

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: FOOD AND FINANCE HIGH SCHOOL
DBN (*i.e.* 01M001): 02M288
Principal: ROGER TURGEON
Principal Email: RTURGEO@SCHOOLS.NYC.GOV
Superintendent: FRED WALSH
Network Leader: MICHAEL MEHMET

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Roger Turgeon	*Principal or Designee	
Geoffrey Tulloch	*UFT Chapter Leader or Designee	
Bahijah Ali	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nathalie Carrasco Kevin Vines	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jennifer Roesch	CBO Representative, if applicable	
Claire Kelly	Member/ Member/ Parent	
Althea Jenkins	Member/ Member/ Parent	
Tyisha Palmer	Member/ Member/ Parent	
Brian Simmons	Member/ Member/ Teacher	
Paula Astor	Member/ Member/ School Counselor	
Tiffany Pendola	Member/ Member/ Assistant Principal	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, student outcome will be measured by students accumulating 10+ credits in all grade levels by 2% as informed by the 2013-14 School Quality Snapshot .

Comprehensive Needs Assessment

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

The needs assessment that generated this goal was determined by the following:

- The Measure of Teacher Practice that is being implemented in 80 minutes per week of professional learning to be dedicated toward training focusing on the Danielson Framework for Teaching, as well as the Common Core Learning Standards (CCLS) and the Citywide Instructional Expectations (CIE).
- Various topics for professional learning were chosen based on the above information as well as data collected through our School Quality Guide, student scholarship reports, special education mandates, content meetings, grade team inquiry data, teacher observation reports, student academic achievement data, etc. Grade Team and Inquiry Team data is also a large focus in order to look for common trends, improve academic success, better support students and improve teacher practices, and to foster positive communication within both content and grade levels and consultation with staff. Reviewing curriculum options to increase the college and career preparatory course index with the intent to provide more rigorous instruction to help students prepare for post-secondary opportunities. Provide more skills to help students successfully prepare to meet the standards required for successful matriculation into college.
- Principal Practice Observation (PPO): addressing areas of focus. Comprehensive follow-up of teacher observations will be conducted with a focus on moving staff towards incorporating higher level teaching strategies and assessment in their classrooms and providing next steps.

Instructional Strategies/Activities

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

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

- During the weekly professional learning activities, teachers will reference the 2014-2015 Citywide Instructional Expectations, Danielson Framework for Teaching (DfT) and how it correlates with the Measure of Teacher Practice, School Quality Guide, Special Education Reform, and the academic success of our students.
- Strengthening practices within the classroom by applying the Danielson Rubric and providing teacher with targeted feedback which align with Danielson Framework for Teaching on pedagogical practices.
- Workshops to address the needs of all students with special attention to students with disabilities (SWDs), English Language Learner's (ELLs), as well as our general education population.
- Developing Academic Literacy in the Content Area and Research-Based Vocabulary Instruction, Math Calculator and Math workshop provided by CSA.

Teacher team comprised of English as a Second Language (ESL), special and general education teachers are attending workshops with the Center for Applied Learning on the topic of Developing Academic Literacy and Language in Content Areas, which they will turnkey as a team during a series

of professional learning sessions.

Teacher team comprised of special education and content area teachers who make up Integrated Co-Teaching (ICT) teams participated in Teacher College Inclusive Classroom Project on Collaboration and Co-Planning Inquiry-to-Action, which they will turnkey as a team during a series of professional learning sessions.

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

- Professional Learning Committee: Chef Lynch and Chef Blackwell, Culinary Arts; Mr. Johnson, Social Studies; Ms. Hull, Science; Mr. Simmons, ELA; and Elise Leibowitz, Speech Teacher.
- Ms. Pendola, Assistant Principal; Mr. Turgeon, Principal
- Mr. White, Ms. Kong, the ESL department, and the Special Education Department
- Network Team
- Computer Laboratory

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

- Impact will lead to targeted learning needs of students
- For general education, special education and ESL teachers, the impact will strengthen teaching, increase teacher effectiveness, and incorporate social- emotional learning into curriculum.
- STARS and ATS reports that disaggregate the data by subgroup:
 - Scholarship report in STARS that look at how students with disabilities and English language learners are performing in their specific classes. Credit accumulation as well as passing scores on exams will also be considered. We will be conducting ongoing line item analysis to look for trends and patterns on formative and summative assessments.
 - ATS and SKEDULA data that identify the lowest third and tracks their progress over the term. Parents will have access to SKEDULA to monitor their child’s progress.

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

- Sept 4th 2014- Jan 23rd 2015 will be used as an initial benchmark for assessing student progress
- February 3rd thru June 17th will be used to assess final progress and make recommendations for the future

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

- The staff voted, via an SBO to devote 80 minutes per week on Monday toward professional development and 70 minutes each Tuesday for collaborative planning time and parent engagement.

Strategies to Increase Parental Involvement

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

- Parents were involved in the decision making process during PA meetings, at which time Parent Teacher Conference and the time allotted to professional development and outreach were discussed.
- Monthly PA meetings that target proactive strategies.

Budget and Resource Alignment

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

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

This is of no additional cost to the school.

Goal and Action Plan #2

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

Annual Goal #2

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

By June of 2015, students will show an increase in student attendance and participation by 5 %.

Comprehensive Needs Assessment

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

Following a consultative discussion with all stakeholders using the School Quality Guide, HS Quality Snapshot, and the NYC School Survey, the group was in consensus to establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

A Mindfulness-Based Social-Emotional Learning (SEL) program will be implemented for a cross section of students identified as having behavioral, emotional, academic or concentration challenges. The program will target self-awareness, self-esteem, social skills, emotional regulation, task concentration and stress reduction. Data for the program comes from research for Mindfulness-Based Educational: *A Mindful Nation* by US Congressman T. Ryan and *Teach Breath Learn* by M. Srinivasan.

Instructional Strategies/Activities

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

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

- Students will engage in mindfulness-based social emotional activities including mindfulness, which is engaged in listening and mindful speech. Through a structured program, students will actively practice self-regulation through physical, emotional, and social awareness.
- To strengthen the tenants of PBIS to reflect integration in curricula units and practices in rituals, routines, and improvement in classroom culture.

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

- Brian Simmons, Teacher; Paula Astor, Guidance Counselor; and David Blakes, Dean
- All teachers and stakeholders in the school community

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

- Pre and post assessment surveys and student created self-reports.
- Monthly town hall meeting with faculty and staff evaluating the efficacy of the program and whatever changes that are needed are adjusted to ensure success of the program.

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

- January 10th 2015- March 5th 2015. In early February, the midpoint benchmark will be measured by teacher anecdotes, grades and class participation..
- Monthly meetings

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

- Mr. Simmons will be the lead instructor. If the program occurs during the school day, schedule adjustments may be necessary. Otherwise, it will take place after school. Career and College Guidance Counselor, Attendance Team and the Pupil Personnel Team will also be key personnel.
- In concert with the UFT contract, time has been allocated for PBIS.

Strategies to Increase Parental Involvement

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

- Parents will be invited to a dinner break-out session to introduce them to the goals of the program. Parents will be provided with a two-way metro card and will be encouraged to bring other family members.
- Program will be introduced at PA meeting and Parent teacher conferences. In addition, there will be extra emphasis in reaching out to SWDs and ELLs.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, increase literacy across curricula focusing on reading skills and argumentative writing, using the baseline assessment as a benchmark and end-of-year assessment to show growth.

Comprehensive Needs Assessment

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

The need that generated this goal was the Measure of Student Learning (MOSL) that is included in the new Teacher Effectiveness Rating System. According to the School Quality Guide under Student Progress, our school yielded a 1.82 in Global Studies, a 1.04 in Science and a 1.04 in English (weighted Regents passed rates). Lastly, teachers emphasized the need to expand systems for improvement based on the NYC School Survey 2013-2014 Report.

Instructional Strategies/Activities

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

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

- The creating and implementation of the schools 2014-2015 Instructional Focus as being "To increase literacy across curricula through the implementation of students creating argumentative writings and counter claims."
- Utilize the inquiry team to focus on the Instructional Focus, as well as strengthening essay writing skills across all content areas.
- Teachers will be assisted with curricula improvement by:
- Providing professional learning opportunities
- Support individual teachers via one on one professional conversation meetings with administration as well as classroom observations from those who are
- Successfully implementing this into their classrooms.
- Review the Fall MOSL results and to seek opportunities to increase the results for the spring through professional conversations, and additional resources.

- Materials helping to create projects and various assessments during content area meetings. Inquiry team to share their findings throughout the year based on strategies that proved successful and those that did not to the staff.

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

- Administration, teachers and network support staff will assist in the development of professional learning, as well as the selection of professional learning being provided by the teacher.
- The SIT team (Special-Education Implementation Team) will share and assist students with disabilities and offer guidance to the general education teachers based on information from SESIS as well as providing additional support to both staff and students.
- Testing coordinator, guidance and assessment team to provide data from the MOSL, regents exams in order to measure growth across the year

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

- Targets will come in the form of pre, mid and post assessments. In addition, the inquiry team will implement two additional assessments; one for each term. Data will be analyzed and shared with staff.
- Teacher observations will include a piece by the evaluator collecting pieces of work/taking notes based on students argumentative writings.
- The comparison of the Fall and Spring MOSL results to measure growth.

