

**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**  
**TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS**

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

**01M292**

**School Name:**

**THE HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES**

**Principal:**

**CHRISTINE A. LOUGHLIN**

**Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Section 4: Academic Intervention Services (AIS)**

**Section 5: Expanded Learning Time (ELT)**

**Section 6: Title I Program Information**

**Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: The Henry Street School for International Studies School Number (DBN): 01M292  
School Level: Middle and High School Grades Served: 6-12  
School Address: 220 Henry Street  
Phone Number: 212-406-9411 Fax: 212  
School Contact Person: Christine Loughlin Email Address: cloughl@schools.nyc.gov  
Principal: Christine Loughlin  
UFT Chapter Leader: Michael Tarasovic  
Parents' Association President: Oliva Rychter  
SLT Chairperson: Keonnie Fajardo  
Student Representative(s): Khadesia Warner

**District Information**

District: 01 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, NY, NY  
Superintendent's Email Address: Mbradbu@schools.nyc.gov  
Phone Number: (212) 356-7563 Fax: (347) 602 3460

**Cluster and Network Information**

Cluster Number: (917) 822-9756 Cluster Leader: Chris Groll  
Network Number: 718-935-3668 Network Leader: Kathy Peles

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christine Loughlin	*Principal or Designee	
Michael Tarasovic	*UFT Chapter Leader or Designee	
Olivia Rychter	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Keonni Fajardo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Xuxue Chen	Member/Parent	
Robert Harris	Member/ Parent	
Beverly Warner	Member/Parent	
Wai Kong	Member/Parent	
Jose Silva	Member/ Parent	
Patrick Kiefer	Member/ Teacher	
Daniel Ellis	Member/ Teacher	
Stephanie Hasandras	Member/ Assistant Principal	
	Member/	
	Member/	
	Member/	

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

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

### Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

#### **The Six Elements of the Capacity Framework**

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

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Scholarship data, Regents data, attendance data, Progress reports MOSL Baseline, formative and summative assessments.	Regents Prep Saturday Academy in January and June. School-wide Independent Reading Program, Regents Preparation Prep after-school program	Saturday Academy – Small Group, Independent Reading Program – Small Group. Regents Prep tutoring	Saturdays – Term 1: 01/10/15, 01/17/14, 01/24/14 from 9-1pm Term 2: 5/30/15, 6/6/15,6/13/14,6/20/14 MS Independent Reading Program, 5x per week in ELA HS Independent Reading Program, 3x per week during school day. After-School tutoring – 2x per week for 16 weeks
<b>Mathematics</b>	Scholarship data, Regents data, Attendance data, Progress Reports MOSL Baseline, formative and summative assessments.	Regents Prep Saturday Academy in January and June. School-wide, Regents Preparation Prep after-school program	Saturday Academy – Small Group, Regents Prep tutoring	Saturdays – Term 1: 01/10/15, 01/17/14, 01/24/14 from 9-1pm Term 2: 5/30/15, 6/6/15,6/13/14,6/20/14 After-School tutoring – 2x per week for 16 weeks
<b>Science</b>	Scholarship data, Regents data, Attendance data, Progress Reports, MOSL Baseline, formative and summative assessments	Regents Prep Saturday Academy in January and June. School-wide, Regents Preparation Prep after-school program, Hall of Science offering Science instruction during school day	Saturday Academy – Small Group, Regents Prep tutoring, Hall of Science – full class instruction	Saturdays – Term 1: 01/10/15, 01/17/14, 01/24/14 from 9-1pm Term 2: 5/30/15, 6/6/15,6/13/14,6/20/14 After-School tutoring – 2x per week for 16 weeks
<b>Social Studies</b>	Scholarship data, Regents data, Attendance data, Progress Reports, MOSL Baseline, formative and summative assessments	Regents Prep Saturday Academy in January and June. School-wide, Regents Preparation Prep after-school program	Saturday Academy – Small Group, Regents Prep tutoring	Saturdays – Term 1: 01/10/15, 01/17/14, 01/24/14 from 9-1pm Term 2: 5/30/15, 6/6/15,6/13/14,6/20/14 After-School tutoring – 2x per week for 16 weeks

<b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	Anecdotal Reports on Jupiter Grades, Daily Attendance data, Progress Reports, period by period attendance data	At- risk counseling, Advisory program, College and Career Counseling	Individual, small group counseling, Small group Advisory	At risk and Individual and small group 1x per week, Advisory 2x per week on Mondays and Fridays.
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## Section 5: Expanded Learning Time (ELT) Program Description

### (Required for All Priority Schools)

**Directions:** Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- By June 2015, 7% increase in daily student attendance from 73% in 2014.
- By June 2015, 100% of students will have been offered at least 200 additional hours of targeted support through various academic and non-academic ELT programs and activities that will result in a 10% increase in credit accumulation and a 10% increase in exam pass rates, as well as a 10% increase in proficiency levels in ELA and Math from the previous year.
- By January 2015, 100% of our seniors will have applied to at least one college.
- By June 2015, a 10% decrease in the number of student suspensions.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

All students, grades 6-12.

