

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **15K667**

School Name: **SUNSET PARK HIGH SCHOOL**

Principal: **VICTORIA ANTONINI**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 15K667
School Type: High School Grades Served: 9-12
School Address: 153 35th Street, Brooklyn NY 11232
Phone Number: 718-840-1900 Fax: 718-840-1925
School Contact Person: Alexa Doeschner, APO Email Address: adoeschner@schools.nyc.gov
Principal: Victoria Antonini
UFT Chapter Leader: Joseph Tarlo
Parents' Association President: Samin Sankar and Susana Cabrera
SLT Chairperson: Vicky Perez-Williams and Michael Acosta
Student Representative(s): Walter Euceda, David Lin, Leigh Ann Soto

District Information

District: 15 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Cluster and Network Information

Cluster Number: 94 Cluster Leader: Chris Groll
Network Number: 404 Network Leader: Malika Bibbs

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Victoria Antonini	*Principal or Designee	
Joseph Tarlo	*UFT Chapter Leader or Designee	
Samin Sankar	*PA/PTA President or Designated Co-President	
Michael Acosta	DC 37 Representative, if applicable	
Walter Euceda	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Julie Stein Brockway	CBO Representative, if applicable	
David Lin	Member/Student	
Leigh Ann Soto	Member/Student	
Joan Botti	Community member—Community Board 7	
Dr. Carmen Martinez	Community member—Lutheran Medical Center	
Maria Tito	Member/Parent	
Sheryl Parker	Member/Parent	
Marilyn Gonzalez	Member/Parent	
Meshele Love	Member/Parent	
Andrew Fixell	Member/ UFT member	
Vicky (Victoria)Perez-Williams	Member/ UFT member	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our mission statement is, " Sunset Park High School is a diverse and inclusive school that prepares all students for college and for meeting the challenging demands of a changing world. " We work collaboratively with our lead community partner, Center for Family Life (CFL), to provide a co-led advisory program for all of our students as well as a comprehensive after-school, before-school and Saturday program that provides academic assistance, enrichment, sports, arts and student-led clubs. This year we are specifically working on student leadership as one lever for change. In addition to previous initiatives such as mentoring/leadership programs provided by CFL and the Arista National Honor Society chapter facilitated by SPHS, we are examining the ways in which student athletes can also see themselves as leaders both on and off the playing field/court. We are also implementing small learning community-based student leadership teams which will increase both the amount and impact of student voice in culture building and decision-making at both the school-wide and small learning community level. Our most prominent strength to date is the ways in which we have created a supportive, inclusive learning environment. Students with a variety of skills, assets and areas of growth are given the opportunity to articulate their own personalized learning planning in coordination with their SPHS and CFL advisors. We have been working collaboratively on this initiative while also using the expertise of Big Picture Learning to advise us on personalized learning planning and personalization in core classes through the implementation of short-term passion-driven intensives. Increasingly, we hear how our students represent themselves outside the school. Through internships, service learning projects and the myriad visits hosted by SPHS and CFL, our students consistently present themselves as mature, responsible, and, most importantly, caring and compassionate young people who understand how they can impact the lives of others. Our challenge is to build on this very important foundation to strengthen the ways in which students can stretch themselves and move to the next level, whatever that might be. We have implemented the identification of stretch goals as the strategy by which our instructional focus of productive struggle is realized. We all have someplace to go. The areas in which we made the most growth in the previous year was in student progress (inclusive of credit accumulation and weighted Regents pass rate), school environment (based on surveys and attendance), and closing the achievement gap (movement to least restrictive environment is particularly strong further highlighting the inclusive environment we have created). The areas for growth continue to be student achievement as measured by graduation rate and college and career readiness. Both imply a need to strengthen curricular resources as well as help all students to push themselves further to achieve better outcomes on Regents exams, particularly in Global History and Geography.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013-14 School Quality Guide, we have met the target set for student progress and individual components including credit accumulation and weighted Regents pass rates. This has been a strength in the past. Our main need is to raise both the four-year graduation rate and the weighted diploma rate. We need to do this by using our inclusive, supportive, heterogeneous environment to support students in reaching higher standards. We need students to both pass Regents exams and reach college-readiness levels at the first sitting. We need more students to set the Advanced Regents Diploma as an attainable goal and to strive to achieve it. Teachers continue to work in subject-specific content teams (both horizontally and vertically) to analyze quantitative data, student work, teacher practice, and to use outside expertise through professional reading to identify goals and resources needed. Working in teams has long been a strength for our school (one of the well-developed components cited in our Quality Review, March 2012). We need to better articulate the connection between our content teams and small learning community-based grade teams to best support curriculum and instruction that will help students meet higher standards.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Content teams will each develop six common teaching points aligned to the Common Core that will be added to the school-wide assessment plan as the year progresses, leading to more coherent instruction and resulting in a 3% increase on Regents exam performance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Develop capacity of instructional team teacher leaders to facilitate professional development with colleagues that results in the identification of common needs based on a variety of data sources.	Instructional Team Teacher Leaders	September 2014— June 2015	New Teacher Mentor/Professional Growth Coordinator, Principal , Assistant Principals

Provide professional development in content teams that will enable horizontal teams to articulate students' common knowledge, understanding and abilities for each marking period as well as content-specific checks for understanding.	Teachers in content teams	September 2014-June 2015	Instructional Team Teacher Leaders, Assistant Principals, Principals
Review school-wide assessment plan in instructional team and cabinet. Identify emerging vertical and cross disciplinary connections.	Instructional Team Leaders and Assistant Principals	January— June 2015	New Teacher Mentor/Professional Growth Coordinator and Principal
Review plan in comparison to mid-year and end-year Regents and local assessment results.	Teachers in content teams	January— June 2015	Instructional Team Teacher Leaders, Assistant Principals, Principal
Continually develop plan collaboratively with all stakeholders and trust that a shared understanding will emerge as a result of the work. Planning will be communicated transparently to all stakeholders.	Teachers, Instructional Team Leaders, Assistant Principal, Principal	September 2014-June 2015	Teachers, Instructional Team Leaders, Assistant Principal, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session, membership in content-specific professional organizations, professional readings, some rescheduling of prep time to accommodate intervisitations where applicable.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Assessment plan in each content area that is inclusive of brief statements each of what students should know, understand and be able to do at the end of each marking period for the first semester.				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Based on academic indicators in the School Quality Guide, students are progressing but we need to work on supporting students to meet the challenge of becoming college-ready at commencement as well as to stretch themselves in other areas.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Eighty percent of all students will identify and meet a “stretch” academic goal through advisor-facilitated personalized learning planning by June of 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Professional development with all advisors to facilitate understanding of “stretch goal” concept.	Teachers	September 2014— January 2015	Teacher Leaders, Assistant Principals
Grade teams will identify way to track student identification of stretch goals.	Students	September 2014— January 2015	Teachers, students.
Stretch goals shared in student-led family conferences.	Students, families	November 2014 and March 2015	Teachers, students, families
Advisors will meet with all advisees in one to one academic conferences to assess students’ progress with meeting stretch goals.	Students	September 2014— June 2015	Advisors
Trust that advisors and students will own the work to authentically identify areas of growth and that the work will collaboratively inform	Students, Advisors	September 2014—	September 2014— June 2015

a shared understanding for all stakeholders. This work will be transparently communicated back to all stakeholders.		June 2015	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Consultancy from outside resource on personalized learning planning and student-led conferencing, per session, facilitation of teacher teams, partial funding of teacher salaries for Advisory class in program.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February of 2015, Advisors will be able to identify where each advisee is in the identification of his/her stretch goal.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Teacher teaming is a strength of our school as cited in our Quality Review (March of 2012). We need to build on this strength to enhance the impact team members can have on student performance.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of newly created teacher roles within each grade team, there will be a 3% increase in the overall course pass rates by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Identify teachers for each new role within grade teams including Academic Success Coordinator and Advisory Point Person, in addition to roles such as Grade Team Leader and Inquiry Team Leader.	Teachers	August—September 2014	Assistant Principals, Principal
Provide professional growth opportunities (teacher-led, CBO-led, and consultant-led) at over the course of the year.	Lead teachers	September 2014—June 2015	Assistant Principals, CBO Leaders, Principal
Teacher leaders facilitate grade team meetings and small learning community-based professional development to raise student achievement.	Teachers	September 2014—June 2015	Lead teachers, Assistant Principals, CBO staff
Student achievement will be evaluated using Fall semester data including credit accumulation and Regents exam achievement. Growth percentage will be calculated based on previous year.	Teacher leaders, Community Leaders (Assistant Principals)	February 2015	Assistant Principals, Teacher Leaders, Principal