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

- Throughout the entire year, ending in June 2015.

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

- Time will be provided bi-weekly for inquiry teams to meet and work with their students.
- Time will be provided bi-weekly for content area teams to meet in order to discuss strategies they are implementing within their practice, as well as plan with each other in order to successfully implement the school-wide instructional goal into their curricula.
- Professional learning data and its analysis will be examined and reviewed across content and grade level. Individual feedback will be provided to the staff based on classroom observations regarding the implementation of the school-wide goal and as it relates to DfT.

Strategies to Increase Parental Involvement

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

- Inform parents of the school-wide instructional focus through SKEDULA
- Parent workshops will be conducted to provide parents with clear expectations for their children. Examples of student work and resources will be provided during this time.
- Parent Teacher Conferences

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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

1.

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

1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000-differentiate instruction to improve and increase student literacy and prepare students to be college and career ready.	Scheduled class time on student program, on-line paced, at home	During the day, before school and at home on the student's time
Mathematics	A math coach was hired this year who works closely with the math teachers on effective strategies and common core curriculum. Group projects are developed	Small group and one on one	During class time, extra time, on line from home Tutoring is also provided several days per week
Science	Afterschool lab Additional tutoring	One on one	2 days per week
Social Studies	After school tutoring Scaffold instruction	Small group instruction	1-2 days per week and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor and Career guidance counselor- monitor student progress Psychologist- IEP meeting, parent meetings Social Worker- meets with students, IEP teams, GC's	meet with students one on one and in groups works closely with IEP teams, guidance counselors and social worker to ensure students receive appropriate services one on one and small groups	Regular basis during each term

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

When recruiting teachers the school seeks the assistance of the network Human Resources person in finding Highly qualified individuals. Additionally the schools reaches out to the DOE New Teacher Finder and other personnel resources always making sure that the individual is one that meets the specific needs of the school and is qualified. Teachers are assigned programs that they are certified to teach and receive Professional Learning Opportunities from the school specific to their needs on an ongoing basis, via network support or through the DOE Professional Learning Opportunities as per the Citywide Instructional Expectation.

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).

Teachers receive Professional Learning Opportunities delivered by individuals who are highly trained and knowledgeable in the field. Teachers receive feedback based on ADVANCE observations. Teacher pedagogy improves through the addition of a school-based Math coach, teacher inter-visitations, teacher team meetings that allow for peer development, evaluation, and revision of curricula and assessment.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

STH funds are allocated to assist students with basic needs, clothing, school supplies, as well as providing them with funding to take part in student activities and events where they perhaps would not have the means. Programs such as violence prevention programs are brought to the school by way of outside agencies such as Relationship Abuse Prevention Program (RAPP as well as anti-bullying groups that do presentations and workshops .the school also works with Peer Health Exchange.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are actively engaged in developing teacher designed assessments including diagnostic, formative and summative assessments. Additionally, teachers have the NY ELA and Math assessments to reference in assisting them in improving their instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Food and Finance hosted the required Annual Title I Parent Meeting on November 24, 2014, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Food and Finance 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;
- Annual Title I Parent Meeting was held on November 24th 2014 for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by promptly 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.

DBN: 02M288

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	\$236,631.78	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,612,847.00	X	See action plan

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.

**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 02	Borough Manhattan	School Number 288
School Name Food and Finance 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 Roger E. Turgeon	Assistant Principal Tiffany Pendola, I.A.
Coach	Coach
ESL Teacher M. Kong	Guidance Counselor P.Astor; G.Anchundia
Teacher/Subject Area D. Gracie/Sped. Ed.	Parent L. Jenkins, PA President
Teacher/Subject Area T. Hendry/Math/Sped. Ed.	Parent Coordinator Carmen Mercado
Related Service Provider D. Limato/Sped. Ed.	Other S. Moultrie, Interv. Coord.
Network Leader(Only if working with the LAP team)	Other David Blakes, Dean

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	445	Total number of ELLs	13	ELLs as share of total student population (%)	2.92%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Discrete ESL class	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Total	0	0	0	0	0	0	0	0	0	4	1	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	4
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	5

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	1	0	5	2	1	5	0	3	13

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	3	1	0	5	2	1	5	0	3	13
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	0	0	0	0	0	0	0	0	0	6	2	0	0	8
Chinese	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	8	5	0	0	13								

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Total	0	0	0	0	0	0	0	0	0	4	0	0	0	4

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	4	0	1	0
Integrated Algebra	9	1	8	1
Geometry	2	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	2	0	0	0
Living Environment	9	1	8	1
Physics	0	0	0	0
Global History and	1	1	1	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
Upon entering our school, we look at the student's reading scores from their 8th Grade New York State English Language Arts (ELA) Test results. The students are rated from Levels 1 -4; level 4 is the highest achievement level. These test results provide an initial baseline of information regarding the students' initial levels of ELA abilities. We can use these scores to help adjust programming for

the school year. Students can be grouped in their reading classes based on these scores. They can also be programmed to take additional reading skills and strategy classes. Of the ESL students who entered our school in Fall 2012, 33% of the students scored in the 1-range; 67% scored in the 2-range. The students who entered our school in Fall 2013 took the new Common Core 8th Grade New York State English Language Arts (ELA) Test. 87% of the 2013-2014 cohort scored in the 1-range; 13% of the cohort scored in the 2-range. These scores tell us that 100% of our ESL student population needs additional English language support.

All ESL students take the required LAB-R (Language Achievement Battery-Revised) upon entrance into the New York City Public School System or annual NYSESLAT (New York State English as a Second Language Achievement Test) to determine their ESL level. Most of our students fall into the Advanced level and we use this data to determine programming for these students based on the required hours of ELL instruction for Advanced level students. 77% of our ESL students are currently at the Advanced level of English proficiency and receive at minimum the required 180 minutes of ELL instruction per week. 15% of our ESL population is currently at the Intermediate level of English proficiency and receive at minimum the required 360 minutes of ELL instruction per week. The remaining 8% of our ESL population is currently at the Beginner level of English proficiency and receives at minimum the required 540 minutes of ELL instruction per week.

Our school also uses The New York City Department of Education Measures of Student Learning Performance Assessment Pre-Assessment. At this time, we are awaiting results of this predictive assessment.

The students who entered our school in the 2012-2013 also took the New York City Acuity Exam which assesses listening skills and reading comprehension, published by Mc-Graw Hill. On the information log-in page, the Mc-Graw Hill website page states, "As of August 31st, 2013, the Acuity System is no longer supported through the NYC DOE Periodic Assessment Program." Unfortunately, at this time, we cannot access student scores. We have since ordered a new periodic assessment that is DOE approved, but it has failed to arrive.

Our school also uses Achieve 3000 – an interactive, computerized literacy program that the students access online both in school and at home. Most of our ESL students are programmed into an Achieve 3000 reading course, as determined by a combination of their 8th Grade New York State English Language Arts (ELA) Test results. At the beginning of the course in the Fall, the students take a diagnostic exam that helps determine their level College and Career Readiness. The students take the Achieve 3000 diagnostic reading exam and earn a lexile score that can be interpreted as an approximate grade level. The students are rated on their reading comprehension through this multiple choice exam. Of the ELLs enrolled in this course who took this exam, 25% of the students tested at a 6th grade reading level, 12.5% at a 5th grade reading level, 25% at a 4th grade reading level, 25% at a 2nd grade reading level, and 12.5% at a 1st grade reading level. By examining this data, the ELLs with lower levels of English proficiency scored in the 1st and 2nd grade levels. The ELLs with higher levels of English proficiency scored in the higher reading levels. This shows that the Achieve 3000 reading program does provide information aligned with current standards and shows our ELLs to be accurately assessed.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Most of our high school's ESL population takes the LAB-R in either elementary or middle school. We have had very few students enter our high school requiring the LAB-R. Most of our ESL students enter high school at the Advanced level of English proficiency. We have had a few students enter at the Beginner and Intermediate level. Once in our school, after a year of instruction, our lower proficiency students usually advance one level as determined by the NYSESLAT. After one year of instruction, all of our Advanced level student test as Proficient or remain at the Advanced level or proficiency. Most of our ESL students test as Proficient by their 3rd or 4th year of high school. Most of our students achieve English Proficiency as determined by the NYSESLAT before graduating high school. These data patterns reveal that our current ESL program, though not without room for continual improvement, does help improve English proficiency for the vast majority of our ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. There are no specific grades – level proficiency patterns. However, school wide, after a year of instruction, our lower proficiency students usually advance one level as determined by the NYSESLAT. After one year of instruction, all of our Advanced level student test as

Proficient or remain at the Advanced level or proficiency. Most of our ESL students test as Proficient by their 3rd or 4th year of high school. Most of our students achieve English Proficiency as determined by the NYSESLAT before graduating high school.

