Datacation, we provide the entire school community with an on-track metric. The metric is based on New York State's graduation requirements (a combination of course credits and passing grades in a series of end-of-course state Regents exams) to map out the progress students need to make each year to graduate with a regular diploma in four years. In addition, the metric includes indicators of college readiness that go beyond the state's high school requirements. Using this metric, each student's status is described through the use of color-coded categories: on track to college readiness (blue); on track to graduation (green); almost on track to graduation (yellow); or off track to graduation (red). Datacation analyzes the data and provides administrators with a school-wide report on student performance based on the metric, which is then shared with the entire school community. It also creates snapshots that can show an individual student's progress toward graduation

and college readiness, and encourages students to create a plan to get (or stay) on track.

1. This strategy helps ensure that data use becomes an intrinsic component of the school's daily operations. The color-coded tools are easy to understand; as a result, we are using the information in a variety of ways. School leaders and staff are employing school-wide and individual student data to plan interventions and decide what professional development our teachers need. Student snapshots are shared with students and parents, making it easier to understand the complicated graduation requirements and the steps a student must take in order to get on track. Our new college-readiness metric, based on college entrance requirements, is helping students and families understand the difference between high school graduation and college readiness.

D. Timeline for implementation and completion including start and end dates

1. September, 2013-August, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

College Summit's mission is to increase the college enrollment rates of youth from low-income communities. College Summit has identified four critical "mind shifts" that establish college-ready culture and set the stage to achieve significant increases in both high school graduation and college enrollment rates.

- Shift to counting college enrollment rates as a measure of high school success.
- College enrollment rates as a measure of high school success.
- Shift from thinking postsecondary guidance should be for some students to providing it to all students.
- Shift from a "guidance counselor only" model to a guidance counselor plus teacher-engaged effort.
- Shift from thinking of students as recipients of school culture to drivers of school culture.
- We incorporate College Summit's curriculum and tools into a postsecondary planning course, which is offered for credit during the existing school day to third and fourth year students. This ensures that we successfully integrate the College Summit standards-based, data-driven curriculum with other coursework and the school routine.
- The postsecondary planning course, based around the College Summit Navigator Curriculum, provides students with a safe and supportive space within the school day in which to explore, apply to, and prepare for a variety of postsecondary options. Through participation in the College Summit class, students will create a Senior Portfolio, which includes all of the planning milestones and products that juniors and seniors need in order to apply to and succeed in formal and informal postsecondary learning opportunities. As students create these products, they practice valuable transferrable skills which will help them persist and achieve in postsecondary life, including goal setting, action planning, research and reflection.

STRIVE FOR COLLEGE

- The Strive for College Program is a mentoring program connecting low-income high school students with undergraduate student mentors, who work with them one-on-one through the college application and financial aid processes over the course of one year.
- Students start Strive in the spring of their junior year, and stay with Strive through the Spring of their senior year.
- Strive aims to have students leave each session and the program excited and motivated about college and what lies ahead and to have that motivation spread across schools and communities.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **Pupil Data System**-this system provides parent access to student performance in the most granular of details. Parents can view attendance and lateness data by period, day, week and/or month. Parents can view formative performance data (homework, class work, in-class exams, and projects) as well as summative assessment data (transcripts, regent's performance). This information is viewable through multiple media devices including desktop computer, iPad or cellular phone.
- **School Messenger**- This computerized system is directly connected to our daily attendance monitoring system to alert parents of any absences. This system creates automated phone calls to make parents aware of all important dates and upcoming events occurring in the school.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams; Parent Association and Title 1 Parent Committee.

- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the percentage of IEP students in Cohort P (2014) earning 10 credits or more or earning 80% of credits attempted through August, 2014 in order to be College and Career Ready.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The percentage of IEP students in Cohort P who earn 10 or more credits will increase from 41% to 45%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

The following instructional strategies and activities will be used to achieve this goal:

1. Establish a data system (Pupil Path) that tracks individual student attendance, grades and engagement indicators, such as behavioral anecdotes.
2. Determine criteria for which student is considered off-track for graduation and establish a continuum of appropriate interventions.
3. Offer immediate academic supports (tutoring/one-to-one mentoring) to students who are failing in the first, second and third marking period of senior year.
4. Provide PM School in both the Fall and Spring terms to all students who failed any subjects in prior terms.
5. Guidance staff will review transcripts with each student.
6. Data for the cohort will be tracked at the conclusion of every marking period to ensure timely credit accumulation and passing of Regent/RCT examinations.
7. ARIS will be utilized by teachers and administrators to drill down to the granular level of student performance for review by faculty, parents and students to establish goals and differentiate instruction.
8. The Inquiry Teams will use all data to inform instructional and programming decisions and review program implementation for the target population.
9. Periodic assessments will be reviewed to establish individual student profiles in ELA and Mathematics following each administration.
10. Parent outreach to inform parents of student progress.

