



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: INDEPENDENCE HIGH SCHOOL

DBN (i.e. 01M001): 02M544

Principal: RON SMOLKIN

Principal Email: RSMOLKI@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: LISA PILASKI

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
Ron Smolkin	*Principal or Designee	
Philip Gill	*UFT Chapter Leader or Designee	
Vivian Wright	*PA/PTA President or Designated Co-President	
Ketura Noble	DC 37 Representative, if applicable	
Richard Desprez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Emily Giard	CBO Representative, if applicable	
Christine Nicholson	Member/ DC-37 Representative	
Patricia Skelly	Member/ Guidance Counselor	
Arlette Crosland	Member/ Teacher	
Marie Jeudy	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.

Through direct instruction based on the Common Core Standards, English literacy will improve across all content areas. The number of students passing the ELA Regents with a 65% or higher will increase by 5% by 6/2014.

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.

In 2012-2013 students' ELA Regents passing scores, 44%, did not meet city wide expectations. Students' reading and ELA scores will increase based on results from the performance series, class work, formative assessments, practice Regents exams, 8th grade test results found on ARIS and previous Regents scores.

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. Students will gain a deeper understanding of concepts taught by teachers analyzing student work, use of graph organizers, concept maps, and the use of comprehension skills while reading text.
2. Pre-assessments, formative assessments and summative assessments with comparable rubrics will be used to assess student progress. Assessments will relate to close reading of text, making inferences, and making text connections using the resources available in the performance series program.
3. Assessments used by teachers to grade essays will be based on NYS rubrics to determine and monitor progress in students' writing proficiency.
4. Create academic policies at IHS that reflect standards found in the CCS, NYC Academic Citywide policies, and NYC student expectation guide.
5. Established committees to create academic grading, evaluation and assessment policies that are aligned to the CCS, NYC Academic Citywide policies, and the NYC student expectation guide.

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

1. Committee leaders, lead teachers, and administration.
2. Committee leaders, lead teachers, and administration
3. Committee leaders, lead teachers, and administration
4. Committee leaders, lead teachers, and administration
5. Committee leaders, lead teachers, and administration

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

1. Teacher teams will analyze student work to determine if the use of graphic organizers etc is supporting students while they read text.
2. Teacher teams will analyze student data from in the performance series to assess student progress.
3. Teacher teams will analyze student essays to assess and monitor students' writing proficiency.
4. Teacher teams will analyze student work with the use of rubrics and other assessment tools that reflect the current academic expectations.
5. Teacher teams will work collectively to create assessments that can be used across content areas that reflect current academic expectations.

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

1. September 2013 – June 2014 with interval reviews every trimester.
2. September 2013 – June 2014 with interval reviews every trimester.
3. September 2013 – June 2014 with interval reviews every trimester.
4. September 2013 – June 2014 with interval reviews every trimester.
5. September 2013 – June 2014 with interval reviews every trimester.

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

1. Teachers meet to analyze student work and assessments once a week during school hours
2. Teachers meet to analyze student work and assessments once a week during school hours
3. Teachers meet to analyze student work and assessments once a week during school hours
4. Teachers meet to analyze student work and assessments once a week during school hours
5. Teachers meet to analyze student work and assessments once a week during school hours

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).

Provide training to parents on Jupiter grades reporting system, mail log-on procedures for Jupiter grades, and contact parents via mail, School Messenger, and personal telephone calls on assessment policies using the SLT / PTA

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.

No special funding needed/parent involvement supported by SLT/PTA.

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.

A 5% Increase in the number of credits earned for students with 50% of classes failed per marking period at HIS.

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.

In school year 2012-2013 students at IHS earned 11-22 credits per year, approx 44.2 %. Currently students with 50% of classes failed per marking period need specific instructional and RTI intervention(s) based on progress and data reports in order to increase credit per school year.

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. Create academic policies with the established committees at IHS to provide teachers and students with short term and long term goals to increase passing rates.
2. Needs assessment each marking period in order to identify the students who are not passing classes, have poor attendance that affect their classroom performance, and students who are not participating/completing class activities/ task.
3. Schedule meetings in the common planning time with the established committees to monitor the progress of students identified to be at risk of not passing a class (s) and develop functional behavior plans.
4. Data from the students' progress reports, ATS, HSST, and Jupiter grades to identify students who are at risk for failing multiple trimesters or have not passed three or more classes.