Most of our ELLs choose to take their exams in English. When tests such as the New York State Regents Exams, are available in the students' native languages, students are offered to use the exam alongside the English version. Students choose to take the exam in whichever language they feel most comfortable. Few students have ever chosen to take the exams in their native languages, but of those whom have, those who took exams in native languages performed better in subjects that required less writing such as math or science. Those who took exams that required more writing such as social studies did not pass. In content-area classes, exams are translated for students on a per-need basis. Most students only use the translated exams as a reference and produce responses in English.

b. School leadership and teachers are using the results of the periodic assessments taken by ELLs in many ways. By examining the data gathered from these periodic assessments, school leadership and administration can better program students by providing the required service hours. ESL students currently at the Advanced level of English proficiency as determined by the annual NYSESLAT exam receive at minimum the required 180 minutes of ELL instruction per week. ESL students currently at the Intermediate level of English proficiency receive at minimum the required 360 minutes of ELL instruction per week. ESL students currently at the Beginner level of English proficiency receive at minimum the required 540 minutes of ELL instruction per week.

The results of the periodic assessments not only help determine the programming of the ESL students, but also help school leadership and teachers decide the programs of the teachers in the building. If the data from periodic assessments, ELL-specific assessments and general periodic assessments in other content areas, show that ESL students are struggling most with writing, but seem more capable in their math skills, school leadership can decide that an ESL teacher should push-in on classes that require more writing skills such as social studies or ELA.

If a periodic assessment shows that a student has improved proficiency levels compared to his or her previous assessment data, and will be moved into a setting with less minutes of dedicated ELL instruction, school leadership and teachers can decide together how to provide transitional support to this student. For example, a student who improves in his or her level of English proficiency as determined by a periodic assessment such as the NYSESLAT would be required less minutes of dedicated ELL instruction, but it can be up the discretion of school leadership working alongside with teachers to determine if perhaps that student can be placed in classes where the ELL teacher pushes in to support ELL students with lower levels of English proficiency. By examining the data produced from periodic assessments, school leadership and teachers can also decide if perhaps certain ESL students need additional support such as an Achieve 3000 class where the students can continue practicing their English language skills in an academic manner that can be continued independently at home.

By examining the results of the periodic assessments, school leadership and teachers can also better assist ELL students in specific areas of need. For example, one can examine the trends of specific modalities within the NYSESLAT. Students may be improving in certain modalities but not in others. If students do not show improvement in certain areas over time, but improve in others, school leadership can work with teachers in improving classroom instruction to focus lessons around the modalities that ELL students struggle with the most.

c. By examining the data gathered from periodic assessments, the school is learning what is and what is not effective in terms of providing instruction to our ELL population. For example, by examining the results of the periodic assessments, the school can better assist ELL students in specific areas of need. For example, one can examine the trends of specific modalities within the NYSESLAT. Students may be improving in certain modalities but not in others. Once the school examines and understands this data, the school can then make decisions on how to better assist ELLs in different aspects of gaining English proficiency.

As ESL students are acquiring English language skills, the use of the native language is still strongly encouraged. Studies have shown that students who maintain their native language skills have a better chance at acquiring a second language in the long-term because of the transfer of basic literacy skills. With the use of the native language alongside English, it is possible for students to still learn and acquire content in their classes while acquiring English. This way, they do not fall too far behind their native-English speaking peers in their content-area classes. Encouraging the use of the native language also encourages diversity in the classroom and school. This allows for all students to learn and share in each others' cultures.

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?

It is critical to consider ESL students' second language development in school-wide instructional decision making. Again, studies have shown that students who maintain their native language skills have a better chance at acquiring a second language in the long-term

because of the transfer of basic literacy skills. With the use of the native language alongside English, it is possible for students to still learn and acquire content in their classes while acquiring English. This way, they do not fall too far behind their native-English speaking peers in their content-area classes. Teachers are always made aware when they are instructing a class that contains ESL students so that they can adjust their instruction accordingly. Teachers will allow students to access resources such as dictionaries and approved electronic translation devices and online translation services when necessary.

Teachers also meet during common planning time with the ESL instructor to work on modifying lessons in order to provide adequate scaffolded instruction. Teachers work together to modify worksheets and scaffold them accordingly for ELLs by providing translated copies when necessary or creating glossaries for certain lessons and units.

Within classrooms, student groups are chosen carefully with the second language development of the ESL students in mind. ELLs with lower English proficiency are grouped with students of stronger English abilities who understand the ELLs difficulties and needs. Sometimes these groupings contain native English speakers and sometimes they contain former ESL students who have achieved English proficiency. Sometimes these groupings contain students who have abilities in the ESL students' native languages who also have stronger abilities in English. This peer-to-peer support is important to help ELLs develop relationships with their classmates as well continue acquiring English language proficiency.

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.).

The success of our program for ELLs can be measured based on both qualitative and quantitative data. We receive feedback from students and parents at parent-teacher conferences twice a year and when we meet with returning parents of ELLs at the annual Parents of ELLs information night held at the beginning of each school year.

Teachers and counselors are also in continual conversation with each other and the ESL teacher about the progress of the ESL students within daily classes. The teachers can discuss what can be done to better help ELLs acquire English language skills while remaining competitive in their content area coursework. Continual conversations and anecdotal help continue the success of our program for ELLs.

The progress of our ELLs can also be monitored through their daily grades earned in all of their classes. Our school uses the online program Skedula/Pupil Path to keep track of grades, attendance, progress, and written anecdotal about our students. Students, parents, teachers, administrators, and counselors all have access to this data. Through Skedula/Pupil Path, daily assignments, homework, and formal assessments such as content area exams and project grades can be continually monitored in order to track the progress of our ELLs. This program also contains students' transcript and state exam data. Skedula/Pupil Path can also be used as a tool for continual communication about the progress of all students school-wide, including ELLs.

Quantitative data is also used to evaluate and revalue the success of our program for our ELLs. Using periodic assessment data such as the NYSESLAT and the New York City Department of Education Measures of Student Learning Performance Assessment Pre-Assessment also helps us measure our success. If our data does not show individual and school-wide improvement, we then take this data to help improve our instruction where necessary. Most of our ESL students also utilize the online, computerized literacy program Achieve 3000. With Achieve 3000, the students take a monthly assessment and students, teachers, and families can see a student's improved progress. If a student's progress is not improving, this data from Achieve 3000 can be shared with other classroom teachers to help them create better scaffolding to enable ELLs to better acquire English proficiency.

Other data that is used to assess the success of our ELL program is data gathered from the New York State Regents Exams. We exam the scores and data gathered from the New York State Regents exams to evaluate the performance of our ELLs which in turn, reflect the success of our ELL program. We use this data to not only see how the students are doing, but what we can do to better serve our population. For example, if it seems that school-wide, our ESL students are not doing well on a particular exam, we can adjust our instruction to provide more scaffolded support in that content area by reevaluating styles of instruction, making modifications to coursework, or by readjusting programming so that the ELL teacher can be available to provide push in support to those Regents courses in which data reveals that ELLs struggle.

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](#).)
 1. At the time of enrollment into the New York City Department of Education Public Schools System, families are given a Home Language Identification Survey (HLIS). Upon entrance to the school, we examine the HLIS to see if a family identifies using a language other than English at home. Once these families are identified, we invite the family and student in for an informal oral interview to informally assess the students' English and native language skills. This informal interview includes the new family, the student, the principal, the assistant principal, the parent-teacher coordinator, the guidance counselor(s), and the esl teacher. After the informal interview, the student will be administered the formal initial assessment, the LAB-R, within the first ten days of enrollment. The process is ongoing throughout the year as the school admits new students, however with every new ELL student, the LAB-R is administered within the first 10 days that they are on register. The LAB-R is administered by the ESL teacher in accordance to the NYC Department of Education regulations as stated on Memorandum #2 and overseen by the school administration including the principal, the assistant principal, and the guidance counselor(s).

The Spanish LAB-R is given when the home if the HLIS response indicates that the home language is Spanish and the LAB-R score is at or below a 40, and only then will the Spanish LAB-R be administered. To ensure that the forms are returned, the returned forms are checked off on a master list and the Parent Coordinator, ESL teacher and in some cases the subject area teachers call home to follow-up and a letter is sent home as well.

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.

At the beginning of the fall term, families of ELLs are notified via mail and phone calls inviting them to an open house where the three types of ELL programs are explained. If the family arrives mid-year, this is done at the time of the informal interview. The school reaches out in both English and the native language through the use of multilingual staff and the Office of Translation Services. Families are given the ELL Parent Brochure in both English and the families' native languages. Each of the three choices, Transitional Bilingual, Dual Language, and Freestanding ESL, are clearly explained in the ELL Parent Brochure printed from the NYC DOE website. Families are also presented this information verbally in English and the native languages in the orientation meeting through presentations given by the administration including the principal R. Turgeon and the assistant principal T.Pendola, the ESL/ELA teacher M.Kong, and the parent-teacher coordinator C.Mercado. Families are also shown the Parent Orientation video in English and the native languages with the assistance of laptops and SmartBoards. Families are also given the link to the NYC DOE website where they can access all of this information again independently. Historically, 100% of our families have chosen free-standing ESL as their ELL program choice. In the future, if a parent expresses interest in a Transitional Bilingual or Dual Language program, we will work to accommodate the family's needs.
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 [\[see tool kit\]](#).)