Trust that all stakeholders will collaboratively analyze data to develop a shared understanding for implications. Teams are trusted to synthesize, analyze and represent data in their own way while results are communicated transparently to all stakeholders.	Teacher leaders, Community Leaders (Assistant Principals)	September 2014— June 2015	Teacher leaders, Community Leaders (Assistant Principals)
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session, common planning time, outside consultancy fee.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Teacher leaders, Assistant Principals and Principal will evaluate student achievement using Fall semester data regarding credit accumulation and achievement on Regents exams. Percent of growth will be calculated based on previous year.				
Part 6b. Complete in February 2015 .				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Distributed leadership is a strength in our school allowing our well-developed professional collaborations in teacher teams to function effectively (Quality Review, March 2012). Many staff members are empowered to take the lead in all aspects of student achievement and are given the resources to do so. We need to better articulate the connection among content-team work, small learning community-based work and our advisory program so that we can increase its collective impact.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Advance observations conducted by leadership will include content-specific objectives and feedback to enhance rigorous instruction, resulting in 75% of teachers showing growth in at least 2 of 8 component areas on the Danielson FfT by June of 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Create cabinet share-out tool and protocol to enable members to capture what has been observed in multiple venues as pertaining to specific content and grades as well as the city-wide instructional expectations.	Cabinet members	September 2014	Cabinet members
Devote time during cabinet for a weekly share-out of observations, trends and patterns.	Cabinet members	September 2014— June 2015	Cabinet members
Collaboratively synthesize/reflect on work based on “group memories” collected from fall semester. Reflect on impact the work and implications for observation process as shown by evaluator forms	Cabinet members	January – June 2015	Cabinet members
There will be an increase of 3% on the Global History Regents as a result of inclusion of content-specific feedback and objectives.	Students	June 2015	Teachers and cabinet members

Trust that cabinet members will work collaboratively to develop a shared understanding of content-specific strategies to best support teacher growth that will impact all stakeholders. Supervisors are trusted to transparently communicate content-specific feedback to teachers.	Cabinet members	September 2014—January 2015	Cabinet members
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time allocation during weekly cabinet meeting.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By January 2015, 75% of teachers will show growth in at least 1 of 8 components on the Danielson Fft.				
Part 6b. Complete in February 2015 .				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

One of our strengths is family attendance at on-going, ritualized family engagement events, particularly those co-facilitated with our community partner, Center for Family Life. They include college information nights and community building nights. We need to build on this strength to include more academic awareness in our work with families and community members. We have a family attendance rate of near 80% for Open School conferences, however, our School Survey for 2014 stipulated that 46% of families are “very satisfied” with the education students received and an additional 52% are “satisfied.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

A minimum of one piece of student work will be included in advisor-facilitated, student-led family conferences at the Spring Open School event in March of 2015 resulting in 75% family attendance and at which families will understand student progress with student goals. There will also be an increase of 3% of families who report being “very satisfied” with the education students receive.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Professional growth/learning opportunity provided to all Advisory Point People on the topic of infusing student work in family conferences.	Advisory Point People	December 2014— January 2015	CBO leaders, outside consultancy, Assistant Principals, Principal
Professional growth/learning opportunity provided by Advisory Point People in grade team on helping students to choose student work samples to be shared with families.	Teachers	February— March 2015	Advisory Point People, Assistant Principals
Students, in consultation with Advisors, will choose a minimum of one piece of student work to share with families during Open School conference.	Students	March 2015	Advisors and students

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session, outside consultancy fee, common planning time, partial funding of teacher salaries for Advisory class.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Advisors will have specific plan of action for anchoring family conferences in student work by the end of February 2015.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Tier I (i.e. literacy electives—all students. Tier 2—(i.e. tutoring, student need as communicated by students, teachers, counselors and families.	-Tutoring, Drop Everything and Read, Writing Across the Curriculum, Contemporary Global Issues, American Studies, Providing students with least restrictive environment, Coteaching (ESL and Special Education)	Small group, Whole Class	During the school day, after school, lunch, Saturdays
Mathematics	Tier I (i.e. literacy electives—all students. Tier 2—(i.e. tutoring, student need as communicated by students, teachers, counselors and families	Tutoring, Algebra, Geometry, Algebra 2/Trigonometry Applications. Providing students with least restrictive environment, Coteaching (ESL and Special Education)	Small group, Whole Class	During the school day, after school, lunch, Saturdays
Science	Tier I (i.e. literacy electives—all students. Tier 2—(i.e. tutoring, student need as communicated by students, teachers, counselors and families	Tutoring, Drop Everything and Read, Writing Across the Curriculum, Contemporary Global Issues, American Studies, Providing students with least restrictive environment, Co-teaching (ESL and Special Education)	Small group, Whole Class	During the school day, after school, lunch, Saturdays
Social Studies	Tier I (i.e. literacy electives—all students. Tier 2—(i.e. tutoring, student need as communicated by students, teachers, counselors and	Tutoring, Drop Everything and Read, Writing Across the Curriculum, Contemporary Global Issues, American Studies, Providing students with least restrictive	Small group, Whole Class	During the school day, after school, lunch, Saturdays

	families	environment, Co-teaching (ESL and Special Education)		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Tier 1 (i.e. Advisory) all students. Tier 2(i.e. small group and individual counseling) student need as communicated by students, teachers, and families. Tier 3 (i.e. referral to outside counseling) communicated among students, families, counselor and outside agencies	Five guidance counselors and one social worker provide counseling daily. Referrals to outside counseling facilitated by our CBO and other agencies.	Small group, individual	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Attendance at college education department recruitment fairs

- Recruitment from DOE pool of highly qualified applicants
- Ongoing partnerships with teaching fellows/ Teach for America and Schools of Education at NYU, Columbia, Brooklyn College, College of Staten Island, Queens College, Hunter College, LIU and St. Francis
- Co-teaching to ensure ELLs and Students with Disabilities are in the least restrictive environment.
- Title I support of course work that contributes to ensuring staff is highly qualified
- Pipeline to leadership for teachers (CITE, Columbia University, NYCLA, Relay, Bankstreet College)

2b. 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).

Whole school professional develop occurs twice monthly before school, on the Chancellor's professional development days, and during daily common planning.

- Grade teams meet daily to work on the following:
 - o Differentiated interdisciplinary curriculum and assessments
 - o Analysis of student work
 - o Analysis of student achievement patterns and how to further differentiate curriculum, instruction and assessment to meet students' needs
 - o Case-conferencing protocols to determine appropriate interventions
 - o Intervention plans
 - o Tuning, Critical Friends and Descriptive Consultancy protocols to provide feedback on classroom practice, pedagogical approaches, curriculum and classroom assessments, as well as to assist in problem-solving

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

classroom during regular school day).

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our Local Measures Committee comprised of the Principal, three Assistant Principals, UFT Chapter Leader and three teachers representing a range of subject areas, begins meeting in June to evaluate the impact of the current year's selected local measures and how that might factor into the following year's identification of local measures. The committee continues meeting over the summer (including attending city-wide professional development) and finalizes its decision in the fall. The local and state measures by which each teacher is evaluated is discussed as part of the initial planning conference and is confirmed via the Advance system and communications between the Community Leader (Assistant Principal) and teacher.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,019,645	X	pp. 12, 18-20
Title I School Improvement	Federal	n/a		

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal	n/a		
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	\$28,832	X	pp. 12, 18-20
Title III, Immigrant	Federal	\$16,770	X	pp. 12, 18-20
Tax Levy (FSF)	Local	\$7,831,191	X	pp. 8-20

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Sunset Park High School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Sunset Park High School]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

[Sunset Park High School], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: Sunset Park High School	DBN: 15K667
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 250
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here: Before School ESL

We have two 0 period ESL classes that meet from 8:00-8:45 am four times/wk., Monday through Thursday throughout the school year (about 128 days per year). These literacy enrichment classes were created to provide beginner/ newcomer ESL students, and intermediate and advanced ESL students who have IEPs the extra time and support they need on a daily basis to develop their reading, writing, speaking and listening skills. These classes are designed and taught by three certified ESL teachers. The language of instruction is English.