ELT Program/Activity	Target Population	Partner	# Eligible	# Hrs/Yr
Saturday Academy	10-12 grade students	Teachers	91	36 hours
Violence Prevention	6-8 grade students	Leadership Program	48	12 hours
Executive Functioning	9 <sup>th</sup> graders	Leadership Program	50	12 hours
College and Career Readiness	High School Students...	Henry Street Settlement	200	250 hours
Summer School 2015	Students not meeting promotion criteria	Teachers	All	125 hours
			All	

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit

from approaches and experiences not offered in the traditional classroom setting.

- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The ELT program at HSSIS is largely funded through the 21<sup>st</sup> Century Grant. We created a robust offering schedule of activities and clubs that are offered during the school day, after school, and on Saturdays. We structured our after-school program in 4 six- week modules to align to our program goals. We are offering students a wide range of activities that serve to broaden students’ exposure to various learning experiences, particularly to address the limited opportunities that exist in students’ local neighborhoods. All of our students completed an interest survey in their Advisory class to ensure for student voice. The ELT program offerings reinforce core learning, provide direct instruction in key areas such as math and literacy, and ensure students receive opportunities to experience non-academic electives such as Cooking, Hip-Hop Dance, Fitness, Outdoor Club, School Newspaper, Art Club, Jazz Band, Tennis, Soccer, Math through Card Play, and Regents Prep in all four subject areas, as well as Homework Help. All of these activities are designed to both strengthen core content learning, while actively encouraging students in developing and sustaining their social-emotional health, which will have a positive impact on students during the school day, evidenced by better attendance and less higher level student infractions. In addition, 90% of the clubs are facilitated by certified teachers from within our school community and supervised by an Assistant Principal. As a result, our attendance both in ELT programs and during the regular school day has increased steadily, as a result. Average yearly attendance in 2013-14 was at 73%. Our yearly attendance to date is at 78%.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	x	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Our goal is to serve 60% of our students; our teachers and guidance counselors are responsible for doing active recruitment during Advisory and they are required to outreach to parents on a weekly basis. Most of our activities and clubs are voluntary, so it’s very important that we advertise our robust program, and make this information public in our building and to parents and families at home. Structures for monitoring participation are in place. All teacher coaches, 21<sup>st</sup> Century coaches, and Administration meet every 6-8 weeks to discuss progress, find ways to increase enrollment, and agree on blueprints for future programming. An agreement between coaches and administration were made that in order to sustain clubs, coaches must serve at least ten students, and attendance is monitored by the Program Director, Matt Flynt, who works in our building 4 days per week. If club numbers begin to decrease, Matt has a meeting with the teacher to discuss ways attendance can be improved. On September 29, 2014, we had our first kick-off assembly where all coaches introduced and provided an expo on their clubs in the first module. We are scheduled to have four kick-off assemblies throughout the year, and pizza is served to students. The purpose is to recruit as many students as possible. At the kick-offs and throughout the day, the program director distributes and accounts for enrollment forms, and permission slips.. The school supports this initiative by mailing and backpacking letters home several times, throughout the year. In terms of Academic Intervention Services, our guidance counselors review scholarship data, hold meetings with parent/guardians and students, and strongly urge parents to enroll their students in the academic intervention services, after school and on Saturdays (Regents Prep in all four subject areas, Homework Help, and AIS for Middle School Students). We use our existing phone messenger system to contact parents. We utilize our teacher team structures to conduct formal and informal outreach, and promote and celebrate success stories at our assemblies. Furthermore, our SLT meetings have become a critical element of our planning for ELT outreach to families, allowing us to utilize the expertise and insight of our SLT members.

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.

- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The ELT program is implemented by our Administration, and facilitated by our teachers and coaches from the Leadership Program. Assistant Principal, Stephanie Hasandras and Program Director, Matthew Flynt from the Leadership Program oversee the ELT program at HSSIS. Ms. Hasandras oversees the program each day until 5:15pm and our Program Director, Matt Flynt works with us 4 days per week 5 hours per day. We currently have 14 teachers who facilitate enrichment and academic clubs. We have two high quality community coaches from the Leadership program that facilitate two enrichment clubs. We offer clubs 5 days a week from 2:45-5:15 pm. The Leadership Program provides an after-school activity (Hip Hop and Cooking) on Mondays and Tuesdays. Also, the Leadership Program provides Violence Prevention during the school day on Thursdays for 12 weeks to Middle School Students. They also provide Executive Functioning classes during the school day to ninth grade students, one day a week, during the school day, on Thursdays. CBO, Hall of Science is currently working with our Middle School science teachers to provide 10 hands on lab projects throughout the year, which includes 4 class visits. Hall of Science will also provide two Big Science Days, which include demos and exhibits. Of the 14 teachers involved in the program, 6 offer a two day a week club, and 7 teachers offer a one day a week club. Most of our students in after-school attend more than one club per week. Through the 21<sup>st</sup> Century Grant, we have a full time College Advisor, Ms. Sho Tolou who services High School students in the area of College and Career Readiness. She provides college field trips, career awareness workshops, and college field trips 18 times per year. She also spends 6 hours of her time with every senior (65) to insure they have applied to at least one college.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

As described above, we mostly employ our own faculty and existing partners through the 21<sup>st</sup> Century Grant (Hall of Science, Leadership Program, Henry Street Settlement), as a way to further build coherence and a greater sense of community. The majority of our ELT activities occur in our own building, with over 30 different clubs taking place throughout the school year. Instructional materials and resources are collectively created by our own faculty and, where appropriate, by any of our partners who help oversee a particular program. Our schedule allows for the majority of ELT activities to occur after school, at 2:45-5:15 pm. Activities that will occur during Saturdays are planned for in advance (per-session postings, building permits, etc.). College and Career Counseling through Henry Street Settlement runs through the school day, and the counselor counsels students during students' lunch period, and holds workshops during their Advisory Period 3. Hall of Science is currently working with our Middle School science teachers 10 visits throughout the year, which includes 4 class visits. Hall of Science will also provide two Big Science Days, which include demos and exhibits.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

This is the second year we have had an ELT program through the 21<sup>st</sup> Century Grant. We began the program this year on 9/30/14, and we will continue throughout June 15, 2015. The after-school program is a 5 day a week program, with 4 modules that run for 6 school week weeks. The structure and dates of the modules are as follows: module 1: 9/30/14-11/24/14, module 2: 12/1/14-1/23/15, module 3: 1/26/15-3/13/14, module 4: 5/08/15- 6/19/14.

#### **Part 4 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

x	<b>21<sup>st</sup> Century</b>	x	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	x	<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	x	<b>Grants</b>		<b>School Success Grant</b>		<b>In Kind</b>

List below any additional fund sources that will be utilized to support achievement of the goal.

A large part of the the funding is through 21<sup>st</sup> century grant, and the SIG grant.

#### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

- Specify a timeframe for mid-point progress monitoring activities.

As of November 25, 2014, we've reached our target of 50% student participation, servicing 185 students out of 258. We have also noticed that high incident infractions have decreased by 15% compared to last school year at that time. In addition, our daily attendance has improved by 8 percentage points. We plan to take another pulse on February 15<sup>th</sup>, 2015, and June 1, 2015.

**Part 5b. Complete in February 2015.**

- |  |   |     |  |    |
|--|---|-----|--|----|
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     | x | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |   |     |  |    |

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## Section 6: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
  - Section E. Instructional Staff under Sections II. & IV.
  - Section G. Organizational Plan under Section I. Training Support and Professional Development
  - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

### Part 1: Title I Status

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

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

To date, 100% of our teachers are HQT by definition. Our hiring process requires prospective teachers to read articles and provide a reflection because it is critical that prospective teachers joining our team understand the high expectation of working with a challenging population (34% SPED, 14 % ELL, 22% overage and under-credited, 20% living in shelters and temporary housing). Interview questions are vetted from 'Star Teacher, Pedagogy of Poverty, by Haberman.' We are strategic in our outreach to recruit and retain the best teachers for our students. As such, our efforts include:

- A hiring committee, comprised of teachers, administrators, and other staff
- Utilization of New Teacher Finder
- Coordination with our CFN and Cluster to share information on candidates
- Administrative Team and teachers participate in CFN 112 and NYC DOE hiring fairs
- Recruitment outreach to local teacher preparatory programs (NYU, Adelphi, and Teachers College at Columbia University),
- Recruitment from pools of teachers with proven records of growing effective teachers (New York City Teaching Fellows and Teach for America)
- 3 day - New Teacher Institute. New teachers have to commit to working with our seasoned faculty for three days in the summer for Professional Development.