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

1. Committee leaders, lead teachers, and administration
2. Committee leaders, lead teachers, and administration
3. Committee leaders, lead teachers, and administrators
4. Committee leaders, lead teachers, and administrators

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

1. Teacher teams will review all four strategies/activities at the end of every trimester with the staff in order to identify or modify strategies/interventions that can be effective.
2. All three strategies/ activities will be reviewed at the end of every trimester with the staff in order to identify or modify strategies/interventions that can be effective.
3. All three strategies/ activities will be reviewed at the end of every trimester with the staff in order to identify or modify strategies/interventions that can be effective.
4. All three strategies/ activities will be reviewed at the end of every trimester with the staff in order to identify or modify strategies/interventions that can be effective.

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

1. September 2013 – June 2014 with interval reviews every trimester
2. September 2013 – June 2014 with interval reviews every trimester
3. September 2013 – June 2014 with interval reviews every trimester
4. September 2013 – June 2014 with interval reviews every trimester

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

1. Teacher teams meet to analyze student work, assessments, and data once a week during school hours
2. Teacher teams meet to analyze student work, assessments, and data once a week during school hours.

3. Teacher teams meet to analyze student work, assessments and data once a week during school hours.
4. Teacher teams meet to analyze student work, assessments, and data once a week during school hours.

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).

Provide parents with access to the Jupiter grades system, ARIS, and staff in order to facilitate support and design interventions together. Increase outreach to parents using School Messenger, letters and telephone calls to parents.

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
List any additional fund sources your school is using to support the instructional goal below.						
No special funding needed/parent involvement supported by SLT/PTA.						

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.

The number of students passing the Math Regents with a 65% or higher will increase by 5% in 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.

. In 2012-13 students Math Regents passing scores, 35%, did not meet city wide expectations. Students math scores will increase based on results from the performance series, class work, formative assessments, practice Regents exams, 8th grade test results found on ARIS and previous Regents scores.

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. Create academic policies at IHS with the assistance of the established committees that reflect standards found in the CCS, NYC Academic Citywide Policies, and the NYC student expectation guide..
2. Students will be given practice Math Regents Exams throughout the trimester to determine if students are obtaining the necessary skills. Sample Regents exams, online Regents practice exams, and skill specific exams will be used to measure pre and post test.

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

1. Committee leaders, lead teachers, and administration
2. Committee leaders, lead teachers, and administration. .

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

1. Teacher teams will analyze student work with the use of rubrics and other assessment tools that reflect the current academic expectations.
2. Teacher teams will analyze student assessment results to determine skill level and mastery of specific skills.

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

1. September 2013 – June 2014 with interval reviews every trimester.
2. September 2013 – June 2014 with interval reviews every trimester.

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

1. Program schedule adjustments, committees, support from the administrative staff, professional development on the new math resources available to teachers, increase use of NovaNET courseware and scheduled data meetings to monitor and identify students who are in need of assistance in tutoring, Saturday classes, after school, online practice, or NovaNET review.
2. Policies for students placed in Regents classes, procedures to schedule students who take Regents classes, procedures to schedule students in tutoring/ afterschool/ Saturday Regents Prep support, and procedures to notify parents who are in need of additional assistance.

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).

Provide training to parents on Jupiter grades reporting system, mail log- on procedures for Jupiter grades, and contact parents via mail, school messenger, and personal

telephone calls on assessment policies using the SLT / PTA

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.

No special funding needed/parent involvement supported by SLT/PTA.

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.

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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	Regents prep, class work assistance , and specific skill strategies	Small group and tutoring	During the school day and after school
Mathematics	Regents prep, class work assistance , and specific skill strategies	Small group and tutoring	During the school day and after school
Science	Regents prep, class work assistance , and specific skill strategies	Small group and tutoring	During the school day and after school
Social Studies	Regents prep, class work assistance , and specific skill strategies	Small group and tutoring	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Restorative practices groups to address students at risk for academics, attendance, behavior or social concerns	Conduct groups sessions using the restorative practices strategies and methods	During the school day and after school

**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 *TAS 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.
Continuous workshops provided by the NYCDOE, staff development on specific teacher needs at the school, and scheduled meetings to address student data, case conferences on students' performance, and instructional strategies which includes assessment. Teacher recruitment is based on license area and use varies NYCDOE departments.