Rationale: This program was developed to accelerate the language acquisition of all our ELLs through explicit English language acquisition instruction that parallels and integrates the content-area curriculum for each grade. This supportive learning environment develops confidence and provides one-to-one support to meet individual needs. The instruction is aligned with the Science, Global and Math curriculum and fosters both BIC and CALP language development.

In this program, the ESL teacher differentiates our rigorous, grade-level, standards-based curriculum using scaffolding strategies such as graphic organizers and contextualizing content; providing comprehensible input such as visuals, models, clear explanations and demonstrations; explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries; fostering interactions among students for practice and application of content and language skills and knowledge such as partner reading, group projects, and presentations; use of instructional technology and adaptive materials and increased use of multicultural and native language materials and resources.

Instructional activities include literature circles, use of multi-leveled texts, native language supports, and scaffolded projects and presentations. Students are encouraged to be self-reflective and meta-cognitive. In these groups, ELLs have frequent opportunities to interact with peers to develop conversational and academic language. Students designated as SIFE, Long-term advanced ELLs, and ELLs with IEPs, in particular, benefit from this dual focus of language and content.

Saturday Academy ESL support

This is a Saturday ESL class that meets from 9:00am -1:00pm for 8 Saturdays prior to each Regents

Part B: Direct Instruction Supplemental Program Information

Administration for a total of 16 sessions. This Regents preparation program was created to provide beginner, intermediate, and advanced ESL students the extra time and support they need to develop their Regents test-taking, reading comprehension, and writing skills and is held across communities for all ESL students at Sunset Park High School (up to 15 students per class). This class is designed and taught by at least one certified ESL teacher.

Rationale: This program was developed to accelerate the Regents passing rate of our ELLs through explicit English language acquisition coupled with the Regents curriculum. This supportive learning environment develops Regents testing confidence and provides one-to-one support to meet individual needs. The instruction is aligned with the Living Environment, Algebra, Geometry, Global Studies, Earth Science, U. S History and English curriculum and standards.

In this program the ESL teacher differentiates the Regents curriculum using scaffolding strategies such as graphic organizers and contextualizing content; providing comprehensible input such as visuals, models, clear explanations and demonstrations; explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries; fostering interactions among students for practice and application of content and language skills and knowledge such as partnerreading, group projects, and presentations; use of instructional technology and adaptive materials; multi-leveled texts; and increased use of multicultural and native language materials and resources.

In these heterogeneous groups, ELLs have frequent opportunities to interact with peers to develop the academic language they need for the Regents exams . Long term advanced ELLs, in particular, benefit from this dual focus.

New Immigrant After school program

This is a US History themed academic program for our ELL students to provide them with supplemental support for content they may not have received in previous settings and to help prepare them for the US History, and ELA regents. This activity runs for 15 after school sessions after winter break beginning in February. It will meet on Wednesdays from 3:30 -5:30PM and is taught by two licensed ESL teachers. We will be incorporating nonfiction, fiction and historical poetry and current events reading passages, as well as persuasive, descriptive and argumentative essay writing.

Rationale: We are targeting US History because many of our ELLs have entered the NYC school system as High School students and have never studied US History before in their native countries. We are opening the program to all ELL students in grades 9-12. We are going to specifically target upper classmen (11th and 12th graders) who need to pass either the US History or ELA regents. Our students speak a variety of native languages including Spanish, Chinese, Arabic and Haitian Creole and include Students with Disabilities.

The program will run from February through the end of April for a total of 15 after school sessions. The students will meet after school for 2 hours once a week and there will be an occasional (once per month/ 5 excursions in total from 9AM- 4PM) field trip on Saturdays to contextualize the content being studied during the week during the after school sessions. Instruction will be conducted in English with Native Language supports, through the use of assistive technology, if needed. Two ESL teachers will

Part B: Direct Instruction Supplemental Program Information

work in this program. We will be purchasing US History books with differentiated/ leveled readings, and I Pad/ I touch application for US History to use with our IPAD carts. Images of historical documents, videos, literature, charts, and other standard classroom materials will be used in this program.

Dream Team and After school content area tutoring

We offer a comprehensive afterschool program that services many of our ESL students. A portion of the services for our ELL students is content tutoring. Every Wednesday (31 Wednesday sessions) from October to June Sadie Savoy, a licensed ESL teacher provided after school content tutoring from 3:30-5:00PM. This is open to all ELLs school wide. Tutoring is provided in English with native language supports as needed. The materials that are used are the classroom based assignments and texts.

Additionally, in our afterschool program we have the SPHS Dream Team club run by two licensed ESL teachers Oliver Cannell and Jennifer Queenan. The group meets once per week on Wednesdays for 31 weekly sessions, after school from 3:30 -5:00PM. The school is a civics and history based club that aims to promote social justice, access to opportunities and community resources for our undocumented ESL students and all ESL students interested in social justice. These teachers explore pathways to college and support groups to handle the socio-emotional aspect of educating our ESL population. They also provide opportunities for our ESL students to practice their speaking, listening, reading and writing skills. This group meets once a week after school for the duration of the school year for an hour and a half. They also participate in weekend field trips periodically.

Rationale: Our rationale behind these programs is that our ELL students need a lot of support both academically and socio emotionally. We believe that a key to success for high school students is the perception of opportunity which is why we want our students to be aware of the opportunities they have. We also use this hook as a way to constantly be supporting and reinforcing language and content knowledge.

**As necessary, the school will use another funding source to complement any overages in costs that we incur to fund our Title III programs.

Part C: Professional Development

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

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

Begin description here:

Our ESL content team holds three/four Professional Development meetings a month for 40 minutes. These meetings run the duration of the school year from September to June. Our 12 ESL teachers also meet together on whole school professional development days, Election Day, Chancellors PD day and the first two days of school. All of these Professional Development sessions are conducted by the ESL

Part C: Professional Development

instructional team teacher leader. Below are the dates for ESL content team PD for the 2014-2015 school year.

- September 12 & 19
- October 10, 17, & 24
- November 7, 14 & 21
- December 5, 12 & 19
- January 9, 16, 23 & 30
- February 2, 6, 13 & 27
- March 6, 13, 20 & 27
- April 17 & 24
- May 1, 8, 15 & 22

The following professional development days will be designed to target the Title III programs. Our sessions on September 12 and 19, 2014 were designed to allow teachers to analyze student data and to ensure all of the students were programmed for our before school programs. These sessions were facilitated by Elizabeth Messmann a licensed ESL teacher. All 12 of our ESL teachers attended. The sessions were 40 minutes in duration from 8:00 AM to 8:40 AM. On November 7 and November 14, Oliver Cannell an ESL teacher will present his work on the impacts of socio emotional challenges on ELL learning. These sessions will be 40 minutes from 8:00 AM to 8:40 AM. This will be in support for the Dream Team work and we will develop ways to engage our ELLs in after school and Saturday academy enrichment opportunities. It is anticipated that all 12 of our ESL teachers will attend. On December 12, 2014 and January 16, 2015 from 8:00 AM- 8:40 AM Keri Twente a licensed ESL teacher will lead the PD around teaching civics and integrating US history and Document based questions into our instruction. It is expected that all 12 ESL teachers will attend. This will be in support of our new immigrant program.

Some of the foci of these meetings are on providing support to staff as they assist ELLs. Our ESL Coordinator, Elizabeth Messmann plans weekly meetings where teachers discuss instruction and assessment and collaboratively plan for each student's progress.

During this time, our ESL staff collaboratively develops thematic units of study aligned to the Common Core State Standards where lessons are scaffolded and multiple texts are used to engage students at all English literacy levels. They work to develop an assessment calendar and to share assessments and then utilize the assessment to monitor student successes and growths. We discuss best instructional practices and develop personalized learning plans for our ELL students to share with vertical teacher teams as our students move up through the grade levels.