90% of our teachers reported on the LES (2013-2014) that they are provided with effective Professional Development opportunities.

Our Professional Development plan is designed to be responsive to the identified needs of our teaching faculty, allowing us to provide high quality professional development as a means to ensure our staff remains highly qualified. This has included professional development from our CFN Network team, who differentiate their support for full-staff, group, and individual professional development opportunities. We currently have 6 faculty members attending Lab Site PD in Network Schools, as well as Instructional Rounds PD, and CCLS PD. We strategically select teachers based on their APPR and level of experience. Through the School Improvement Grant, our faculty is provided PD every Monday for 90 minutes by our SIG Partners (Cambridge Education, ASCD, Ramapo for Children), and the Administrative Team. We are continuing the work of implementing the four C's (Clarity, Culture, Challenge, and Context) in instruction. We are also focusing on two specific strategies of probing questions and effective feedback.

In order to internally build capacity necessary to maintain a highly qualified staff, we employ a structure of facilitative leadership, whereby existing staff members' turnkey professional development, share expertise with their colleagues, and act as mentors. This year, we created a Teacher Lead role where one teacher offers structured supports to colleagues in Independent Reading.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our Professional Development plan is designed to be responsive to the needs of our teaching faculty, as identified in frequent cycles of classroom observations. The Administrative Team has 6 job embedded trainings per year with our Talent Coach, Chris Legares. The purpose of these trainings is to norm on the Danielson Framework for teacher evaluation, and then to provide specific and measurable next steps that will clearly improve student outcomes. This work allows us to provide professional development in a manner that is tailored to meet the differentiated needs of a diverse faculty. Additionally, Coach Ethan Kerr from Ramapo for Children provides targeted support to teachers who were rated Developing in June 2014. He, as well as the Administrative Team observe the three Developing teachers more frequently, and provide actionable next steps to support them in moving to Effective. Because of our high percentage of students with disabilities, Victoria Fletcher, Special Education Support Intervention Specialist, provides Professional Development in literacy for our ICT pairs, with an emphasis on explicit instruction, differentiation, and co-planning to insure that all of MS students and HS students are making A Years Progress (AYP). This work is developed by reviewing the Quality Improvement Plan (QIP), and then creating a professional development plan to improve student outcomes. Our School Improvement Grant (SIG) Partners have 5 scheduled meetings throughout the course of the year to insure that the professional development plan is cohesive, with the shared vision of increased student achievement and outcomes. CCLS Curriculum Training on how to implement the new CCLS Curriculum (Math – CMP3 and ELA – Codex) is provided to two Middle School teachers four times per year. In addition, Tony Mosca, Mathematics Coach is working to build capacity with our Mathematics Department on aligning their assessments to the Common Core Learning Standards (CCLS), on a weekly basis. The Assistant Principals and Principal are building capacity through their work with Allison Zmuda; ASCD on delivering high quality professional development to the faculty. The Assistant Principals attend 4 Professional Developments a year through our CFN Network. The Principal is committed to her ongoing development as a leader and is coached by MJK Exec Dev Leadership Organization who specializes in refining leadership style through ongoing assessments. The coaching process typically follows 3 stages: Assessment, Action planning, and Development, with the goal of forging shared direction and focus, leading productive teams, and setting vision and higher purpose.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The decision making process regarding curriculum and assessment is a collaborative between school leaders and faculty members and can be seen in multiple forms. Firstly, we have created a structure of meetings that allow teachers multiple opportunities to select and use assessment measures of their choosing, and multiple vantage points from which to observe their impact. Our teacher team meetings take the form of grade meetings, IPCs, and faculty meetings, affording every teacher multiple opportunities to gather and analyze assessment results in multiple settings and with multiple colleagues. Each team has a Team Leader who facilitates the meetings and acts as a member of an extended instructional cabinet, informing the decisions made by school leaders. Team Leaders meet monthly, representing their colleagues and the work they have individually and collectively undertaken. As a result, teacher teams have been provided significant latitude to determine the foci of their work, assessment measures and protocols that best suit their needs, and input into the types and levels of PD they receive (both internally and off-site).