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).
Professional support from the district, CFN, and team building among teachers to create content area unit plans and share best instructional strategies

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funding allocated for these specific programs such as Regents Prep and after school programs are targeted to assist these populations and meet all federal, state, and local funding requirements.

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 participate in department meeting to develop assessments in each content area and assessment decisions are made by teachers and administrators to select the best assessments to identify skills and interventions.

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

INDEPENDENCE HIGH SCHOOL 02M544

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 with the participation of the SLT/PTA and meetings.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress with continuous communication with parents and providing access to student progress using Jupiter grades.
- 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;
- **Use Jupiter grading system to inform students and parents on the immediate progress of students.**

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 in the SLT/PTA meetings
- 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 with the assistance of workshops.
- 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 in SLT/PTA meetings.
- 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

INDEPENDENCE HIGH SCHOOL 02M544

Independence High School, 02M544, 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 544
School Name Independence High School		

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

Principal Ron Smolkin	Assistant Principal Patricia Drew
Coach	Coach
ESL Teacher David Yan	Guidance Counselor Dr. Cruz
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	325	Total number of ELLs	18	ELLs as share of total student population (%)	5.54%
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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											1	1	1	3
Push-In											1			1
Total	0	0	0	0	0	0	0	0	0	0	2	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	5	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	9

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										0
Dual Language										0
ESL	2	1	0	7	4	0	9	0	0	18
Total	2	1	0	7	4	0	9	0	0	18

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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											3	2	7	12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													2	2
Haitian													1	1
French											1	2		3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	4	4	10	18

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)													1	1

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	3	3	7
Advanced (A)											2	2	6	10
Total	0	0	0	0	0	0	0	0	0	0	3	5	10	18

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													1
	I											1	3	3
	A											2	2	6
	P													
READING/ WRITING	B													1
	I											1	3	3
	A											2	2	6
	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	12		5	
Integrated Algebra	16		7	
Geometry	4		1	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	11		5	
Chemistry	0		0	
Earth Science	5		1	
Living Environment				
Physics	0		0	
Global History and	12		4	
Geography	0		0	
US History and	12		2	
Foreign Language	9		8	
Government				
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.
We use the student's previous year's NYSESLAT or LAB-R scores, Regents grades, and prior state standard tests where applicable to determine their literacy skills. These insights provide teachers in the school an overview of students' strengths and weaknesses. This allows teachers to plan instruction targeted to the students' weaknesses and aligning their skills to the Common Core State Standards (CCSS).
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveal that most of our advanced level students are proficient in some of the modalities while almost proficient in most of the modalities. Our intermediate level students are approaching the levels of advanced in many modalities.
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](#))
These patterns will enable teachers to target the weaknesses of specific modalities in their instruction across curriculums and levels. AMAO data allows our school to estimate the status of AMAO data to focus on the progress towards proficiency of subgroups of ELLs and to design effective instructional programs. We look at students' grade level, years of ELL service, ELA and math performance and progress, attendance, age, credit accumulation, SIFE status and other factors. An early warning indicator calculates risk factors that we can then use in planning to meet the needs of our ELLs.
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?

The patterns across proficiencies and grades show that there are a higher distribution of advanced level students in Listening and Speaking students while there is an average distribution of advanced level students in Reading and Writing. Teachers are using Regents exams and NYSESLAT scores to determine the area of instruction that is needed most by these students. The school is learning that although the students listening and speaking skills are almost proficient, their reading and writing still requires work. Teachers across the content areas are implementing strategies to improve reading skills (e.g. annotation, vocabulary focus, building background knowledge, etc.) and writing skills (e.g. graphic organizers, writing process, etc.).
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The child's second language development is considered through the use of scaffolding instruction with a focus on using the students' background knowledge to apply to the new content being taught in English. We are also using the students' native language and cultural knowledge to build confidence in learning a second language.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our school utilizes guidance counselors to perform periodic academic reviews of our ELLs throughout the year to assess their success in their content classes. The guidance counselors work with content teachers to assess the ELL students' progress in their credit accumulation. We also evaluate the success of our program for ELLs through their pass rates on standardized tests such as the Regents and the NYSESLAT. As a school, the related staff members who teach ELLs collaborate on how to improve our program for teaching ELLs in our school.