NYSESLAT eligibility is determined by using the ATS RLER report. Students who achieved Beginner, Intermediate, or Advanced scores are reprogrammed for ELL services and given entitlement letters. Students who achieve Proficient score are not programmed for ELL services, but will provided with transitional support, and are given non-entitlement letters. At the beginning of each school year, entitlement letters are distributed via USPS mail to the families' homes and a copy is also given to the entitled ELL to carry home. Non-entitlement letters are distributed in the same manner. Copies of these letters are stored in students' cumulative records folders which are stored in the main office. To ensure that the Parent Survey and Program Selection forms are returned, the returned forms are checked off on a master list and the Parent Coordinator – C.Mercado, ESL teacher –M. Kong, and in some cases the subject area teachers call home to follow-up in addition to a letter is sent home via USPS. These forms are also filed in each student's cumulative records folder.
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.

NYSESLAT eligibility is determined by using the ATS RLER report. Students who achieved Beginner, Intermediate, or Advanced scores are reprogrammed for ELL services and given entitlement letters. Students who achieve Proficient score are not programmed for ELL services, but will be provided with transitional support, and are given non-entitlement letters. At the beginning of each school year, entitlement letters are distributed via USPS mail to the families' homes and a copy is also given to the entitled ELL to carry home. Copies of these letters are stored in students' cumulative records folders which are stored in the main office. In the event that a student transfers schools, the cumulative records folder with all of the student's documents including his or her entitlement letter will be sent to the new school.

ELLs and their families are made aware of the three ELL program choices through the annual ELL Parent Orientation and through literature and materials provided in English and the appropriate native languages. The school reaches out in both English and the native language through the use of multilingual staff and the Office of Translation Services. Families are given the ELL Parent Brochure in both English and the families' native languages. Each of the three choices are clearly explained in the ELL Parent Brochure printed from the NYC DOE website. Families are also presented this information verbally in English and the native languages in the orientation meeting through presentations given by the administration including the principal R. Turgeon and the assistant principal T. Pendola, the ESL/ELA teacher M. Kong, and the parent-teacher coordinator C. Mercado. Families are also shown the Parent Orientation video in English and the native languages with the assistance of laptops and SmartBoards. Families are also given the link to the NYC DOE website where they can access all of this information again independently. Historically, 100% of our families have chosen free-standing ESL as their ELL program choice.

At the end of this orientation, families are given the Parent Survey and Program Selection form. Families can decide if they are ready to fill out the form at that moment and return it, or if they need time to further review their options. Then the families return the forms to the school administration clearly indicating their ELL program choice selection. To ensure that the Parent Survey and Program Selection forms are returned, the returned forms are checked off on a master list and the Parent Coordinator – C. Mercado, ESL teacher – M. Kong, and in some cases the subject area teachers call home to follow-up in addition to a letter is sent home via USPS. Again, communication is done in English or the native language via a multi-lingual staff member or the Office of Translation Services.

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.

NYSESLAT eligibility is determined by using the ATS RLER report. Previous NYSESLAT scores can be seen by using the ATS RLAT report. All Beginner, Intermediate, and Advanced ELLs take the entire NYSESLAT each spring. Students are informed of the four modalities (listening, speaking, reading, and writing) presented on the NYSESLAT and students practice taking exams in class in the same procedural manner as the NYSESLAT. ELLs take all four sections of the NYSESLAT (listening, speaking, reading, and writing) within the allotted time frame in the spring. The listening, reading, and writing can be administered in small groups, and the speaking portion is administered individually. Attendance is taken for each section of the exam. If a student is absent, the student will be administered that section of the exam upon his or her return to school. If a student does not appear in school shortly after his or her initial absence during the testing window, someone from the school will reach out to the home to see if the student is able to return to school to complete the NYSESLAT. The person reaching out to the home could be the Parent Coordinator – C. Mercado, the ESL Teacher – M. Kong, or a guidance counselor – P. Astor or G. Anchundia. Once all students have completed all four sections of the NYSESLAT, all four sections are packaged and returned in a timely manner.

Students are programmed for the following school year based on the data derived from the most recent NYSESLAT scores. Students testing at an Advanced level are programmed to receive 180 minutes per week. Students testing at an Intermediate level are programmed to receive 360 minutes per week. Students testing at a Beginner level are programmed to receive 540 minutes per week. Students who test at a score high enough to place out of ELL services have achieved English proficiency as determined by the NYSESLAT and receive letters of non-entitlement, but are provided informal language support by the ESL and subject teachers as necessary.

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. 

After reviewing the parent Survey and Selection forms, 100% of our families of ELLs have selected the free-standing ESL program year after year.

The program models offered at the school are aligned with parent requests. The school has been diligent in working towards meeting student needs and achieving successful outcomes. The ESL teacher and guidance counselor(s) work together in reviewing trends in the Parent Survey and Program Selection forms. Our families of ELLs have been in agreement with the programming choices and we have complied with their continual selection of a free-standing ESL program. The Parent Survey and Program

Selection forms that are returned each year serve as data that documents the trend in parent choice. The returned forms are checked off on a master list and the Parent Coordinator – C.Mercado, ESL teacher –M. Kong, and in some cases the subject area teachers call home to follow-up in addition to a letter is sent home via USPS. These forms are also filed in each student’s cumulative records folder.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners’ Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. ELLs receive at minimum the required service hours based on their level of English proficiency as determined by their most recent NYSESLAT scores. Based on these scores, ELLs are organized into cohorts to receive ELL instructional support. Every ELL receives at least 1 period of discrete ELL services per day, totaling 230 minutes per week. Students requiring additional hours or ELL instruction also receive push-in support in several subject areas, particularly in those which culminate in a formal state examination like a New York State Regents Exam. The ESL teacher and content area subject teachers collaborate to scaffold and modify lessons and instruction to best meet the needs of our ESL students.

b. Currently our school only has ELLs in 9th and 10th grades. Most of our ELLs are at the Advanced level. We offer one ungraded, heterogeneous discrete class and push-in instruction is organized on a grade level basis with particular attention paid to the Intermediate and Beginner level ELLs in those classes. We try to keep all of the ELLs and those whom have recently acquired English proficiency as determined by the NYSESLAT in one block within each grade so that when the ESL teacher pushes in for the Intermediate and Beginner ELLs who require more instructional hours, the Advanced students or those who just recently acquire English proficiency as determined by the NYSESLAT can still receive support.
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)?

All ESL students take the required LAB-R (Language Achievement Battery-Revised) upon entrance into the New York City Public School System or annual NYSESLAT (New York State English as a Second Language Achievement Test) to determine their ESL level. Most of our students fall into the Advanced level and we use this data to determine programming for these students based on the required hours of ELL instruction for Advanced level students. 77% of our ESL students are currently at the Advanced level of English proficiency and receive at minimum the required 180 minutes of ELL instruction per week. 15% of our ESL population is currently at the Intermediate level of English proficiency and receive at minimum the required 360 minutes of ELL instruction per week. The remaining 8% of our ESL population is currently at the Beginner level of English proficiency and receives at minimum the required 540 minutes of ELL instruction per week.

Every ELL receives at least 1 period of discrete ELL services per day, totaling 230 minutes per week. Students requiring additional hours or ELL instruction also receive push-in support in several subject areas, particularly in those which culminate in a formal state examination like a New York State Regents Exam. The ESL teacher and content area subject teachers collaborate to scaffold and modify lessons and instruction to best meet the needs of our ESL students.

Our school services our ELL population via a Free-Standing ESL program as chosen by our families of ELLs through the Parent Survey and Selection forms collected annually. Currently our 10th grade Advanced level ELLs receive 230 minutes of discrete ELL instruction per week. Our 9th grade ELLs travel together in one block throughout the day. They also receive 230 minutes of discrete ELL instruction per week. In addition, they all receive push-in services in math, science, and English content classes, totaling 920 minutes of ELL support in a week. Every one of our ELLs exceeds the minimum number of minutes as required per CR Part 154.

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.

Our school services our ELL population via a Free-Standing ESL program as chosen by our families of ELLs through the Parent Survey and Selection forms collected annually. Our ELLs attend all of their content area classes with the rest of the general population of the school in English. Push-in ELL instruction is provided in most content area classes containing students of lower English proficiency levels as determined by the NYSESLAT. Currently and in the past, these content area classes with push-in ELL instruction include and have included Algebra, Living Environments, Global History, Earth Science, and English Language Arts. These classes were chosen to receive push-in instruction because they contain students with lower levels of English proficiency who need more instructional minutes and support, and most of these classes culminate in a New York State Regents Examination or a Common Core State test which is required, or in the process of being required, for all students to pass as a graduation requirement.

Because we have a Free-Standing ESL program, all of our classes in our school are taught in English. ELL students are allowed access to dictionaries, approved electronic translators, and online translation services in their classes if necessary. The ESL instructor and the content area teacher also collaborate weekly on how to appropriately scaffold and modify lessons to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards (CCLS) for our ELLs. Some scaffolding and modifications include translated worksheets and exams, extended time for assessments, and additional small group tutoring and instruction. Teacher collaboration is done with the CCLS in mind across all disciplines.

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

Like the rest of the student body, ELLs undergo rigorous evaluations throughout the year informally and formally – on classroom subjects and on state exams. We make sure that our ELLs are appropriately evaluated in their native languages throughout the school year by providing translated copies of formal periodic assessments and exams when available. This includes The New York City Department of Education Measures of Student Learning Performance Assessments and the New York State Regents Examinations. Students are made aware that they have access to translated copies of exams, and approved dictionaries/glossaries, and extended time when taking assessments. They are made aware that they have the option of responding in either English or their native languages.