B. Key personnel and other resources used to implement each strategy/activity

- The Administration, faculty, guidance and attendance teams will use data to analyze student progress towards attaining this goal and collaborate with Special Needs students and their parents to insure students attend school daily and pass their required classes.
- The Data Manager will regularly update and maintain a school-wide Data Tool, which indicates academic and attendance information on each student.
- Based on the school's data information, courses will be created and structures in support of students achieving this goal:
-Subject-specific tutoring and Credit-bearing PM School classes.
- Common planning time will be implemented to share strategies aligned to the Common Core Learning Standards.
- Continue to adjust professional development plans to address identified teacher needs.
- Compile best practices observed in school. Schedule teacher intervisitations.
- Based on analysis of student work, identify aspects of teacher practices that could address student gaps in knowledge.
- Inquiry Team will focus on Students with Special Needs and will assist in on-going planning instruction to meet individual student needs.
- Referrals to social work services will be made as appropriate to support good attendance and academic achievement.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Through the use of Datacation, we provide the entire school community with an on-track metric. The metric is based on New York State's graduation requirements (a combination of course credits and passing grades in a series of end-of-course state Regents exams) to map out the progress students need to make each year to graduate with a regular diploma in four years. In addition, the metric includes indicators of college readiness that go beyond the state's high school requirements. Using this metric, each student's status is described through the use of color-coded categories: on track to college readiness (blue); on track to graduation (green); almost on track to graduation (yellow); or off track to graduation (red). Datacation analyzes the data and provides administrators with a school-wide report on student performance based on the metric, which is then shared with the entire school community. It also creates snapshots that can show an individual student's progress toward graduation and college readiness, and encourages students to create a plan to get (or stay) on track.

1. This strategy helps ensure that data use becomes an intrinsic component of the school's daily operations. The color-coded tools are easy to understand; as a result, we are using the information in a variety of ways. School leaders and staff are employing school-wide and individual student data to plan interventions and decide what professional development our teachers need. Student snapshots are shared with students and parents, making it easier to understand the complicated graduation requirements and the steps a student must take in order to get on track. Our new college-readiness metric, based on college entrance requirements, is helping students and families understand the difference between high school graduation and college readiness.

D. Timeline for implementation and completion including start and end dates

1. September, 2013-August, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

College Summit's mission is to increase the college enrollment rates of youth from low-income communities. College Summit has identified four critical "mind shifts" that establish college-ready culture and set the stage to achieve significant increases in both high school graduation and college enrollment rates.

- Shift to counting college enrollment rates as a measure of high school success.
- College enrollment rates as a measure of high school success.
- Shift from thinking postsecondary guidance should be for some students to providing it to all students.
- Shift from a "guidance counselor only" model to a guidance counselor plus teacher-engaged effort.
- Shift from thinking of students as recipients of school culture to drivers of school culture.
- We incorporate College Summit's curriculum and tools into a postsecondary planning course, which is offered for credit during the existing school day to third and fourth year students. This ensures that we successfully integrate the College Summit standards-based, data-driven curriculum with other coursework and the school routine.
- The postsecondary planning course, based around the College Summit Navigator Curriculum, provides students with a safe and supportive space within the school day in which to explore, apply to, and prepare for a variety of postsecondary options. Through participation in the College Summit class, students will create a Senior Portfolio, which includes all of the planning milestones and products that juniors and seniors need in order to apply to and succeed in formal and informal postsecondary learning opportunities. As students create these products, they practice valuable transferrable skills which will help them persist and achieve in postsecondary life, including goal setting, action planning, research and reflection.

STRIVE FOR COLLEGE

- The Strive for College Program is a mentoring program connecting low-income high school students with undergraduate student mentors, who work with them one-on-one through the college application and financial aid processes over the course of one year.
- Students start Strive in the spring of their junior year, and stay with Strive through the Spring of their senior year.
- Strive aims to have students leave each session and the program excited and motivated about college and what lies ahead and to have that motivation spread across schools and communities.