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](#).)
New students who transfer from a different school or state and has never been in any New York City school before are identified during our school's intake process that includes the Home Language Identification Survey (HLIS). The intake process is performed by either an assistant principal who is also a certified teacher or the ESL teacher. At the time of first time enrollment, a trained pedagogue (ESL teacher or Assistant Principal) administers a home language identification survey (HLIS) – which is translated in nine languages – is completed by parents to determine the language the student speaks at home. During this time, we have staff that is fluent in Spanish on hand to translate if needed. If a language other than English is spoken at home, then a trained and licensed pedagogue has an informal interview with the student to determine whether the LAB-R is required. If it is determined that the student is an ELL, then a trained and licensed pedagogue administers the LAB-R to determine English proficiency level. If a student scores below proficiency on the LAB-R then the student would be eligible for ELL services. This is all completed within ten days of the student's enrollment.
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.
Parents are present during the intake process. When there are new ELL students present, an assistant principal or the ESL teacher explains the different program choices (e.g. Transitional Bilingual [TBE], Dual Language [DL] and Freestanding ESL) to the parents. Afterwards they are shown the ELL Orientation video that is available in 13 languages. The video helps parents to understand the various programs that are available for English Language Learners. Then they provide the parents a choice of all three programs with the Parent Survey and Program Selection Form. Afterwards, they describe the Freestanding ESL program that is currently run in our school and offer parents a choice to stay in the school or receive assistance in finding a different school with the program they desire for their child. This generally takes place all within the day where the parent of the ELL is given the chance to complete the survey at the end of the school tour or to mail in at their convenience within ten days. Should our school start a TBE or DL program due to enough parents of ELLs at the school requesting a particular language TBE or DL program, the school will inform previous parents who expressed interest in these programs before the school year or program begins to see if they are still interested in enrolling their child into the program.
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 are sent in October, after most of the new students have been processed and older ELL students are sorted (discharged, transfer, or continued enrollment) in our school. Then they are sent on a rolling basis whenever our school receives new ELL students. Non-Entitlement and Transition Letters are also sent at this time to students scoring proficient on the previous year's NYSESLAT.
When the Parent Survey and Program Selection forms are returned, they are stored in a secured file cabinet with all ELL information. For the forms that are not returned, we use the copy of the original form given to the parent during the intake process to write an additional note of non-return and automatically place the parent's choice as Transitional Bilingual Program and mail the copy to the parent. If the parent does not further request to put their child into a Transitional Bilingual Program, then we place the student in the Freestanding ESL program currently at our school.
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.
During the intake process, either an assistant principal who is also a certified teacher or the ESL teacher will administer the Home Language Survey and the informal oral interview with the student to determine the approximate level of English literacy. Once it is determined the student requires ESL services, the student will first be placed into the Beginner's/Newcomer class for ESL students until their LAB-R is administered and graded. During the intake process, the parents will also be consulted in their native language on the students' level of formal education outside of New York City to determine their status as Students with Limited or

Interrupted Formal Education (SLIFE).

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.

The assistant principal and the ESL teacher will organize and administer the Speaking portion of the test on a specified date. Then they will organize and administer the other portions, Listening, Reading and Writing within the regularly scheduled ESL class periods during the day. For absent students, they will find accommodations within the school to administer the test to these students as they return to school.

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. [i](#)

The trend in program choices have been toward ESL programs (10 out of 18 ELL students' parents chose ESL program). The program model offered at our school is aligned to this majority. We offer parents the option for assistance in searching for another school that has the programs they desire should they not wish to join the ESL program at our school. However, if our school ever receives enough parents' requests to start a Bilingual or Transitional Bilingual Education program, our school would start the process to apply for these programs through the state.

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])?

The organizational method is self-contained ESL classes with mixed levels of students scheduled by proficiency levels and one push-in class into a content area class. The program model is an ungraded, heterogeneous model of instruction led by the ESL teacher.

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)?

There is one dedicated ESL teacher that provides all the mandated minutes to the ELL population at the school. The school programs for 4 ESL classes everyday: Beginners, Intermediate, and Advanced classes. Each class is 54 minutes long with Beginners and Intermediate students taking two ESL classes and Advanced students taking one ESL class. The Advanced students also take 54 minutes of ELA.

Beginners and Intermediate students are programed for a total of 540 minutes per week for ESL class.

Advanced students are programed for 270 minutes per week for ESL and ELA class each.

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.