Outside of formal state testing, ELLs are evaluated in their native languages throughout the school year in their regular classroom settings as well. The content area teacher and the ESL teacher work together in developing informational handouts, interactive worksheets, and content-area assessments in both English and the necessary native languages. Students have the option of responding on the English or the translated versions, but have access to both.

Our school also utilizes online educational programs such as Achieve 3000 and Khan Academy. Students use these reading and math programs in school and independently at home to continue practicing learned skills. Assignments and assessments from these programs are available in other languages if the student chooses to use the other language options. This ensures that the student has the option of being evaluated in his or her native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLs are evaluated in all four modalities of English acquisition throughout each year. By examining data gathered from the most recent NYSESLATs, we can better determine how to continue or improve instruction in each of the four modalities. In the discrete ESL classes, lessons are focused on improving acquisition in each of these modalities through interactive lessons, homework, projects, and periodic mock-NYSESLAT exams.

All teachers of ELLs are also encouraged to vary their instructional methods and styles and systems of evaluation to include all four modalities in each content area. This ensures that ELLs receive continual practice in each modality with the goal of increasing English language acquisition.

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

It is not uncommon for ELLs to also be SIFEs. SIFEs enter the school system at unpredictable times, often due to immigration or other family hardships. SIFEs are identified at the beginning of the school year. Teachers of SIFEs are made aware of these students to ensure that there is an understanding to these students' performance.

For many of these SIFEs who have been away from formal instruction or have missed a period of formal education, skills such as reading and writing are more difficult in both their native language and their new language. Instruction can be differentiated in many ways to help ELL SIFEs achieve.

Using visual and audio aids help our SIFE students understand concepts that would normally be explained through text alone. If possible, teachers are encouraged to bring realia into their classrooms as well.

If realia is not plausible, we utilize technology – SmartBoards and computers to help show images from the internet or other electronic resources. It is also important to still provide students with texts in both their native language and English to bridge the gap in their education.

Often ELLs are older than their native English-speaking classmates because they may have been held back due to a lack of English proficiency and understanding of content taught in English, but often they are older because they are SIFEs. They missed a time period of formal education and must return to that segment that they missed at a later age.

It is important to realize that though the SIFE ELLs may not have received instruction in a specific area of study that is typically taught to younger students, SIFE ELLs should be treated according to age. Age appropriate material should also be provided to help the SIFE ELL understand the content taught. For example, if an 18-year old SIFE ELL is in a 9th grade Living Environment class, and the 14-year old students are using cartoon images of the human body adapted for younger students, we can provide the 18-year old SIFE ELL with actual photos from an anatomy text instead. This way the SIFE ELLs can still learn the necessary content, but with age appropriate material.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).

ELLs who have been in US schools for less than three years are identified as newcomers. Often, these ELLs are students who fall into the Beginner or Intermediate level for English proficiency as determined by their NYSESLAT scores. Our ESL population at the Intermediate level of English proficiency and receive at minimum the required 360 minutes of ELL instruction per week. Our ESL population is currently at the Beginner level of English proficiency and receives at minimum the required 540 minutes of ELL instruction per week.

Teachers of newcomer are made aware of the newcomers to ensure that there is an understanding to these students' performance. One who has been identified as a newcomer is often paired up with another student, often someone who speaks the student's native language, who has a higher level of English proficiency or is a native English speaker. This allows the newcomer to have a peer-mentor to turn to for help inside and outside of class or in group work.

- c. Describe your plan for ELLs receiving service 4 to 6 years.

ELLs receiving 4-6 years of service will receive self-contained ESL instruction as well as push-in instruction in content area classes where students show a need for additional language support. There will be a stronger focus in making sure that these ELLs are successful in graduating with their grade-level mainstream peers. This means additional support and tutoring sessions, especially in subject areas that culminate in a New York State Regents Examination or a New York State Common Core Exam.

d. Describe your plan for long-term ELLs (completed 6+ years).

Long-term ELL students will continue to receive self-contained ESL instruction as well as push-in instruction in content area classes where students show a need for additional language support. There will be a stronger focus in making sure that these long-term ELLs are successful in graduating with their grade-level mainstream peers. Like their ELL classmates who have received 4-6 years of service, this means additional support and tutoring sessions, especially in subject areas that culminate in a New York State Regents Examination or a New York State Common Core Exam. More focus will be paid to areas where long-term ELLs seem like they need more attention as determined by their scores on their period assessments such as the various modalities in the NYSESLAT.

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Former ELLs in year 1 of after testing proficient, they still receive testing modifications such as extended time, approved dictionaries and glossaries, and translated copies of exams. The ESL teacher and content area teachers of former ELLs are always in conversation to make sure the former ELLs are transitioning well. The ELL teacher also has access to the current grades of former ELLs through Skedula/Pupil Path to ensure that the former ELLs are on track.

When programming former ELLs, both 1 and 2 years after testing at a proficient level of English as determined by the NYSESLAT, former ELLs are often kept together with current ELLs so that if the ESL teacher pushes into that class, the students still receive transitional ELL support.

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?

All teachers are aware of which students are ELLs and which students are students with disabilities. All teachers have access to all students' IEPs. In some cases, there are students classified as both ELLs and SWDs. Appropriate instructional strategies and grade-level materials are utilized in order to provide access to academic content areas and accelerate English language development.

ELLs with IEPs are programmed to meet both their required ESL minutes and their instructional time with special service instructors as mandated on their IEPs. Our school provides both discrete and push-in ELL services and students with IEPs are also programmed for Integrated Co-Teaching (ICT) instruction. In this situation, the content-area teacher co-teaches with a special education teacher. In some situations, the ESL teacher also pushes-in as a third instructor. Some students with IEPs are also programmed from smaller resource room classes with a special education teacher. The content-area teacher, the special education teacher, and the ESL teacher collaborate on a weekly basis to ensure that appropriate instructional strategies and tangible, but grade-level appropriate, materials are utilized in order to both provide access to academic content area and accelerate English language development.

For example, a 9th grade ESL student who has an IEP is programmed to take a Living Environments course which culminates in a New York State Regents Examination in the spring. This classroom is an ICT setting where the Living Environment teacher and the special education teacher co-plan and co-teach the class. The ESL instructor also pushes-in to the class to provide additional language support. Teachers meet together to appropriately scaffold the lesson. This may include helping guide students more directly to critical content in a textbook by making photocopies that the student can write on or highlight. Teachers can also work together on modifying handouts and worksheets – providing a graphic organizer, a visual representation, or an abridged version of the content taught. Glossaries are also often provided in English and the students' native languages on a per-need basis.

Both a special education and the ESL instructor can help an ESL student with disabilities learn how to use and create outlines to simplify content area, but still practice writing skills to achieve language proficiency. Teachers can also draw on students' prior knowledge to help students make connections between topics they may have already learned previously, sometimes in a native language or a native country. The ESL teacher should encourage and provide opportunities for students to be able to understand content in their native languages. This will allow students who maintain their native language skills have a better chance at acquiring a second language in the long-term because of the transfer of basic literacy skills.

All ELLs and SWDs are provided with their mandated testing accommodations including extended time and testing in a separate location. All other mandates on a student's IEP are also executed.

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?

ELL-SWDs have different needs than the general education population and our school uses curricular, instructional, and scheduling flexibility to enable our diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. Firstly, all teachers review and have access to all SWDs IEPs, including ELL-SWDs. After understanding each individual student's IEP, teachers need to collaborate and plan with special education co-teachers and the ESL teacher accordingly. The diversity of learning styles is incorporated into instructions and adapted into daily lesson and curriculum planning. Teachers of all disciplines are asked for input in the facilitation of reaching students of various academic and language abilities.

The way the students are programmed allows students with SETSS (Special Education Teacher Support Services) to receive specific small instruction tailored to the tasks with which they struggle. These SETSS classes are scheduled first period before the students' days start to help these students organize for their other classes. The discrete ESL class is scheduled at the end of the day to help ELLs, including those with disabilities, reorganize from the day's lessons.

Students with IEPs are also programmed for Integrated Co-Teaching (ICT) instruction. In this situation, the content-area teacher co-teaches with a special education teacher. In some situations, the ESL teacher also pushes-in as a third instructor. These settings allow students to have maximum access to support teachers during the academic day. If necessary, support teachers can work with ELL-SWDs individually or in small groups within the academic classroom or pull the student(s) out of the class for more targeted instruction in order to achieve their IEP goals and attain English proficiency within the least restrictive environment.