In addition, each grade team has an ESL teacher assigned to it and this teacher participates in daily

Part C: Professional Development

grade team common planning time. Some of the functions this teacher fulfills on their teams are:

Grade team Daily Professional Development:

- Plan differentiated interdisciplinary curriculum and assessments;
- Look at student work to inform curriculum, instruction and assessments for all sub-groups including ELLs and students with special needs;
- Examine student achievement patterns and differentiate curriculum, instruction and assessments to meet the needs of individual learners;
- Plan Advisory/Drop Everything and Read/Writing Across the Curriculum/Contemporary Global Studies/American Studies units and instruction;
- Evaluate parent and student surveys to assess climate, culture, communication as well as curriculum, instruction and assessments;
- Engage in Kid Talk protocol and plan as well as monitor academic and behavioral interventions, outreach to families and enrichments aligned with the needs of individual students;
- Plan weekly inter-visitations and walk-through of classrooms;
- Use Tuning Protocol, Critical Friends protocols and Descriptive Consultancy to share feedback on classroom practice, pedagogical approaches, and curriculum and classroom assessments as well as to assist in problem-solving.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are invited to Meet you Advisor Night which is held in early October and Demonstrations of Learning held in the Fall and in the Spring. We host these events to expose all of our parents to the type of learning that we do at Sunset Park and to afford parents opportunities to interact with their students' teachers. During demonstrations of learning we have staff members who speak Spanish, Chinese and Arabic converse with families when needed. We also hire translators to be present at these events if we can not the need of our parents with staff members. After demonstrations of learning we invite all parents to stay for the Parent Teacher Association meeting where parents learn key information about the school and are trained on key points of the college application process. We use the document "Dream, Believe, Succeed" published by the Office of English Language Learners to

Part D: Parental Engagement Activities

ensure high school graduation requirement information and college application and college/ career readiness information is available to all parents in their Native language. Some of these topics include, high school graduation requirements, student progress, after school and Saturday academy program availability to support all students on their path to success, scholarship availability, summer job/ internship programs, community health based services and general news about happenings in our school. Parents are notified through letters and fliers sent home, and through our teacher advisory system wherein teachers are responsible and accountable to their grade team leader to make outreach, via phone contact or email to each parent in our school. All teachers in the school have been given the information from the school translation kit with the number of the DOE translation and interpretation hotline. They also have received the information as to how to translate any documents they need into the 32 languages that are available. Our ESL coordinator Elizabeth Messmann works with our parent coordinator Lisa Lugo and our cross community ESL counselor Carmen Zayas to reach out to parents and conduct these meetings.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 667
School Name Sunset Park High School		

B. Language Allocation Policy Team Composition [i](#) 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 Corinne Vinal	Assistant Principal Janice Novet
Coach type here	Coach type here
ESL Teacher Elizabeth Messmann	Guidance Counselor Carmen Barahona-Zayas
Teacher/Subject Area Stacey Ward/Spanish	Parent Rosa Carbucia
Teacher/Subject Area Margaret Kieu/Special Educatio	Parent Coordinator Lisette Lugo
Related Service Provider Brian Oestreich	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.	12	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	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	1	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)	1320	Total number of ELLs	258	ELLs as share of total student population (%)	19.55%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										8	8	6	6	28
Discrete ESL class										4	4	7	4	19
Total	0	0	0	0	0	0	0	0	0	12	12	13	10	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	67
SIFE	2	ELLs receiving service 4-6 years	74	Long-Term (completed 6+ years)	88

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	96	2	3	74		22	88		42	258

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	96	2	3	74	0	22	88	0	42	258
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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										67	59	39	34	199
Chinese										12	6	3	7	28
Russian														0
Bengali										2		1		3
Urdu												1		1
Arabic										3	4	7	3	17
Haitian										3	3			6
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4				4
TOTAL	0	91	72	51	44	258								

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									20	8	11	7	46
Intermediate(I)										19	24	25	20	88
Advanced (A)										52	40	15	17	124
Total	0	91	72	51	44	258								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										22	8	6	5

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										11	3	5	7
	A										41	42	35	19
	P										14	10	10	3
READING/ WRITING	B										11	5	11	12
	I										19	27	25	17
	A										30	25	4	14
	P										14	10	10	3

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	125	0	16	0
Integrated Algebra	180	27	68	5
Geometry	48	3	14	0
Algebra 2/Trigonometry	7	2	0	0
Math _____				
Biology				
Chemistry				
Earth Science	24	5	12	0
Living Environment	155	27	14	2
Physics				
Global History and Geography	122	14	32	3
US History and Government	58	12	17	3
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:

- 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 Quality Reading Inventories, LAB-R/NYSITELL scores, Spanish LAB-R scores, informal tests of phonemic awareness and countless teacher observations of student reading and writing to assess the early literacy levels of our ELLs. New York City Performance-Based Tasks are also used to track progress. This data is recorded and shared at grade team/inquiry team meetings so

that all teachers that come in contact with these students throughout the day are aware of their reading and writing levels. These discussions inform our instructional decisions across the curriculum.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Our students perform far better on the speaking and listening portions of the NYSESLAT than the reading and writing portions. This pattern is the reason that we program students for daily literacy instruction design to explicitly teach and develop reading and writing skills. During the Opening of the 2013- 2014 10 students were admitted who were eligible for the LAB R. Two of those students tested proficient and were not eligible for esl services. One of these students had a disability that prevented her from completing the exam. She is being identified as a beginner in our school population. One of the students tested as Advanced. Six tested as intermediate.
During the 2012-2013 School year, over the entire year 25 students were admitted who were eligible for the lab r. 23 of them tested as ell eligible. 2 tested as proficient. 2 tested as intermediate and the rest tested as beginner and entered our beginner zero period class to ensure that they received the mandated service time.
In the spring of 2013 we tested @200 students on the NYSESLAT. Enrolled in our school for September 2013 we had 46 students who tested as Beginners, 88 students at the Intermediate level and 124 students at the Advanced level.
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 [AMAQ tool](#))
 3. As a school we analyze NYSESLAT scores on grade teams and ESL teacher teams. We continually target all four language skills for all students. We have decided as a school that all skills need constant reinforcement because many of these skills are required for the Regents exams and college readiness (for example, the listening portion of the ELA Regents and the extensive writing on the English, Global History, and U. S. History Regents Exams). These are examples where Inquiry and Grade teams are refining our educational practices to provide rigorous instructional support for all 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?
 - 4a. There is some evidence that 12th grade students pass Regents exams once they have taken them multiple times, but overall there is no correlation between grade level and passing because each student presents individual academic skills, needs, and challenges. We see an increase in 9th grade students passing Integrated Algebra because of the additional math class provided to our 9th grade students and staff focus on immediate academic intervention. We also see students passing Regents exams in English since they are taught the material in English with native language supports.
 - 4b. As a school, the ESL teacher who is a member of each grade team, shares ELL periodic data in grade team/inquiry team meetings using data analysis protocols. This allows all teachers to be aware of our ELL students' reading, writing, listening and speaking levels and to ensure that proper differentiation is provided to students in their classes throughout the day.
 - 4c. The ELL results from the periodic assessments informs us that we need to continue using our program of daily explicit literacy instruction coupled with additional support in the content areas. We learned that students in the Junior year need to be engaged in a co-created plan for credit accumulation and Regents preparation. To this end, students, advisors and ESL teachers work together to develop specific strategies and use of alternative resources and native language texts to support ELLs. An additional Language Development Class taught by the assigned ESL Teacher has also been added to the instructional support for ELLs. In addition, in the Senior Year, ESL students are assigned to the I-Learn Labs where they receive personalized blended learning under the supervision of an ESL teacher.
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?
 6. All teachers are supported in the development of literacy objectives related to the Common Core in all content classes. In addition, teachers focus on pre- and post reading strategies and vocabulary development as well as strategies to contextualize the content such as visuals and hands-on demonstrations.
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.).

8. The school leadership, the grade teams and inquiry teams, the instructional teams, and individual teachers gather and disaggregate data from a variety of sources to determine the success of our programs for ELLs, including: the School Quality Review, The School Progress Report, Scholarship data from each marking period, student transcript reviews, regents pass rates and item analysis, NYC Performance-based assessments, Class assignments and projects, interviews and surveys with students and parents, etc.

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](#).)

At Sunset Park High School we ensure that we identify the needs of all our students. To address the needs of newcomers into the New York City public school system, on the child's first day of attendance, the Parent Coordinator, Lisa Lugo, greets the parent or guardian registering the child and ensures the ESL Coordinator, or another ESL pedagogue, completes the Home Language Identification Survey (HLIS) along with other required DOE ESL paperwork in English and the native language. If the interview needs to be conducted in another language we have several pedagogues available for translation (languages include our high-incidence languages of Spanish, Chinese- Mandarin and Cantonese-, and Arabic as well as Russian, Vietnamese, French, Romanian, Hebrew, and Portuguese). Our diverse staff can support the identification needs of our community and we complete this process within 10 days.