Content area instruction is delivered through scaffolding, instructional aids (e.g. graphic organizers, dictionaries, internet searches, etc.), other instructional strategies (e.g. text dependent questions, pre-teach vocabulary, retelling the text, etc.) and differentiation of materials (e.g. word banks, pictorial representations, modified texts, etc.) for language in order to meet Common Core Learning Standards.

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

N/A

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

ELL students are evaluated through in class assessments for each of the modalities throughout the year.

For speaking, students are evaluated through discussions, debates and presentations made in class through the use of rubrics and checklists.

For listening, students are evaluated through in class discussions between teachers and students.

For reading, students are evaluated through vocabulary and comprehension tests of non-fiction and fictional texts.

For writing, students are evaluated through essay writing, debate writing, argumentative writing, and poster creating assignments through the use of rubrics and checklists.

All four modalities are assessed multiple times throughout the semester as formative assessments to aid in the ESL teacher's daily lesson planning and unit planning.

Finally, as a formative assessment for the beginning of the year, students' NYSESLAT scores are used to determine the ELLs' yearly goals.

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. SIFE students are first acclimated to the school's environment and culture first through a buddy system within the school. If possible, they are given a partner that speaks their native language that assists in their acclimation. These students are also given extra attention by content area teachers in understanding the difficulties and what to expect from SIFE students in terms of classroom management and understanding of material.

b. For Newcomers, they are given a chance to acclimate to the school's environment also through the buddy system within the school with a more experienced student that speaks their native language if possible. They are given extra tutoring support during the

school day in English acquisition or other content areas if requested by the student.

c. & d. ELLs receiving 4 – 6 years of service and long-term ELLs are usually given a more transitional program in their ESL classes. The classes are more ELA centric with a focus on academic vocabulary to provide students better understanding for their content area classes.

e. Former ELLs are given the same accommodations on tests up to two years as well as given extra tutoring that focuses on academic vocabulary.

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?

The ESL and Special Education (SPED) teacher would collaborate on creating a curriculum tailored to the ELL-SWD student that is appropriate to their level of understanding and level of English knowledge that also aligns with the Common Core Learning Standards.

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?

Our school meets together to form a Student Implementation Team that would consist of the ESL teacher, a guidance counselor, and the Special Ed. teacher to develop a curricular, instructional and scheduling plan for this student to provide the least restrictive environment while achieving their IEP goals and English proficiency.

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:	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		

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

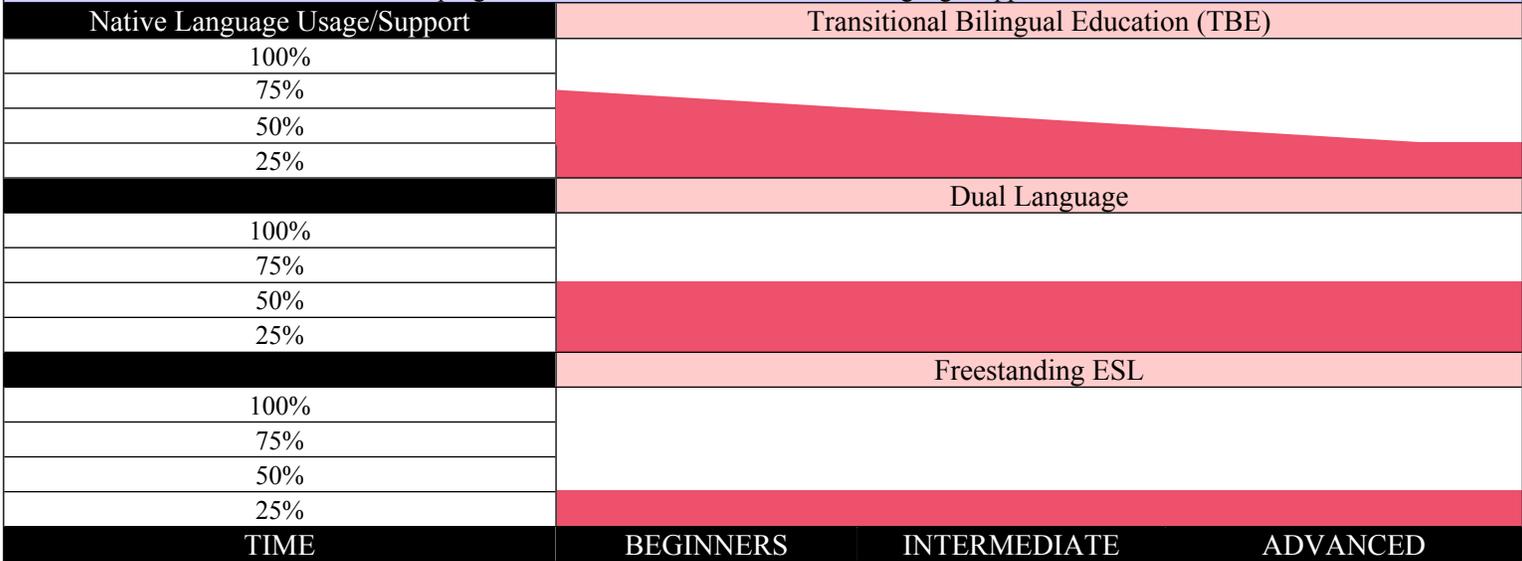
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Our ESL program also includes Push-in services for our ELL students that provide support in a wide range of subjects for all our ELLs. They provide graphic organizers, sentence starters, vocabulary scaffolding and context building for all subjects for ELLs. For ELA, students are provided context building activities and graphic organizers to support their reading of texts.