All ELLs and SWDs are provided with their mandated testing accommodations including extended time and testing in a separate location. All other mandates on a student's IEP are also executed.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

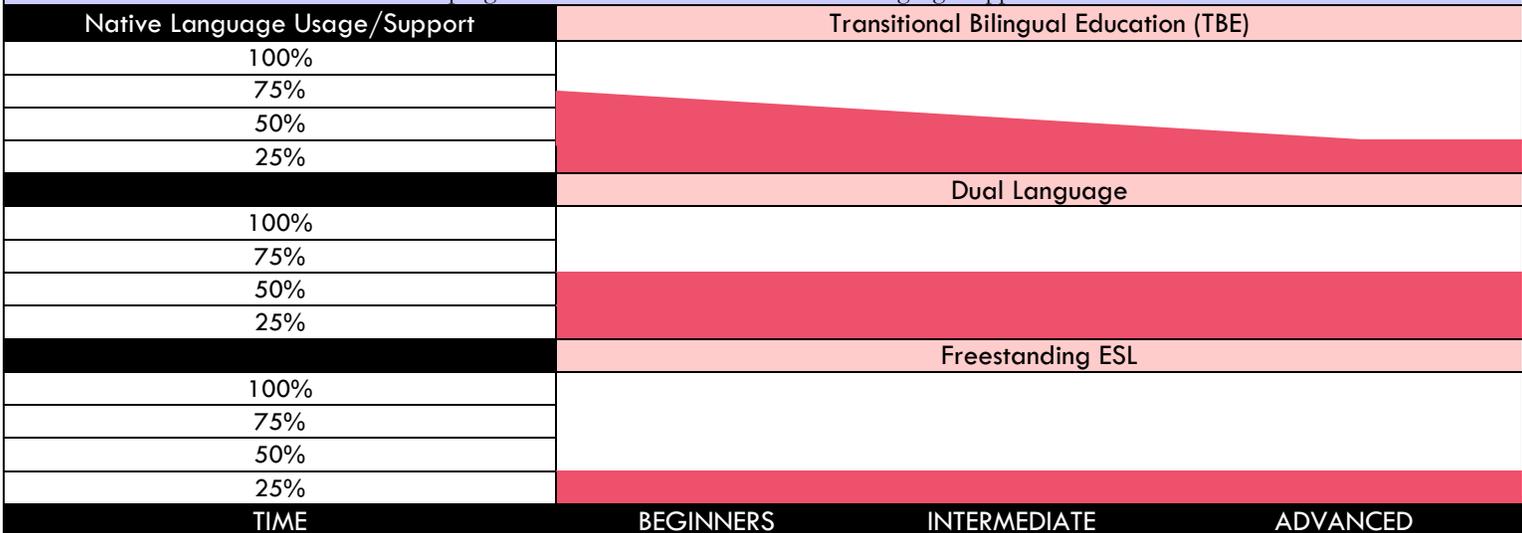
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

As chosen by the Parent Survey and Selection form, our school offers stand-alone ESL services. Therefore, all of our classes are offered in English and our ELLs are also encouraged to utilize their native languages. Our ELLs attend all of their content area classes with the rest of the general population of the school in English. Push-in ELL instruction is provided in most content area classes containing students of lower English proficiency levels as determined by the NYSESLAT. Currently and in the past, these content area classes with push-in ELL instruction include and have included Algebra, Living Environments, Global History, Earth Science, and English Language Arts. These classes were chosen to receive push-in instruction because they contain students with lower levels of English proficiency including those at the Beginner and Intermediate levels who need more instructional minutes and support, and most of these classes culminate in a New York State Regents Examination or a Common Core State test which is required, or in the process of being required, for all students to pass as a graduation requirement.

For math, students can access Khan Academy – an online educational math program. Students including ELLs, are scheduled into a Khan Academy class if they do not perform in the top 20% of their class on standardized math exams such as the 8th grade NYS Math Test. This is in addition to a standard math class. Students are allowed access to computers to work on Khan Academy assignments and for ELLs, they can copy/paste text into online translation services to better understand assignments and tasks. This program can also be accessed in other languages.

For ELA, students can access Achieve 3000 – an online educational reading program. Students including ELLs, are scheduled into an Achieve 3000 class if they do not perform in the top 20% of their class on standardized ELA exams such as the 8th grade NYS ELA Test. This is in addition to a standard ELA class. Students are allowed to access to computers to work on Achieve 3000 assignments and for ELLs, they can copy/paste text into online translation services to better understand assignments and tasks. This program can also be accessed in other languages.

After school regents tutoring is also available for students who need additional support. Students who have already taken a regents examination and failed the examination are sent letters home informing parents of after school tutoring. Different regents tutoring courses are designated on different days after school to accommodate students who need support in more than one subject area.

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

Our school services our ELL population via a Free-Standing ESL program as chosen by our families of ELLs through the Parent Survey and Selection forms collected annually. Every ELL receives at least 1 period of discrete ELL services per day, totaling 230 minutes per week. Students requiring additional hours or ELL instruction also receive push-in support in several subject areas, particularly in those which culminate in a formal state examination like a New York State Regents Exam. The ESL teacher and content area subject teachers collaborate to scaffold and modify lessons and instruction to best meet the needs of our ESL students.

The ESL teacher checks in with all of the ELLs' teachers to monitor their progress. The ESL teacher also has access to all ELLs progress and grades in each of their classes via Skedula/Pupil Path – an online grading program where grades and progress can be documented. Parents, students, administrators, and other teachers also have access to this information. This program can also be accessed at home in other languages such as Spanish.

Most of our ESL students enter high school at the Advanced level of English proficiency. We have had a few students enter at the Beginner and Intermediate level. Once in our school, after a year of instruction, our lower proficiency students usually advance one level as determined by the NYSESLAT. After one year of instruction, all of our Advanced level student test as Proficient or remain at the Advanced level or proficiency. Most of our ESL students test as Proficient by their 3rd or 4th year of high school. Most of our students achieve English Proficiency as determined by the NYSESLAT before graduating high school. These data patterns reveal that our current ESL program, though not without room for continual improvement, does help improve English proficiency for the vast majority of our ELLs.

Most of our ESL students also graduate within 4 years of entering our high school. This means that they have earned credit in all classes including English and other content areas. Many of these classes also accumulate in a New York State Regents Examination or now a New York State Common Core Test. Because most of our ELLs have graduated with their appropriate cohort, this pattern reveals that our current ESL program does help ELLs achieve content-area knowledge.

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

For the upcoming school year, we are continuing our use of Achieve3000. All students and their families will continue to have access to Skedula/Pupil Path, an online grade, attendance, and record keeping program where families can monitor student progress and access student assignments from home. More after school Regents Examination tutoring will take place, and we are also now offering SAT preparatory classes taught by Huntington Learning Center. Because of our school's partnership with Cornell University, we have an aquaponics laboratory and a hydroponics laboratory. Many of our ESL students have been involved with the labs and will continue to do so as the program continues.

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

We have no plans of discontinuing any current programs or services.

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

ELLs always have equal access to all school programs. Students participate in all Regents preparatory classes, college preparatory classes, athletics, and have equal access to all electives. The school's phone messenger program calls all homes in the students' native languages and disseminates this information. Letters in English and native languages are also sent home accordingly. Our ELL population participates fully in all of our after school programs including culinary arts programs and competitions, athletics, student government and leadership groups, community service clubs, and general interest organizations.

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

It is important to reach all students, including ELLs, of all abilities and needs. We utilize technology in many ways. For example, teachers make use of computers in the classroom, our mobile laptop centers, computer lab, or the library to make learning more interactive. Many of these computer learning program and activities can also be practiced online through an outside device or another computer outside of school for continue learning. Each classroom also has a SmartBoard or access to a projector for group learning. Math classes use TI-N-Spire calculators which can also be connected to a SmartBoard for more interactive learning. Often the use of tactile technology can help those who extra assistance such as our SIFEs or newcomers.

We utilize online learning programs such as Achieve 3000, an online reading course, and Khan Academy, an online math course. Both of these online programs directly support our ELLs in ELA classes and math classes. Khan Academy is particularly used to support our algebra classes which culminate in a New York State Regents Examination and a New York State Common Core Examination. Students can access these programs on computers and devices outside of school to continue practice. Everyone also has access to Skedula/Pupil Path, an online attendance, grading, and records program to access class assignments and verify grades. All of these programs are available in English and other languages to better service our ELL population.

Our school has a partnership with Cornell University who run an aquaponics and a hydroponics laboratory in our building. Students can learn science firsthand the stages of both plant and animal development. Because our school is a culinary arts-themed school, this way, our students, including our ELLs, experience the food we eat from conception to consumption.

Content-area teachers and the ELL instructor also often meet to modify and/or augment lessons and handouts. Presentation material and handouts will be provided with a glossary or translated entirely for certain students such as students at the Beginner level of English proficiency. Students are also given access to approved dictionaries/glossaries, electronic translators, and online translation programs.

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

Our school services our ELL population via a Free-Standing ESL program as chosen by our families of ELLs through the Parent Survey and Selection forms collected annually.

As ESL students are acquiring English language skills, the use of the native language is still strongly encouraged. Studies have shown that students who maintain their native language skills have a better chance at acquiring a second language in the long-term because of the transfer of basic literacy skills. With the use of the native language alongside English, it is possible for students to still learn and acquire content in their classes while acquiring English. This way, they do not fall too far behind their native-English speaking peers in their content-area classes. Encouraging the use of the native language also encourages diversity in the classroom and school. This allows for all students to learn and share in each others' cultures.