One of our ESL teachers skilled in HLIS evaluation determines if the student should sit for the Language Assessment Battery, LAB-R/NYSITTEL. If the LAB-R/NYSITTEL is to be administered, the Parent Coordinator informs the parents. The ESL teacher also administers the LAB-R/NYSITTEL and the Spanish LAB-R/NYSITTEL, if applicable. The LAB-R/NYSITTEL is administered by the ESL Coordinator and the Spanish LAB-R/NYSITTEL is administered by a Spanish speaking ESL teacher. If the LAB-R/NYSITTEL assessment indicates that a student is eligible for mandated ESL service, one of our experienced ESL teachers (with translation as needed) explains the instructional program choices to the parents, answers questions, and ensures that the Parent Selection forms are completed. Immediately, the student is introduced to the SLC Guidance counselor to be given an appropriate program and orientation to the school. The ESL Coordinator sends an entitlement or non-entitlement letter home, in English and the Native language as soon as she/he hand scores the LAB-R/NYSITTEL. This work is done in Languages Other Than English by Elizabeth Messmann, Ashley Cruz, and Alicia Manguso, ESL teachers who speak Spanish. We also have several staff members who speak Mandarin and Cantonese Chinese: Felicia Chang, Stephanie Leu, and Maria Lam. Lauren Alzos, speaks French. Esmah Elchoum, an English teacher, speaks Arabic. We also have a Portuguese and French speaking ESL teacher, Vanessa Apolinario. Sandra Mordechyov, a special education teacher, speaks Russian, Farci and Hebrew. Mr. Caramanno, special education, speaks Italian. Ms. Kieu, special education, speaks Vietnamese. Ms. Chowdhury, Math, speaks Bengali. 13 other staff members are fluent in Spanish. It is easy to transition a newcomer into ESL in Sunset Park High School due to the unique inclusivity of our learning communities. There is an equal distribution of ELLs of all levels in each SLC. Within 10 days the process is completed and the Parent Choice data entered in ATS.

The teachers at Sunset Park High School understand the importance of preparing students to be successful English Language Learners through inclusion to avoid ostracizing or labeling. ELLs are included in all interdisciplinary units and projects. Instruction in all classes is differentiated and prepares all students, including ELLs, for success on exams and in all facets of their life. Data driven instruction coupled with other assessments guides all instruction leading to the NYSESLAT.

At Sunset Park HS we follow a model of distributive counseling. This distributive counseling shares responsibility and creates an atmosphere of accountability and communication with the home. The teachers are the first line of communication with the student and each teacher is supported by their Small Learning Community and their partner from Center for Family Life, a community social work organization, who all share a vested interest in the success of the school and each student.

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.
2. At SPHS we stress the importance of integrating all parents into our school community by fully explaining all three program choices. Our ESL Coordinator, Elizabeth Messmann, and/or our other ESL Staff, Vanessa Apolinario, Sadie Savoy, Keri Twente, Oliver Cannell, Jennifer Goodnow, Jennifer Queenan, Alicia Manguso, Jonathan Hull, and Ashley Cruz work very closely to make sure that every parent / guardian of our English Language Learners view the DOE ESL Program Choice video in their native language and are given the DOE ESL Program Choice brochures in the native language. We make sure that through discussion, parent orientations, translated documents, and phone calls from ESL pedagogues that all parents of ELLs know about and understand the opportunities available to them. This orientation is completed within the first 10 days of student attendance. If a family chooses a TBE or Dual Language Program, our Guidance Counselor, Carmen Barohas-Zayas, works with the family to find the desired program and notifies the parent when the program becomes available.. We hold ESL parent meetings throughout the year beginning in early October. We meet the language acquisition needs of our student as evolving and continuous data analysis indicates.
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 [\[see tool kit\]](#).)
- 3.Using the RLER in ATS, we determine student eligibility and entitlement letters are compiled by the ESL coordinator. These letters are prepared in English and the native language of the family. These are mailed to parents, as well as being sent home with students. In addition, a copy is given to the student's Advisor for distribution at Parent-Teacher Conferences. A copy of these letters is kept on file at the school by the ESL Coordinator in our ESL Compliance Binder. Parent Selection Surveys are requested to be completed when the parents first meet with the parent coordinator and ESL teacher at admission to our school. If the form is sent home, the ESL coordinator gives the letter in both English and native language to the student pointing out that date that the letter must be returned and it is mailed home. We follow-up to ensure these letters are returned. Letters are kept on file in the ESL Compliance Binder (original) and a copy is kept in the Students' Cumulative Record folder when they are returned.
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.
- After administration of the LAB R/NYSITELL, ESL coordinator/ teacher, Elizabeth Messmann notifies the family of ESL entitlement or non entitlement. A letter is sent home in the Native Language and in English to notify the family. Two copies of this letter are also kept on file. The original in the ESL compliance binder and another in the student's cumulative record file. Other ELL entitled students, who are not new admits to New York City Schools and who have already been identified at a previous NYC school, are placed in the same program that they were in the previous year based on the most recent NYSESLAT results. We notify parents of the continued service through the continued entitlement letter. We use translated copies of the letter available on the DOE website. All parents receive the letter in English and in the home language, which is indicated in ATS. These letters are both backpacked home and given to parents during the fall parent teacher conference/ report card distribution days. Copies of these letters are kept in the schools ESL compliance binder in the third floor file room. The ESL coordinator, Elizabeth Messmann maintains these records. The ELPC screen is updated within the mandated timeframes by the ESL coordinator. Parent options are always explained to parents and we will make accommodations for families who desire a program that we do not offer at our school by notifying them if space is available elsewhere. We do not have a bilingual program in our school. If the parent opts for ESL the student is placed in our program where their mandated instructional time (beginner, intermediate, or advanced) is met. If the parent opts for bilingual education they are referred to Carmen Zayas, Guidance Counselor, who works to find if there is an available program placement for that student. We do however, communicate, as does the formatted letter from the DOE, that it is proven to be most beneficial for students to maintain placement in the same program, be it ESL, TBE or DL. It is not common for parents to seek a different program model.
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.
5. Six weeks prior to the NYSESLAT administration timeframe, the ESL Coordinator runs the RLER report to determine students eligible to be tested. She checks to ensure all new admits are accounted for and sends notice home to families notifying them that their child will be taking the NYSESLAT exam in school. We provide students and families with a testing schedule. The 12 ESL teachers develop a proctoring schedule that ensures all students are tested and are given enough time to complete the exams. We administer each of the four exams separately and mostly administer them in the morning to ensure the most conducive and reliable testing environment. The ESL teachers collaborate so that each student completes the exam. To ensure valid and unbiased scoring,

speaking exams are administered to students by teachers who had never taught them. Teachers pull students from various classes to administer the one-on-one speaking exam. After the initial week of testing, we begin makeup rounds to ensure that all absent students complete all four sections of the exam. ESL students are pulled from their classes, if needed, to complete all four sections of the exam. The ESL coordinator maintains the administration records and conducts many make up sessions during this testing window.

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](#)

6. This year 10 students new to NYC Public Schools entered our school and 8 were identified as ELLs. Parents have requested ESL, we have ESL. Our program is in alignment with parent choice. All of our new admits have chosen ESL as their program choice. The school monitors trends by maintaining accurate records of parent choice survey in an ESL compliance binder. This trend has allowed us to modify and adapt our ESL program to meet the needs of our students to the fullest capacity. We have an ESL co-teacher in many content classes and our students oftentimes receive more minutes of ESL support than are mandated for them. ESL teachers work collaboratively to design cognitively challenging academically appropriate materials that target individual linguistic needs at all levels. There is a scaffolded use of Native language support when needed

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])?
 - 1a. The SPSHS model for ELL students includes a push-in Co-teaching model for instruction where ESL teachers plan and teach collaboratively with content teachers to develop full English proficiency in a content-rich, supportive and differentiated learning environment focused on college readiness for all students. In this least restrictive environment, ELL have full access to academic content areas including English, Global Studies, American Studies, Algebra, Earth Science, and Chemistry coupled with the support of an ESL teacher. In addition, the model programs all ELLs for daily Literacy Enrichment Classes and the Writing Across the Curriculum Classes, Contemporary Global Studies or American Studies classes where ELLs receive explicit language instruction and support from an ESL teacher. The model also ensures that Beginner ELL students also have additional instruction during 0 and/or 7 periods where they are working only with other ELL students in a supportive environment focused on accelerated development of language skills and knowledge. During students Junior Year, ESL teachers work with small groups of ESL students in a Language Development class on a daily basis to support Regents preparation and develop college-ready literacy skills. In Senior Year, Students engage in blended learning in our I-Learn Labs to support college readiness and Regents preparedness.
 - 1b. In each Small Learning Community at SPSHS, students are grouped by grade into 4 cohorts (blocks) of approximately 28 students that travel together for all classes. Each class is heterogeneously grouped.
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)?