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **Pupil Data System**-this system provides parent access to student performance in the most granular of details. Parents can view attendance and lateness data by

period, day, week and/or month. Parents can view formative performance data (homework, class work, in-class exams, and projects) as well as summative assessment data (transcripts, regent's performance). This information is viewable through multiple media devices including desktop computer, iPad or cellular phone.

- **School Messenger-** This computerized system is directly connected to our daily attendance monitoring system to alert parents of any absences. This system creates automated phone calls to make parents aware of all important dates and upcoming events occurring in the school.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams; Parent Association and Title 1 Parent Committee
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All teachers will improve teacher effectiveness as evidenced by a one rating increase along the Danielson Framework competencies of the identified areas of Designing Coherent Instruction (1E), Using Question and Discussion Techniques (3B) and Using Assessment in Instruction (3D).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Rigorous demands of the City-wide Expectations to increase the implementation of Common-Core Aligned Units require a focus on improving teacher practice.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will receive targeted professional development connected to City-wide Instructional expectations.
2. Teachers will receive professional development to support differentiated instruction to the content areas.
3. Teachers will receive professional development to support the implementation of instructional strategies for building academic vocabulary and for filling gaps in knowledge and skills so that students have foundations for meeting grade level standards across the curriculum.
4. Scholarship reports will be monitored at the conclusion of each marking period to identify students in need of academic intervention services.
5. Common planning time will be implemented to share strategies aligned to the Common Core.
6. In collaboration with the Transition Support Network, will conduct Professional Development for faculty to improve instruction and curriculum.
7. Compile best practices observed in school, intervisitation, present at monthly Faculty meetings, share student work.
8. Teacher goal setting meetings conducted around the Danielson Framework.
9. Instructional Leads will attend meetings with Network and turnkey crucial information with teaching staff.
10. Teachers will receive frequent observations and feedback.

B. Key personnel and other resources used to implement each strategy/activity

Supervisory staff providing appropriate feedback to improve teacher effectiveness on Components 1E, 3B, #3D. Providing professional development workshops on Lesson Planning and Assessment.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Component ratings on evaluator forms will indicate teacher progress and the impact of each strategy and activity. Evaluation of the goal will be based on the evaluation of the targeted components on the final two observations and appropriate artifacts.

D. Timeline for implementation and completion including start and end dates

1. September, 2013 through August, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- a. Teachers will work in teams and produce at least two performance tasks in each course.
- b. Teachers will implement one performance task before the end of each semester.
- c. Teachers will present the tasks to discipline-related groups for discussion and evaluation.
- d. Teachers will share student work at the Faculty and Department Meetings continuing to improve students' performance.
- e. Teachers will use research-based rubric design in task and students work evaluation.
- f. Professional development on designing tasks aligned to Common Core Learning Standards.
- g. Using DOE activities in November and January, all teachers will participate in Common Core Learning Standards aligned unit of study.

2.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Pupil Data System-this system provides parent access to student performance in the most granular of details. Parents can view attendance and lateness data by period, day, week and/or month. Parents can view formative performance data (homework, class work, in-class exams, and projects) as well as summative assessment data (transcripts, regent's performance). This information is viewable through multiple media devices including desktop computer, iPad or cellular phone.
- School Messenger- This computerized system is directly connected to our daily attendance monitoring system to alert parents of any absences. This system creates automated phone calls to make parents aware of all important dates and upcoming events occurring in the school.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams; Parent Association and Title 1 Parent Committee

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	English teachers provide students with a structured time (2:18-2:56) to work on individual projects, homework or class assignments, project completion, as well as Regents Prep.	Small groups-7-8	Extended day-after school Monday through Thursday
Mathematics	Math teachers provide students with a structured time (2:18-2:56) to work on individual projects, homework or class assignments, project completion, as well as Regents Prep.	Small groups-7-8	Extended day-after school Monday through Thursday
Science	Science teachers provide students with a structured time (2:18-2:56) to work on individual projects, homework or class assignments, project completion, laboratory make-up, as well as Regents Prep.	Small groups-7-8	Extended day-after school Monday through Thursday
Social Studies	Social Studies teachers provide students with a structured time (2:18-2:56) to work on individual projects, homework or class assignments, project completion, as well as Regents Prep.	Small groups-7-8	Extended day-after school Monday through Thursday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Truancy, bereavement, social etiquette, peer mediation, conflict resolution).College Counseling and Transition Services.	Small group, one-to-one	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