Like the rest of the student body, ELLs undergo rigorous evaluations throughout the year informally and formally – on classroom subjects and on state exams. We make sure that our ELLs are appropriately evaluated in their native languages throughout the school year by providing translated copies of formal periodic assessments and exams when available. This includes The New York City Department of Education Measures of Student Learning Performance Assessments and the New York State Regents

Examinations. Students are made aware that they have access to translated copies of exams, and approved dictionaries/glossaries, and extended time when taking assessments. They are made aware that they have the option of responding in either English or their native languages.

Outside of formal state testing, ELLs are evaluated in their native languages throughout the school year in their regular classroom settings as well. The content area teacher and the ESL teacher work together in developing informational handouts, interactive worksheets, and content-area assessments in both English and the necessary native languages. Students have the option of responding on the English or the translated versions, but have access to both.

Our school also utilizes online educational programs such as Achieve 3000 and Khan Academy. Students use these reading and math programs in school and independently at home to continue practicing learned skills. Assignments and assessments from these programs are available in other languages if the student chooses to use the other language options. This ensures that the student has the option of being evaluated in his or her native language. Skedula/Pupil Path, our attendance, grading, and progress data base is also available in English and other languages.

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

ESL students currently at the Advanced level of English proficiency as determined by the annual NYSESLAT exam receive at minimum the required 180 minutes of ELL instruction per week. ESL students currently at the Intermediate level of English proficiency receive at minimum the required 360 minutes of ELL instruction per week. ESL students currently at the Beginner level of English proficiency receive at minimum the required 540 minutes of ELL instruction per week. At this time, all of our ELLs are receiving more than their required minimum minutes per week through careful programming.

ELLs ages and grade levels are taken into consideration when providing service support and resources. For example, many of our ELLs are older than their native English-speaking classmates whether it was because of they are SIFEs or were held back within the US school systems, often because of a low English proficiency which made becoming proficient in content subjects difficult when taught in English.

It is important to realize that though the SIFE ELLs may not have received instruction in a specific area of study that is typically taught to younger students, SIFE ELLs should be treated according to age. Age appropriate material should also be provided to help the SIFE ELL understand the content taught. For example, if an 18-year old SIFE ELL is in a 9th grade Living Environment class, and the 14-year old students are using cartoon images of the human body adapted for younger students, we can provide the 18-year old SIFE ELL with actual photos from an anatomy text instead. This way the SIFE ELLs can still learn the necessary content, but with age appropriate material.

Older ELLs also are given opportunities to help achieve their college and career goals, regardless of grade level. Teachers and mentors assist in helping students find internships, programs, or scholarships that reach their other academic and professional needs.

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.

When we know of a newly enrolled ELL, before the school year officially begins, the Parent Coordinator and guidance reach out to the new ELL and his or her family. We inform the family of other ESL programs available in the summer and even adult ESL programs offered by the New York City Department of Education for the family of the new student. We can examine a student's transcript to predict what classes he or she will be taking in the fall and let the family know in the even they would like to begin preparing independently. When the school year begins, we collect the data from the new student's transcripts and most recent NYSESLAT score (if available) to appropriately program the student.

Our ELLs are programmed together for most of their classes and develop a close bond. Former ELLs are often also programmed with current ELLs who receive push-in services with the ESL instructor as a transitional step out of ESL. When new ELLs who enroll throughout the school year enter our school, our current and former ELLs understand that a new ELL will have many needs. Having once been that new ELL, current and former ELLs are automatic friends and mentors for new ELLs.

18. What language electives are offered to ELLs?

Currently our school offers one foreign language class in Spanish to all students, including ELLs.

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. All staff, including teachers of ELLs, also receives the required minimum 7.5 hours of ELL professional development training as mandated by Jose P. All teachers of ELLs are aware of ELLs in their classes. As we engage in the Common Core Learning Standards, we have spent many workshop hours understanding what the Common Core Learning Standards are for each subject matter. Staff is divided into departments to discuss practices that will best enable students to achieve the Common Core Learning Standards in each content area. Together and independently, staff creates curriculum maps to outline units that will best align the content area with Common Core Learning Standards. Teachers take into consideration that they must allow room in their curriculae for scaffolding specifically designed for ELLs to achieve the same standards that general education students do. Teachers of ELLs regularly meet with each other to discuss the progress of ELLs and meet with the ESL teacher for additional support.

Our entire faculty, including the principal, assistant principal, the ESL teacher and coordinator, paraprofessionals, guidance counselors, special education teacher, content area teachers, deans, intervention specialist, speech therapist, and parent-teacher-coordinator meets every Friday by grade levels and inquiry teams and departments. Topics discussed include differentiated instructional strategies, how to better scaffold reading exercises, and incorporating other means of learning such as visuals and technology to aid reading comprehension and support language acquisition for all students, including a focus on ELLs. Because of the shift to the Common Core Learning Standards, instructional practices on how to provide better instruction for students, including ELLs to reach these standards are discussed.

Dates for school-wide faculty professional development conferences and other workshops relevant to teaching ELLs, especially as they engage in the Common Core Learning Standards are mailed as separate attachments.

2. All staff, including teachers of ELLs, receives the required minimum 7.5 hours of ELL professional development training as mandated by Jose P. All teachers of ELLs, including the ESL teacher, are encouraged to attend professional development workshops and conferences when available.

Professional developments and training are available in the online computer programs Achieve 3000 and Khan Academy that ELLs utilize in school and at home. Teachers who are trained in these programs include all math teachers (algebra 1 and 2, geometry, trigonometry, and pre-calculus), and English, ESL, special education, and reading teachers.

Currently, we have teachers enrolled in the Common Core Learning Standards Mathematics Institute for High School Teachers of ELLs that meets at City College once a month. This workshop provides a different approach to lesson development by approaching problems from a more pragmatic methodology. In these workshops, teachers have experienced seminars provided by outside resources such as Phil Daro, co-author of the Common Core Standards. In these workshops, ELL, math, and special education teachers receive more direct information regarding how to interpret the Common Core Standards and how to apply best teaching practices in their classrooms, specifically regarding ELL instruction. The ELL teacher attends ELL network meetings and periodic trainings, especially during the shift to Common Core. For example, the ELL instructor and other teachers of ELLs including special education teachers, attended professional developments regarding the new NYSESLAT and NYSITELL which are aligned with the Common Core. At these trainings, teachers are trained in administering the exam and rating the exams. Attendees sit together and listen to and read examples of completed exams and norm them together to come to an understanding of how to use the specific grading rubric. Upon return to school, those who attended the meeting trained other teaches so that other can assist in grading the NYSESLAT exams.

Science teachers also attend professional developments and trainings regarding the Common Core. These professional developments include seminars on how to better understand the purpose of the common core in a science classroom as well as how to better improve literacy skills in a science classroom in regards to the new Common Core Standards. This will be especially beneficial to ELLs who are in process of achieving language proficiency skills in English.

Our entire faculty, including the principal, assistant principal, the ESL teacher and coordinator, paraprofessionals, guidance counselors, special education teacher, content area teachers, deans, intervention specialist, speech therapist, and parent-teacher-coordinator meets every Friday by grade levels and inquiry teams and departments. Topics discussed include differentiated instructional strategies, how to better scaffold reading exercises, and incorporating other means of learning such as visuals and technology to aid reading comprehension and support language acquisition for all students, including a focus on ELLs. Because of the shift to the Common Core Learning Standards, instructional practices on how to provide better instruction for students, including ELLs to reach these standards are discussed.

3. All teachers are aware if they have ELLs in their classes. All students transitioning from one school to another require various levels of support. ELLs may need different types of support depending on the ELL setting from which they are transitioning.

Faculty is made aware of the three types of ELL program models. ELLs coming into our school may be transitioning from a different program model than the freestanding ESL model that the families of our current ELLs have chosen. Teachers are made aware that some incoming ELLs may have a difficult time transitioning into a class taught only in English or not having a content area teacher who readily speaks his or her language.

Teachers are given ELL training to gain a better understanding of what type of support an ELL might need when transitioning schools, especially if the ELL is transitioning to a different program model than he or she experienced previously. Teachers are also given access to dictionaries/glossaries, and computers for online translation programs to help ELLs achieve in their classrooms.

When transitioning to high school, the work may become more difficult and demanding. More high-stakes examinations are required of all students, including ELLs. To help relieve some anxiety, attention needs to be paid to better help ELLs achieve in all subject areas. Teachers are reminded that they can also access materials in other languages. For example, if a teacher is teaching a course that culminates in a regents exam and is using past regents exams as practices, they can also access past regents exams in other languages for ELL students to use alongside the exams in English.

Guidance counselors also attend network meetings and professional developments. So far this year, the guidance counselors attend on average one network meeting per month since September. Dates so far include 9/27, 10/30, and 12/16. At these meetings, guidance counselors discuss steps to provide academic assistance in transitioning from one school or grade to another. Guidance often utilizes ATS reports to understand students' previous exam history and scores such as the LAB-R (or the NYSITELL beginning in February 2014) or the NYSESLAT to program student schedules appropriately.

4. All teachers receive the required minimum 7.5 hours of ELL professional development training as mandated by Jose P. Special education teachers receive the minimum 10 hours of training. All teachers of ELLs, including the ESL teacher, are encouraged to attend professional development workshops and conferences when available. Training is available in the online computer programs Achieve 3000 and Khan Academy that ELLs utilize in school and at home.