For Math, students are provided vocabulary building support for math terms.

For Social Studies, students are provided context building activities and vocabulary building to support the reading of informational texts and graphic organizers to organize the information from the text.

For Science, students are provided vocabulary building support and graphic organizers to support their understanding of the science concepts.

Also, our network provides professional development on looking at student work (LASW) to provide teachers of ELLs strategies such as scaffolding to improve language tasks for ELLs. This is stored in each department's binder as data for building better tasks and support for ELLs. This also includes best practices from the school staff to work with ELLs.

Our school works on Case Conferencing every week where all the teachers and guidance counselors within the school discuss any students that require academic intervention across all their classes. This includes parental contact, a meeting with the guidance counselor, a follow up the next week, as well as further steps that are required by all the students' teachers. These case conferences would also target ELLs specifically for strategies to engage with their learning in all content areas.

We also provide tutoring every day for every subject class. We also have an ELL guidance counselor that meets with individual students through pre-assessment and on-going assessments throughout the year.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our program is a fully immersive experience for all ELLs. Most of our ELLs have been in NYC schools for a few years and therefore their Basic Interpersonal Communication Skills (BICS) has been well developed. Our school uses this understanding to build upon their Cognitive Academic Language Proficiency (CALP) in content areas through vocabulary and scaffolding. 15% of our students scored proficient from last year and overall, students continue to score higher on the NYSESLAT, many reaching proficiency in some areas.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, our school is providing extra ELL support through the use of push-in classes by the ESL teacher in addition to the self-contained ESL classes the ELL students already receive as part of their regular schedule.

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The YWCA at our school provides college trips to tour college campuses and information for our ELL population throughout the year. ELLs can sign up and participate at any time through the YWCA program.

During school hours, all ELLs are scheduled for tutoring with content and ESL teachers to provide support for their classes. ELLs can make up work at this time in order to keep up with their content classes.

Our school has PM school that ELLs are asked to participate in should they need to make up the credits. We offer them courses to earn credit. Our ELLs can choose to participate in order to make up credits they have missed in the regular school year.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The school has set aside funds to purchase ELL specific materials such as language dictionaries (including electronic dictionaries), Common Core aligned material appropriate to a range of different ELL levels from beginners to advanced levels, and the installation of Smart Boards that allow for different scaffolding practices (e.g. use of computers to find pictures to describe a concept, finding a video that explains in both picture and sound, interactive lessons that allow for student input through the use of the Smart Board).

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered through the use of dictionaries in various native languages.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The resources we use are Common Core Aligned that targets the ELLs current need for grade level appropriate content. The

required services provide ELLs with the needed scaffolding and sheltered instruction in order to comprehend and analyze the content.

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.

For newly enrolled ELL students, our school provides an orientation given by the counselors that includes a tour of the school and a visit to their classrooms. For students who are newly enrolled throughout the year, counselors provide a one to one orientation and tour of the school.

18. What language electives are offered to ELLs?

There is an after school Spanish elective that are open to all ELL students.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.

Our school provides all ELL personnel professional development specifically for ELLs through our Children's First Network. This also includes the 7.5 hours of ELL training as per Jose P. Our school runs a yearly plan to provide professional development on full professional development days (Chancellor's Professional Development Days) as well as every third Monday of the month. The AP Admin maintains a file and list of teachers with the training as well as keeps a record of it in the teacher's file.