2: LIPPP ESL English: This is a push-in ESL Model that counts as the core English credit and is parallel programmed with English Classes (3 hours per week). This English class counts as 180 minutes per week of the mandated time. All levels of ELL students are included in this model with differentiation based on Beginner, Intermediate, or Advanced. This co-taught class was designed so that ELLs receive direct support for language acquisition by an ESL teacher while being engaged in a rigorous, standards-based curriculum with a content-area specialist. In these heterogeneous groups, ELLs have frequent opportunities to interact with peers to develop conversational and academic language. Long term ELLs, in particular, benefit from this dual focus.

LTIPP (SLC) Literacy Enrichment: This is for ESL students only and counts as an English elective credit and is parallel programmed with DEAR/WAC/CGI/Am. Stud. in each community. DEAR refers to Drop Everything and Read, WAC refers to Writing Across the Curriculum of the 9th grade, CGI refers to Contemporary Global Issues of the 10th grade, and Am. Stud. Refers to American Studies in the 11th grade. DEAR accounts for 144 minutes and WAC/CGI/Am. Stud. for 120 minutes which totals to 264 minutes. These literacy enrichment classes taught by an ESL teacher provide the explicit instruction in reading, writing, speaking, and listening for ELLs of all levels. Students are encouraged to be self-reflective and metacognitive. These mixed-ability groups provided opportunities for peer support in language development. Instructional activities include literature circles, use of multi-leveled texts, native language supports, and scaffolded projects and presentations. ELLs with IEPs, in particular, benefit from this intensive language instruction.

LTIPPB Beginner English: This is a 0 period ESL class that counts as an English elective credit (.5 per semester) as it meets from 8:00-8:45 am four times/wk. This was created to give beginner ELL students extra time and support on a daily basis and is held across communities.

This class was developed to accelerate the language acquisition of Beginner ELLs through explicit English language instruction that parallels the content-area curriculum. This supportive learning environment develops confidence and provides one to one support to meet individual needs. The instruction is aligned with the Science, Global and Math curriculum and fosters both BIC and CALP language development. Students designated as SIFE are given specific attention and support during these daily classes.

Programming and Scheduling Information

The following table represents a breakdown by level and the number of minutes of instruction each student receives. Class codes are included with a description below the table.

Level	Required Time	Time Scheduled	Classes	Time Left Over
Beginner	540 min (9 hrs)	579 min	LIPPP, LTIPP, LTIPPB	39 min

Intermediate	360 min (6 hrs)	444 min	LIPPP, LTIPP	84 min
Advanced	180 min	(3 hrs + regular English)	264 min LTIPP	84min

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.

3. In our model, each grade has some content classes co-taught with an ESL teacher and a content teacher. The ESL teacher works to differentiate the lesson and provide comprehensible input and supported output based on Universal Design for Learning. Sometimes, this involves modifying the material, providing Native Language support or creating a different activity where material is presented using multiple intelligences. If the content class is not co-taught there is always opportunity for content teachers to work and plan with ESL teachers to ensure that they are confident in delivering instruction to ELLs. There is a daily grade team meeting where content area teachers, an ESL teacher and ISS teachers discuss student progress and instructional strategies.

Our ESL teachers and content-area teachers work collaboratively during grade team meetings and prep periods to deliver differentiated instruction infused with ESL strategies across all content areas. These research-based strategies are effective for ELLs, former ELLs, and ELLs with IEPs. Some examples of content-based differentiation to develop academic literacy include:

- Scaffolding Strategies such as graphic organizers and contextualizing content;
- Providing comprehensible input such as visuals, models, clear explanations and demonstrations;
- Explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries;
- Fostering interactions among students for practice and application of content and language skills and knowledge such as partner reading, group projects, and presentations;
- Use of instructional technology and adaptive materials;
- Increased use of multicultural and native language materials and resources;
- Developing students metacognition and use of literacy strategies;
- Developing numeracy.

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

4. We ensure students are properly evaluated in their native language by our administration of the Spanish LAB-R. In addition, teachers who are fluent several languages assess students' understanding of content throughout the year.

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

5. We ensure that ELLs are appropriately evaluated in all four modalities throughout the year by designing various performance-based tasks and assessments. All ELLs, except our newcomers, participate in NYC ELA PBA to assess reading and writing. We develop similar tasks, with greater degrees of differentiation to monitor progress of student literacy throughout the year. We use both the NYC PBA rubrics and teacher-created rubrics to assess all facets of literacy. Students also have individual check-ins with teachers to self-assess their progress and monitor speaking and listening skills. Teachers also employ a variety of multimedia technology to practice listening skills that are incorporated in lesson plans. These include brain pop videos in English and Spanish, audio books, Google voice thread, and 60 second recap video from the CAST UDL toolkit. We also use a variety of accountable talk, speaking and listening protocols and Socratic seminars in classes throughout the content areas to support all students, especially ELLs, in rigorous classroom discussions.

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).

6. For all ELLs we employ Universal Design for Learning as a tool and resource to support each students' needs for multiple means of representation, action and expression, and engagement. We use this tool to assess how well tasks, resources, assessments, and classroom environments support ELLs at all levels and to share strategies and accommodations with all teachers. In addition, we work to provide students with choice and ownership to ensure self-directed, independent learning.

6 a. If students are classified as SIFE, all teachers are informed and provided strategies for use in instruction. The ESL teachers work closely with the students to help develop the students' phonemic awareness. If their first language is Spanish we work to develop their Spanish literacy, while simultaneously exposing them to a small piece of text. We also patiently help transition the student into a school setting and teach them the norms of school behavior. Visualization and kinesthetic activities are the primary focus of their assessment. Content area teachers use differentiated assignments and assessments and all teachers on a team are aware of individual student goals. SIFE students are registered to attend zero period Beginner ESL instruction where scaffolded BICS are taught. We also have a dedicated and persistent attendance team that works hard and follows up to ensure these students attend school.

6b. Newcomers are supported in all of their classes with native language materials, visual aides, bilingual dictionaries, alternate assessments and assignments, and assistive technology. Extra time is given to the students if they need it. Our newcomers are scheduled to attend zero period Beginner ESL and receive all of their mandated ESL minutes. Content area teachers are aware of individual student goals, and reading and writing instruction is heavily scaffolded to meet the individual student needs.

6c + d. Long term ELLs and ELLs who have received between 4- 6 years all receive their mandated time. Accommodations are provided to individual students as needed. During the daily Grade Team Meeting, ESL teachers discuss and advocate for the needs of these students and teachers collaborate on the instructional goals and plans. We have text books and materials in native language available for student use and students who have been here for 4-6 years comfortably enjoy use both in conjunction. Teachers work hard to develop appropriate groupings in their classrooms and we always rely on differentiated assignments and assessments.

6e. ELLs who pass the NYSESLAT continue to follow the ESL schedule the first year after testing proficient as a component of the continuing transitional support they receive. They are scheduled for a class with an ESL coteacher in ELA and in their content class. They also attend the five period per week ESL pull out program. If the teachers on the grade team determine that the child is benefitting from these supports they will continue to receive them for two or even three years afterward. We work conscientiously in grade teams to program our students into cohorts that will best serve their educational needs. Test modifications are provided for the required amount of time after an ELL passes 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?

7. ELL SWDs receive self-contained ESL five periods a week with an ESL teacher. They are programmed for zero period ESL and they receive their content area classes in either a CTT or a SETSS class where they receive the academic support of the Instruction Support Services (special education) teacher and a general education content teacher. Many of our ELLs with disabilities use English as their primary language so we provide differentiated reading and writing support in their preferred language. Content and skills are scaffolded in ESL and ISS classes to help prepare these students for the Regents exams. Various literacy strategies are modeled and practiced along with visual and auditory support. Para-professionals also assist several of these students throughout the day and students have access to assistive technology.