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.
This is the second year of a three-year phase out for Legacy School for Integrated Studies and as such we are not recruiting new teachers at this time.
Teachers will be encouraged to participate in inquiry-decision making teams that will lead to the implementation of Core Curriculum Learning Standards and teach strategies that will increase student academic performance in all subject areas.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • 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;

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Provide these students with the same services and materials given to all students in the school so they can meet instructional goals. For example, Student Agendas, notebooks, pens and other school supplies.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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 met to discuss changing the preexisting grading policy to reflect categories based on different forms of assessment (formative vs summative). Shortly after this, teachers began to meet regularly during common planning time to create common assessments to administer across classes. They also decided to use Scantron Performance series in order to get baseline assessment data for students in the areas of English and Math.
Regarding professional development, teachers participate in bi monthly workshops around the use of formative and summative assessments with the goal of designing and using meaningful student assessments to guide instruction. Teachers are able to collaborate and share best practices as well as get clarity on various ways to assess students. Teachers have committed to using exit slips, questioning, performance based assessments, quizzes and homework as methods of assessment in the classroom.

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our 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 our school and the families. Our 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 our school community. Our 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 our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our 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 and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 quality ELL programs. 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 CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 429
School Name Legacy School for Integrated Studies		

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 ESL teacher, and one parent.

Principal Arleen Liquor	Assistant Principal Lydia Adegbola
Coach Richard Petrone	Coach Katuraka Alston
ESL Teacher type here	Guidance Counselor Laverne Joshua Smith
Teacher/Subject Area Teresa Diaz/Foreign Language	Parent Jose Ramirez
Teacher/Subject Area Mario Roa/Science	Parent Coordinator type here
Related Service Provider Laverne Joshua Smith	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please 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 ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	72	Total number of ELLs	2	ELLs as share of total student population (%)	2.78%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										2				2
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	2	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	2

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		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE							2	0	2	2
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	2	0	2	2

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
Spanish										2				2
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	2	0	0	0	2

*EP=English proficient student

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	
	EL	EP	EL	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

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second 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										2				2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	2	0	0	0	2

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										1				1
Advanced (A)										1				1
Total	0	0	0	0	0	0	0	0	0	2	0	0	0	2

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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 Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra	2		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government	2		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
NYSESLAT scores are analyzed to assess the literacy skill of our ELLs. The data show that both students need assistance with Reading and Writing. The pattern is the same over the course of their results for the last three years.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Reading and Writing will be the focus area for both ELLs. Patterns revealed strengths in Listening and Speaking and lower scores in Reading and Writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
NYSESLAT scores revealed the need for a focus on Reading and Writing for both students. Teachers with these students work during common planning to assure that both students are receiving appropriate scaffolding in both modalities. This works in conjunction with our schoolwide literacy focus. The AMAO tool is used to compare data and align with NYSESLAT results.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 native language used?
 - a. We only have freestanding ESL.
 - b. School leadership and teachers are using the results as further evidence that the students focus areas are Reading and Writing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We are a high school, but our intervention is to have good communication between all teachers who serve our ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers try to create projects that enable ELLs to explore their native cultures and languages. Teacher summative and formative assessments are used to monitor ELLs skills. Content teachers work with each other during common planning time to create strategies that will work with ELLs across all classes. Teachers are given ATS reports such as RLAT, RSFE, and RELC to get data on students and to use the data in their instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Teachers use formative and summative assessments. Data is analyzed by the AP, in particular with Reading and Writing results in mind, to monitor progress of the ELLs.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening,

administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

As a phase out school, we do not receive new students and have not had the need to identify ELLS. If we did, a licensed pedagogue would administer the home language survey along with an informal interview. If the home language survey revealed a language other than English spoken at home, a licensed pedagogue would administer the LAB-R (the new assessment in February.) the ELPC screen would also be filled out. This would all happen within the required ten days.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
As a phase out school, we do not need to explain the three program choices, but if we had to, we would download all necessary handout/letter templates in the necessary languages from the DOE website. The school secretary would handle outreach including letters, phone calls, emails. Some staff speak Spanish and would be employed if necessary. Within the first 10 days, a parent meeting would be scheduled to show the video and explain the three programming choices. It would also be explained that the school cannot offer TBE or Dual Language programs unless the appropriate number of students were assembled. We would gladly assist parents in finding a school that has the program they desire, if necessary.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Entitlement letters would be downloaded from the DOE website in the appropriate language. All pertinent letters would be secured and stored in the filing cabinet in the Principa'l's office. For continued entitlement, AP Adegbola downloads the form letter from the NYCDOE website and sends by mail to the parents. RECL, RLAT, and RLER is used to determine eligibility.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Within the first 10 days, a parent meeting would be scheduled to show the video and explain the three programming choices. It would also be explained that the school cannot offer TBE or Dual Language programs unless the appropriate number of students were assembled. We would gladly assist parents in finding a school that has the program they desire, if necessary. Records are kept in a filing cabinet in the APs office.
5. 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.
AP Adegbola orders, receives, and secures all NYSESLAT materials. RLER and RELC reports are used to determine eligibility. The AP uses a spreadsheet to track the students and each section of the test the ELLs have taken. The test is administered in the English class on three consecutive days for the Listening, Reading, and Writing. The Speaking test is administered on an individual basis by a licensed pedagogue. Any absences are noted and the students are contacted at home if necessary so that they can complete all four sections of the test.
6. 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? (Please 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? Describe specific steps underway. 
As a phase out school, we have not had program requests for the last two years. If we were to get requests, we would gladly assist parents to find a school that has a program they deisre. Past trends showed parents requested ESL services for students identified as needing language support. Parents choice forms were used to determine this information.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (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. We have freestanding ESL. Both of our ELLs are programmed for English classes with the English teacher.
 - b. Our program model is heterogeneous since both ELLs, with mixed proficiency levels, are in the same classes.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Both students are in English classes. Both the advanced and intermediate students are in self-contained English class with a 15 to one ratio.

3. Describe how the content areas are delivered in each program model. Please 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.

All curricula are aligned with the Common Core Learning Standards. Content areas employ strategies and scaffolding to deliver instruction in light of all four modalities.

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

Both students are programmed for a Spanish class. The teacher uses formative and summative assessments to monitor progress.

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

All teachers assign Reading and Writing assignments. Formative and summative assessments are used to monitor progress. The English teacher uses Reading, Writing, Speaking, and Listening in the class curriculum. Formative and summative assessments are used to monitor progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. None of our ELLs are SIFE but if we had SIFE we would provide classroom strategies to help students become accustomed to the classroom environment.

b. None of our ELLs are newcomers, but if they were, we would differentiate their instruction to include learning cultural practices.

c. None of our ELLs fall under service for 4-6 years, but if they were, we would target key areas for focus to help them become proficient in the NYSESLAT.

d. Both of our ELLs are long term ELLs. We have established patterns in light of NYSESLAT scores and student histories to try

to focus on the high needs areas of the students, in this case Reading and Writing, so that they may succeed in their classes and on the NYSESLAT.

7. 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?
Teachers use scaffolding and Reading and Writing strategies including finding main ideas, vocabulary, and recognizing patterns of organization in informational texts.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
We have programmed our Advanced ELL in English class and our Intermediate ELL in a 15 to one English class in order to provide the greatest opportunity to reach their IEP goals.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