The topics that are discussed are developing cultural awareness, second language acquisition theories, learning strategies and teaching strategies for ELL students. Specific activities include, but are not limited to, developing scaffolding strategies (graphic organizers, sentence starters, etc.) to aid in common core aligned instruction, developing literacy (reading, writing, speaking and listening) in all classes through the use of the Common Core Reading and Writing standards, and modeling different teaching techniques such as fishbowl, gallery walks, and word walls. We also provide teachers professional development workshops offered by NYCDOE and the UFT that support ELLs and all students that engage with the new CCLS.

Guidance counselors schedule college fairs throughout the year to provide information to ELLs and students as they begin to transition from high school to college. College career guidance counselors hold restorative practice circles to provide ELLs information specifically for ELLs transition into college, such as contact information and classes they would have to take in college as an ELL student.

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?

Our school invites parents of ELLs to join the School Leadership Team (SLT) and the Parent Teacher Association (PTA) to be a part of the school's decision making team. During these meetings, all parents of ELLs are invited and translation services are provided for the agenda. Also during one of these meetings, they are invited to a college information session that provide them with ELL specific information with translation services provided to assist in any questions they have about college or career plans for their children. The SLT and PTA also send out mailings in multiple languages and provide phone calls to parents of ELLs informing them of this information.

We use parent surveys that are translated into multiple languages to assist in understanding what parents of ELLs want to see in their children's programs at the school. These surveys provide administrators and guidance counselors a guide to assist parents of ELLs in navigating the choices of the students after high school.

The parent coordinator at the school is the point person for parents with concerns for their child and provides parents specific information for ELLs at the school or within the school system. They provide specific contact numbers for any questions they might have.

In our school, many of the staff is bilingual in Spanish and we use their skills in translating for most of our parents of ELLs. However, when we work with parents of ELLs with a different language, we identify their languages with the Language Identification Guide and call for translation services by phone through the DOE Translation and Interpretation Unit to facilitate the conversation.

These activities collectively aid in bettering the understanding of the parents of ELLs of how our school works with them in providing the best education possible to the students. The parents are able to voice their opinions through our surveys, SLT and PTA meetings on how the school is run and affect how the ESL program is run in our school. The entire staff is on hand to answer and to aid parents of ELLs in any situation or questions they might have.

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: Independence High School

School DBN: 02M544

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ron Smolkin	Principal		1/1/01
Patricia Drew	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
David Yan	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dr. Israel Cruz	Guidance Counselor		1/1/01
	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: 02M544 **School Name:** Independence High School

Cluster: 108 **Network:** Pilaski

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.

During intake, home language surveys and interviews are completed to assess written and oral interpretation needs. Parents of incoming students are interviewed and translators are provided as needed. The pupil personnel secretary enters the information into ATS. Ninety-four percent of students speak English. Of 18 ELLs attending Independence High School, 2 speak Arabic, 3 speak French, 1 speaks French-Haitian Creole, and 12 speak Spanish.

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 students and parents speak English. All members of our school community are informed of our translation and interpretation services during interviews and meetings. In addition, the SLT and PA are facilitated by an assistant principal who can translate into Spanish. For other translation needs, parents are advised of DoE translation services.

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.

- 1) Written translations of all documents are backpacked home or distributed to students.
- 2) Letters and forms are also translated.
- 3) Administration and the bilingual guidance counselor translate documents as needed.

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.

- 1) Oral translations at all school-related functions are provided by administration, teachers, support staff and/or the bilingual guidance counselor.
- 2) Auto-dialer is set up in English and Spanish.

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>.

- 1) School-based language assistance is provided by school aides, administration, teachers, and/or one bilingual guidance counselor in Spanish. Language Identification Guides are provided and posted in the school's lobby to help the school identify the language of parents who speak other languages.
- 2) Translation services are provided to parents at all stages of interaction with the school, including, but not limited to registration, report cards, related services and discharges. The Parents Bill of Rights is sent to parents in Arabic, Spanish, English, Haitian, Creole, and French as needed. School safety procedures are mailed to parents in Arabic, Spanish, English, Haitian Creole, and French as needed.
- 3) When translation services are unavailable, information on how parents can request free translation services is provided from the Translation and Interpretation Unit.