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?

8. In our heterogeneously grouped, inclusive schools our ELL SWDs are programmed for the least restrictive environment in either an ICT or SETSS cohort. They are also parallel programmed to receive their ESL instruction with an ESL teacher each day. In addition, we have a number of options in terms of extra-curricular and academic support programs that we offer all ELLs, include ELL Students with Disabilities: daily lunchtime and after-school tutoring; Saturday Academy for Regents preparation, PM School, Summer School, library access during lunch where we have an extensive selection of high interest books in English, Spanish, Arabic and Chinese; afterschool arts, leadership, and sports programs, etc.

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:			
Social Studies:			
Math:			
Science:			

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

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

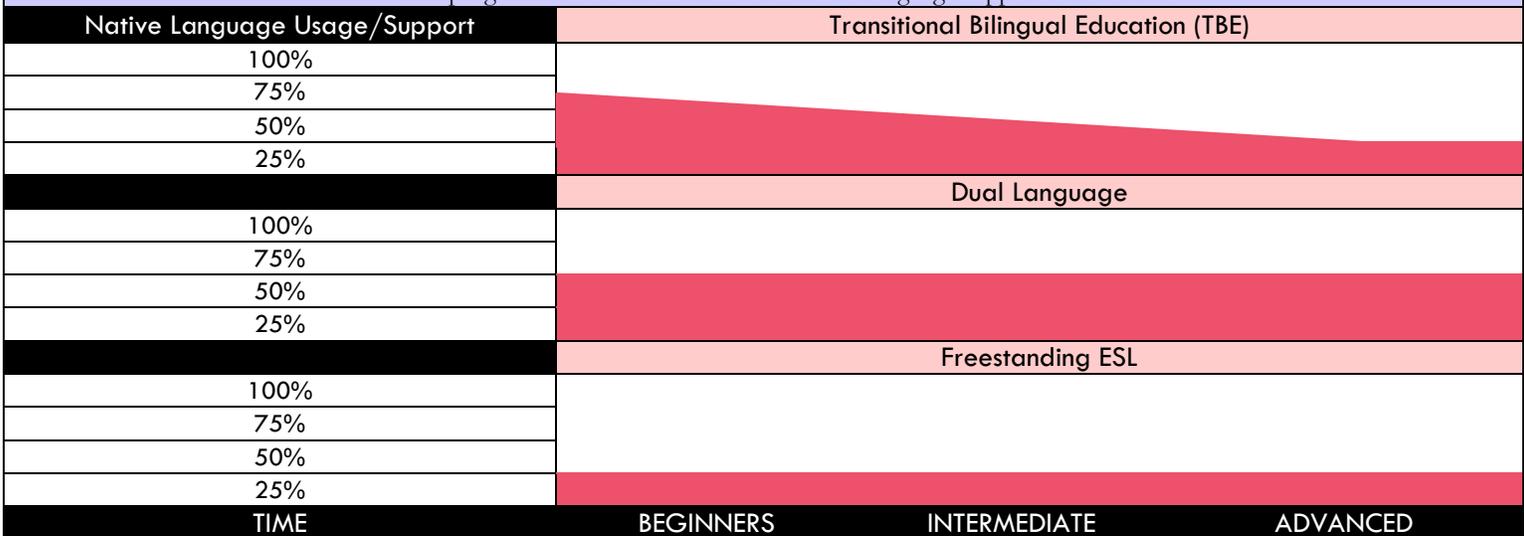
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
9. Our targeted intervention programs for ELLs is embedded in our co-teaching model for instruction where ELLs have full access to academic content areas including English, Global Studies, American Studies, Algebra, Living, Environment, Earth Science, and Chemistry coupled with the support of an ESL teacher who provides additional instructional time in targeted subject areas. The Literacy Enrichment class with an ESL teacher provides daily literacy instruction. During students' Junior Year, ESL teachers work with small groups of ESL students on a daily basis in a Lanugage Development course to support Regents preparation and develop college-ready literacy skills. During senior year, students engage in blended learning in our I-Learn Labs to support college readiness and Regents preparedness. Students also receive additional support and academic enrichment in our varied and rich afterschool program and Saturday Academies. Each day, ELLs have access to individual tutoring, sports and Arts programs with SPHS teachers. ELLS also participate in extended day co-taught PM and Summer School sessions as needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. In our analysis of scholarship data and Regents exam results for our ELLs particularly on the Algebra, Living Environment, and Global Studies Regents exams, we have been very effective in credit accumulation and providing multiple supports for our ELLs. However, Regents results have propelled our school to increase ESL staff so that each grade team includes an ESL teacher and to intensify our instruction and remedial efforts.
11. What new programs or improvements will be considered for the upcoming school year?
11. This year, there is one ESL teacher collaborating with every grade team. In grades 9 and 10, our ESL students are divided among two cohorts and ESL teachers are assigned to work with these students in English and Lliving Environment or English and Global Studies. This has the effect of lowering the teacher to student ration in these classes so that the ESL can provide increasingly targeted support. In addiiton, an ESL teacher has been assigned to co-teach in the 9th grade ESL Algebra class to support the transition to the Common Core Regents.
12. What programs/services for ELLs will be discontinued and why?
12. No programs or services for ELLs have been discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELLs receive their services in our inclusive, heterogenously grouped services through co-teaching in English and other content areas and through parallel programming of their literacy enrichment with an ESL teacher each day. In addition, we schedule our Beginner class for 0 period. All of our extra-curricular and academic support programs have open access for all ELLS: daily lunchtime and after-school tutoring; Saturday Academy for Regents preparation, PM School, Summer School, library access during lunch where we have an extensive selection of high interest books in English, Spanish, Arabic and Chinese; afterschool arts, leadership, and sports programs, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Our classrooms are technoloy-rich. All of our ELLs have access to school wide technology and each of our 12th grade ELLs is assigned a computer for independent use. Each teacher has either a lap top cart with a projector and an ELMO or a smart board in their room. Classroom computers are used to provide differentiated assignments for all levels of ELLs. We have radios, headphones, lap top carts and televisions available on each floor for the teachers' use. We also have Spanish language versions of Math, Science, and Social Studies textbooks and bilingual dictionaries/glossaries in each class. Translation applications are also available. Classes also have content-based picture dictionaries and content texts on multiple reading levels. We use bilingual glossaries, provided by the state, for Chinese and Arabic speaking students. Teachers use online translation tools, such as Google Translate, and our colleagues to translate activity guides and lesson materials. We have purchased many copies of novels read in ELA in native language. Students are encouraged to read in the native language first and then follow the class activites in English. The ESL teacher will determine which language the student should work in in the class. Our goal is to integrate our ESL students to the highest capacity while they are in the classroom. We research and purchase many supplemental content material for the Sciences and History. We use National Geographic books, which are available on many lexile levels and have grade appropriate images and data. We also buy Building Block to Literacy books to use as supplementary texts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Native language support is provided through native language texts and translations, use of visual and audio supports, computer use, collaborating with peers, and by working with teachers fluent in the native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. Required service support and resources correspond to ELL's ages and grade levels through programming with the Guidance Counselor for each Small Learning Community. For all students, transcripts and all testing data are evaluated by a licensed bilingual guidance counselor with expertise in foreign transcript review. This ensures all students, especially those entering NYC Public Schools for the first time, are properly placed by grade and age.

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.

17. Newly enrolled ELL students participate in School Orientations with translation, that include an introduction to staff, tours of the school, and a chance to meet other students. Family outreach is made for students at beginning levels of English proficiency to further welcome and orient newcomers to our school. Students are also invited to lunch tutoring and after-school arts, leadership, and sports activities. Advisory classes are also used to foster peer relationships.

18. What language electives are offered to ELLs?

18. Currently, the language electives offered to ELLs are the Literacy Enrichment classes they attend each day. During their senior year, ELLs choose internship opportunities.

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.

1 & 2: All staff members, including the Principal, Assistant Principals, content teachers, ESL teachers, ISS teachers, paraprofessionals, guidance counselors, school aides, speech teachers and other related service providers attend professional development activities that are focused on all students, regardless of designation. Each PD is carefully planned to address the needs of every student while at the same time allowing for differentiation and personalization of adult learning. In this context, the needs of ELLs at all levels are addressed. Essential questions for our PD include the following:

•How do we engage all students in productive struggle and develop college readiness for all our students using Depths of Knowledge and the Hess Rubric?