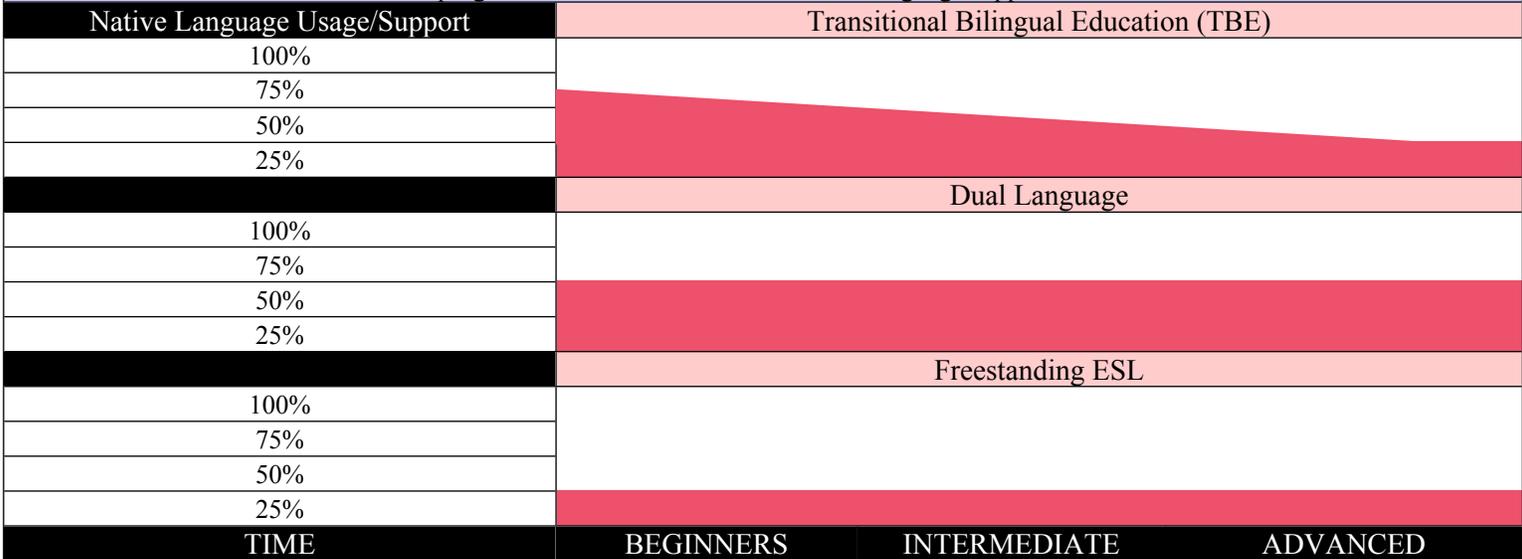
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
- After review of teachers' summative and formative assessment data, we target particular areas that are consistent across the content areas. For example, both students need help in Reading and Writing so all teachers use reading strategies such as chunking to help the ELLs. We also offer tutoring Monday through Thursday after school. We also offer Saturday Academy classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELLs are showing improvement in Reading and Writing skills according to teachers' summative and formative assessments. Teachers meet during common planning time do adjust instruction according to the assessment data.
11. What new programs or improvements will be considered for the upcoming school year?
- Since we are in phase out, we hope to be able to keep the current program in place.
12. What programs/services for ELLs will be discontinued and why?
- Since we are a Phase Out school, we hope to be able to keep the current program in place.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All programs are open to all students. Both our ELLs are welcome to any program the school offers.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs have access to bilingual dictionaries, bilingual glossaries, novels in their native language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We do not have TBE or Dual Language, but students are encouraged to express identification with their native culture through some class projects.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our Angels Program assigns one student to a teacher to assist and guide the student. Teachers are aware of the student's grade level and the ELLs are assigned to a teacher who speaks their native language.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- As a phase out school, we have not received new students in the past two years.
18. What language electives are offered to ELLs?
- Spanish classes are offered.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- We do not have a dual language program.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. We plan to expose teachers to reading and writing strategies during the year with a focus on literacy. On the third Wednesday of every month, the network coach facilitates pd in curriculum planning including making accommodations for ELLs.

2. Teachers attend network professional development which focuses on reading and writing skills and writing CCLS aligned curriculum.

3. As a high school, we transition students to College and Career. Staff is supported with professional development on planning for both.

4. Between common planning and network professional development, more than 7.5 hours of professional development is delivered. Records are kept in a binder in the principal's office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. We have a School Leadership Team and Parent Association meetings. All parents are invited.

2. We have a FAFSA night with College Summit. Spanish speaking staff are available to speak to parents if necessary.

3. Parents needs are evaluated based on discussions we have with them when they visit our schools. Communication is always sent home in the parents' native language.

4. We invite parents to participate in all school activities. Translators such as teachers and school aides who speak the first language are available to translate.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Legacy High School

School DBN: M429

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arleen Liquori	Principal		11/20/13
Lydia Adegbola	Assistant Principal		11/20/13
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
Jose Ramirez	Parent		11/20/13
Teresa Diaz	Teacher/Subject Area		11/20/13
Mario Roa	Teacher/Subject Area		11/20/13
Richard Petrone	Coach		11/20/13
Katuraka Alston	Coach		11/20/13
Laverne Joshua Smith	Guidance Counselor		11/20/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02 **School Name: Legacy School for Integrated Studie**

Cluster: 601 **Network: Transition Support Network**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Review indicates that of our students' parents or guardians do not speak English at home and are not able to conduct school business in English.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of parents speak a language other than English and are, therefore, unable to take part in dicussions at Parents Association Meetings and other school functions. The majority of parens have requested correspondence in their native language, are unable to complete various student information forms in English and they are unable to partake in college information workshops or answer surveys without translation.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All correspondence and information booklets are translated into Spanish. In addition

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

An in-house translator participates in meetings that address the school's academic program, inform parents about approaches to increasing achievement, inform parents about city, state and Federal guidelines regarding ELL's.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are informed of translation services at Parent Association meetings, and through all written and oral opportunities for communication.