Currently, we have Math/Special Education, and English/ESL teachers enrolled in the Common Core Learning Standards Mathematics Institute for High School Teachers of ELLs that meets at City College once a month. The ELL instructor attends ELL network meetings and periodic trainings, especially during the shift to Common Core. For example, the ELL instructor and other teachers of ELLs attended professional developments regarding the new Common Core NYSESLAT. Upon return to school, those who attended the meeting trained other in grading the exams. Records of those who have attended professional developments are kept through email confirmations of registration and agendas provided from the workshops. Teachers provide these records to the administration who keep records of which teachers are at professional developments. Teachers are also encouraged to keep their own folders of agenda sheets from professional developments to ensure that they have received the appropriate number of training hours as mandated by Jose P.

Our faculty meets every Friday by grade levels and inquiry teams and departments. Sign in sheets are kept and stored in files in the main office from all in-house faculty conferences to maintain records and attendance. This ensures that our staff receives the mandated number of hours of professional development and training. Topics discussed include differentiated instructional strategies, how to better scaffold reading exercises, and incorporating other means of learning such as visuals and technology to aid reading comprehension and support language acquisition for all students, including a focus on ELLs. When the focus is on ELLs, these meetings are led by the ELL teacher with support from the administrators and guidance counselors.

D. Parental Involvement

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

1. We encourage all parents to participate in our Parent Association (PA) and our School Leadership Team (SLT). These groups frequently discuss topics that will make the school a better learning environment. Translators are available for parents who need a language other than English.

Parents are also invited to all open school events including our annual talent show in which many of our ELLs have demonstrated their many gifts in music, dance, and the arts.

Parents can also keep in touch with the school and their children's academic performance by logging onto their Skedula/Pupil Path accounts, which can be provided in English or their home language.

2. The school's Community Based Organization is Cornell University Extension. The CBO does not provide any specific workshops or services specifically for ELL parents, but all workshops and services are open to our entire parental community. Translation services are always available when needed.

3. The needs of our ELL parents are most immediately seen during the annual ELL Parent Orientation in the fall term. Parents voice their questions, concerns, and comments about their specific needs for their children. Typically, most of these questions, concerns, and comments are in regards to the chances of their children graduating on time with limited English proficiency (LEP). They are aware that their children are held to the same standards as native English speakers and hold the same graduation requirements, so they want to know what they can do at home to ensure that their children will be academically successful while acquire English proficiency.

When we hear this, we always encourage parents to stay involved. We ensure that the students will receive their mandated hours of ELL instruction along with their required coursework for graduation. We encourage parents to keep regular watch over the children's homework and stay in touch with the school via phone, email, and/or Skedula/Pupil Path. These methods of communication are also used to address questions and concerns about the child's progress or school activities.

We see the parents again during our Parent-Teacher Conferences held once in the fall and once in the spring. Parents again voice any individual concerns about their child in this meeting. Parents of ELLs who are SWDs are also contacted regularly about their child's progress and the status of their child's IEP. Parents can have a phone conference or come in for a face to face conference about the child's needs.

Though we cannot see the specific needs of ELLs or ELL parents through the annual School Survey, we can still use the overall results and data to improve areas of our school that need attention based on the survey.

4. Our ELL parents are most worried about their students graduating on time. When we hear this, we always encourage parents to stay involved. We ensure that the students will receive their mandated hours of ELL instruction along with their required coursework for graduation. We encourage parents to keep regular watch over the children's homework and stay in touch with the school via phone, email, and/or Skedula/Pupil Path.

We see the parents during our Parent-Teacher Conferences held once in the fall and once in the spring. Parents voice any individual concerns about their child in this meeting. During these times, we have parents sign up online for access to Skedula/Pupil Path so they can always monitor their child's attendance, progress, assignments, and grades. Skedula/Pupil Path can be accessed in English or other languages. Parents of ELLs who are SWDs are also contacted regularly about their child's progress and the status of their child's IEP. Parents can have a phone conference or come in for a face to face conference about the child's needs.

We also host informational college/career nights for parents of upperclassmen who have questions and concerns about graduation and post-high school options. Translators are made available.

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.

See attached documents regarding professional developments .

School Name: Food and Finance High School

School DBN: 02M288

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roger E. Turgeon	Principal		1/10/14
Tiffany Pendola	Assistant Principal		1/10/14
Carmen Mercado	Parent Coordinator		1/10/14
Michelle Kong	ESL Teacher		1/10/14
L. Jenkins	Parent		1/10/14
Denise Gracie/Special Edu.	Teacher/Subject Area		1/10/14
Thomas Hendry/Math/Special Edu	Teacher/Subject Area		1/10/14
	Coach		1/10/14
	Coach		1/10/14
Paula Astor	Guidance Counselor		1/10/14
	Network Leader		1/10/14
David Limato	Other <u>Special Education</u>		1/10/14
Shari Moultrie	Other <u>Intervention Coord.</u>		1/10/14
David Blakes	Other <u>Dean</u>		1/10/14
	Other _____		1/10/14

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M288 School Name: Food and Finance High School

Cluster: 4 Network: 405

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.

Parents are provided with appropriate and timely information in both English and their home language in accordance to their Home Language Identification Survey (HLIS), and/or whatever language is preferred by the family as is communicated to the school upon the student's entrance to the school during an informal interview or during ELL parent orientation meetings through spoken and written request. If there is written information to be sent home in the mail or carried home by the student, necessary written translations are provided. If there is oral information to be discussed, and a translation is necessary, a translator will be used to contact the student's home. If someone on staff is fluent and literate in a student's home language, then the written and/or oral translation will be provided by a staff member. Often the staff member is the parent-teacher coordinator, a regularly appointed teacher, or a school aide. If the family needs a translation in a language that cannot be provided by someone within the school staff, the Office of Translation Services will be contacted for necessary assistance.

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.

Upon the student's entrance to the school during an informal interview or during our annual ELL parent-orientation meetings at the beginning of each school year, parents are asked in what language they prefer school communication. This is asked verbally and in written form on the Language Preference Form distributed at the meeting in both English and in the home language as indicated by the Home Language Identification Survey. According to the surveys and parent meetings, many of our families request to have a translator available when meeting with school personnel and to have written communication translated into their home languages. Other families prefer to have all communication in English. If a family does not attend any orientation meetings, the family is invited to attend an individual conference at a more convenient time. This invitation is extended to the family through a letter sent to the home or through a phone call. When the family comes in for the conference or holds a phone conference, this is when the parent will be asked about translation needs. Verbal communication can be done

through a multilingual staff member or through the Office of Translation Services.

Most of our findings were reported to the school community through the initial informal interview or the ELL parent-orientation meeting. Other forms of reporting include the Home Language Survey, parent-teacher conferences, and communication and outreach with our multilingual staff and our parent-coordinator. Our findings regarding language needs for written and oral interpretation are then communicated to our staff, especially teachers of students whose families require other language services through email and staff meetings.

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.

The school provides written translation services in languages requested by families as identified upon the student's enrollment into the school from the Home Language Survey, during an informal interview and/or during the ELL parent-orientation. At the start of each school year, student data is reviewed and a note of all home languages is made. These languages are then verified again through the ELL parent-orientation meeting in which parents fill out the Preferred Language Form and again in parent-teacher conferences. Because we identify the language translation needs of our families from the beginning of the student's enrollment, all required student documents (emergency contact forms, health forms, safety forms, student code books) are then translated into the home language and students are given a copy in both English and their home language. Other informational documents that are translated include report cards, IEPs, and daily grades and progress that can be accessed online by all staff, students, and families through PupilPath/Skedula. In our experience, most families who require translation services have been addressed within our school by our own school staff or provide their own translators and services. If we have a family that needs translation services that we cannot provide within the school's abilities, the Office of Translation Services or an outside vendor will be contacted for further assistance.

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.

The school provides oral translation services in languages requested by families as identified upon the student's enrollment into the school from the Home Language Survey, during an informal interview and/or during the ELL parent-orientation. At the start of each school year, student data is reviewed and a note of all home languages is made. These languages are then verified again through the ELL parent-orientation meeting in which parents fill out the Preferred Language Form and again in parent-teacher conferences. All communication will be communicated to the family through a translator from within the school's staff if possible. This is often the parent-teacher coordinator, a regularly appointed teacher, or a school aide. The family will also be made aware that if they prefer, they can bring their own translator to school conferences and meetings. In our experience, most families who require translation services have been addressed within our school by our own school staff. If we have a family that needs translation services that we cannot provide within the school's abilities, the Office of Translation Services or an outside vendor will be contacted for further assistance.

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>.

It is important for all parents, including those of LEP students whom may be of limited English proficiency themselves, feel welcomed to participate in all aspects of our school community. Copies of the Parents Bill of Rights and Responsibilities is provided to each family in accordance to their home language as is available in the New York City Department of Education's covered languages. These languages include Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu. In the school's main office, near the main entrance to our school, signs are posted in the most prominently used covered language so that parents are made aware that they are entitled to translation services of covered languages. If we have students whose families require translation services that are not English or covered languages, and we have no staff member who is able to provide translation services, the Office of Translation Services will be contacted for assistance. Families will also be briefed on how they too can contact the Office of Translation Services for further assistance in accessing services.