•How do we use Universal Design for Learning to engage English Language Learners and SWDs in a rigorous Common Core-aligned classroom?

•How do we develop the academic literacy reflective of the Common Core of all our students through active learning and student voice?

•How do we use Understanding by Design to craft curriculum maps, unit plans, and project/performance-based assessments that help us to gauge what students know, understand and are able to do?

•How can we work together in subject teams, inquiry teams and grade teams to continually reflect on data to make real-time adjustments to curriculum and assessment?

•How can we collaborate with co teachers of various contents to ensure all lessons are equitable and accessible?

Scheduled professional development is provided by our school staff as well as our Writing Project and Institute for Student Achievement instructional coaches. In addition to twice-monthly faculty meetings and the Chancellor's professional development days, and weekly Inquiry Team meetings, teachers meet daily during common planning periods.

SPHS Professional Development Calendar

- September 3 & 4
- October 2, 4 & 18
- November 1, 5, 15 & 20
- December 6, 13 & 18
- January 10, 15, & 24
- February 3, 12, 7 & 28
- March 7, 12, & 21
- April 2, 4, & 11
- May 2, 7, & 16
- June 5

Sunset Park High School is committed to utilizing professional development to address student work, achievement patterns, and curriculum that relate to every student and to utilize common planning periods that are held daily to discuss students' needs. Teachers work collaboratively to plan instruction that will lead to high student achievement across the entire grade. Grade teams meet every day to collaboratively:

•Plan differentiated interdisciplinary curriculum and assessments;

•Look at student work to inform curriculum, instruction and assessments for all sub-groups;

•Examine student achievement patterns and differentiate curriculum, instruction and assessments to meet the needs of individual learners;

•Plan Advisory/Drop Everything and Read/Writing Across the Curriculum/Contemporary Global Studies/ American Studies units and instruction;

•Evaluate parent and student surveys to assess climate, culture, communication as well as curriculum, instruction and assessments;

•Engage in Kid Talk protocol and plan as well as monitor academic and behavioral interventions, outreach to families and enrichments aligned with the needs of individual students;

•Plan weekly intervisitations and walk-throughs of classrooms;

•Use Tuning Protocols, Critical Friends protocols and Descriptive Consultancies to share feedback on classroom practice, pedagogical approaches, curriculum and classroom assessments as well as to assist in problem-solving.

3. To provide support to staff as they assist ELLs to transition from one school level to another, our ESL Coordinator plans weekly meetings where teachers discuss instruction and assessment and collaboratively plan for each students' progress. Our Guidance Counselors facilitate weekly Kid-talk meetings where teachers strategically plan for students' transitional needs.

4. Each year, during our Professional Development meetings we include a minimum of 7.5 hours of ESL PD for staff. Our workshops and presentations related to Academic Literacy are held on professional develop days as well as during our bi-weekly 8AM PD sessions. Sign-in sheets are filed and serve as documentation of this professional development.

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. Sunset Park High School understands the importance of collaborating with parents and families to increase student achievement and foster well-balanced young adults. We are committed to working closely with all our parents, especially of our English Language Learners. Through a spiral of communication that involves teachers, advisors, guidance, and our community partner, Center for Family Life, we create authentic relationships with families that strengthen our partnerships.

In addition to regular parent teacher conferences, parents are invited to various events that describe the curriculum and celebrate student achievement. In particular, we hold a Curriculum Night which invites parents to learn more about our course offerings and how these offerings support our students. In addition, we hold College nights where the application and financial aid process are discussed. Translation service for Spanish, Chinese, Arabic speakers is provided and our school functions are conducted in both English and Spanish.

We also hold evenings where we celebrate student work and achievement called Demonstrations of Learning. ELL teachers outreach to the families of their ESL students to welcome parents personally in the home language to these events. These activities are ongoing and developed by leaders in each small learning community. We also started a series of workshops aimed at all parents interested in furthering their English language skills called "We Are New York". Our parent coordinator established this workshop series and has reached out to all parents through email blasts, a newsletter, and phone contact. In this way we maximize the involvement of all parents in our school community.

2. Our partnership with the Center for Family Life, a community-based organization, provides additional opportunities and services for ELL parents .

3. In order to serve our parents, our Parent Coordinator and Parent-Teacher Association officers survey parents to determine their specific needs. The School Survey is also used to determine patterns of need.

4. Our parent involvement activities, College Nights, Curriculum Nights, Demonstrations of Learning, Parent-Teacher Conferences, Orientations, Performances, and Parent-Teacher Association Meetings are designed to welcome parents, increase their participation in school, help them assist their children in school, and plan for post-secondary success..

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:

School Name: Sunset Park High School

School DBN: 15K667

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Corinne Vinal	Principal		11/15/13
Janice Novet	Assistant Principal		11/15/13
Lisette Lugo	Parent Coordinator		11/15/13
Elizabeth Messmann	ESL Teacher		11/15/13
Rosa Carbucia	Parent		11/15/13
Stacey Ward/Spanish	Teacher/Subject Area		11/15/13
Margaret Kieu/Special Ed.	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Carmen-Barahona-Zayas	Guidance Counselor		11/15/13
Malika Bibbs	Network Leader		11/15/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K667 School Name: Sunset Park High School

Cluster: Groll Network: 404

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.

To assess our school's written and oral translation needs we use the following assessments. All students receive the DOE Language Preference Forms and these are collected by their advisors. The Home Language Identification Survey is given to each new student. We also use ARIS, ATS, Blue Emergency Card information and, when applicable, the student's IEP. In addition, parent surveys and informal assessments are conducted during our Parent-Teacher Association meetings. Finally, each student's advisor calls home at the beginning of the year to determine the best way to maintain effective communication between the home and our school.

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.

Our data indicate that over half of our parents indicate a home language other than English and we therefore have a strong need for oral and written translation for our high incident language, Spanish, and some need for our low incident languages, Chinese (Cantonese and Mandarin), Arabic, Haitian, and Vietnamese. All staff are given an orientation to all the available sources for in-school oral and written translation as well as how to access the DOE translation unit during our professional development and effective communication is continually addressed during our Grade Team meetings. This information is maintained through our Blue Emergency Cards and in ATS as well in our Advisory folders for each student.

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.

Timely translation and distribution of critical communication for registration and selection, performance, conduct, safety and health, special education and English Language Learner programs, and transfers and discharges will be provided by our school in the following ways. Our Assistant Principals and Parent Coordinator will ensure that all communications are available in our high-incident language, Spanish, as well as in our low-incident languages, Chinese (Cantonese and Mandarin), Arabic, Haitian, and Vietnamese. Department of Education notices are distributed in these home languages. In addition to the use of the downloadable documents on the DOE website, we use our Spanish, Chinese, Arabic, and Vietnamese-speaking staff members to translate documents and ensure the all translations are accurate.

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.

In each community we have readily available staff to provide the necessary oral interpretation services for our high-incident language, Spanish, as well as our low-incident languages, Chinese, Arabic, and Vietnamese. In addition, we have staff members who speak Bengali, French, Portuguese, Hebrew, Farci, Russian, Romanian, and Italian.

Our Parent-Teacher conferences are scheduled in advance so that oral translation can be scheduled for each meeting as needed. In addition to our staff members acting as translators, we employ outside translators of Spanish, Chinese, and Arabic to assist with these meetings.

Our Parent-Teacher Association meetings as well as our performances and demonstrations of learning where parents are invited to our school are all conducted in both English and Spanish with Chinese and Arabic translation available as needed. Staff and parent volunteers work to ensure all parents have access to the information in their native language.

Our community partner, the Center for Family Life is also available to provide translation services during our after-school activities.

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>.

Our school will fulfill Section VII of the Chancellor's Regulations A-663 by maintaining all translation needs in ATS, by maintaining current Blue Cards, and in our Advisory folders for each student.

Signs are posted that indicate the availability of language services in our high and low incident languages, Spanish, Arabic, and Chinese.

Parents will also receive written notification of their rights regarding translation and interpretation services through distribution of the Parent Bills of Rights and the Family Guide provided in the appropriate language. This information is disseminated in our orientation packet and again during PTA meetings.