Secondly, we conduct faculty and department meetings in which we solicit school-wide responses to different assessments and/or to review item-analysis reports and other results for action planning and instructional modifications, always aligning to the ongoing work of our teacher teams and the team leaders' expert knowledge of their teams.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$0		
Title I School Improvement 1003(a)	Federal	\$176,279	x	
Title I Priority and Focus School Improvement Funds	Federal	\$65,599	x	

Title II, Part A	Federal	\$0		
Title III, Part A	Federal	\$11,500	x	
Title III, Immigrant	Federal	\$0		
Tax Levy (FSF)	Local	1,905,252.	x	

**<sup>1</sup>Explanation/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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

## Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>292</b>
School Name <b>Henry Street School for International St</b>		

### 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 <b>Christine Loughlin</b>	Assistant Principal <b>Ms. Bonner Ms. Hasandras</b>
Coach	Coach
ESL Teacher <b>Edward Lentol</b>	Guidance Counselor <b>Maurice Engler</b>
Teacher/Subject Area <b>Lorraine Levey/ESL</b>	Parent
Teacher/Subject Area <b>Rena Chicklas/ESL</b>	Parent Coordinator
Related Service Provider	Other <b>Mr. Garcia, SS Teacher</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>325</b>	Total number of ELLs	<b>64</b>	ELLs as share of total student population (%)	<b>19.69%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained												0	0	0
Push-In								1		2	4	2	2	11
<b>Total</b>	0	0	0	0	0	0	0	1	0	2	4	2	2	11

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	12
SIFE	8	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	15

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	31	4	1	18	1	1	15	3	10	64

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		
<b>Total</b>	<b>31</b>	<b>4</b>	<b>1</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>3</b>	<b>10</b>	<b>64</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	2	5	11	11	7	38
Chinese								1	2	4	3	3	8	21
Russian														0
Bengali														0
Urdu											1			1
Arabic								1				1		2
Haitian														0
French														0
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>10</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>64</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1	3	1	5	1	2	13
Intermediate(I)							1		1	4	4	8	7	25
Advanced (A)								2		6	6	6	6	26
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>64</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
8	4		5		2				11

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	17		0	
Integrated Algebra	44		17	
Geometry	12		6	
Algebra 2/Trigonometry	5		1	
Math _____				
Biology				
Chemistry				
Earth Science	15		5	
Living Environment	29		10	
Physics				
Global History and Geography	30		12	
US History and Government	22		4	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Achieve 3000 has been used to determine the reading levels of our students in the Middle School (Grades 6-9).  
In the High School, teacher generated assessments inform the reading levels of students in Grades 9 - 12.  
Our overall data supports the need to differentiate instruction according to reading level.

Our ELLS, in particular, need strategies to build fluency and comprehension in reading and vocabulary to improve upon their writing skills.

Our assessment data of reading levels drives our instruction.

Key components to our instructional plan include: Explicit and Context Embedded Vocabulary Development and Independent Reading.

Our instructional plan includes: building comprehension through scaffolding strategies, increasing academic vocabulary through a context-rich curriculum, and explicit writing strategies.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

See Below:

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](#))

Questions #2 and #3 and #4a:

The data patterns across proficiency levels reveal:

Grades 6 - 8:

Beginners: 4 out of 64 (6%)

Intermediate: 2 out of 64 (2%)

Advanced: 2 out of 64 (2%)

Grades 9 - 12:

Beginners: 9 out of 64 (14%)

Intermediate: 23 out of 64 (36%)

Advanced: 24 out of 64 (38%)

The data patters across Modalities reveal:

Listening/Speaking:

Beginners: 12%

Intermediate: 33%

Advanced: 26%

Proficient: 29%

Reading/Writing:

Beginners: 26%

Intermediate: 50%

Advanced: 24%

Proficient: 0%

The results show the need to provide intensive instruction in reading comprehension and writing skills while also continuing to build the capacity of students' listening and speaking skills.

Based upon the examination of the four modalities across proficiency levels and grades, our LAP and instruction must continue to focus on the two modalities of Reading and Writing to enable all ELLs to attain language proficiency and meet and exceed state and city standards in the core subject areas.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- B. Currently, we do not administer the ELL Periodic Assessments.

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?  
Wherever possible, students are provided instruction (including directions, content, assignments/tasks) translated in their Native Language as a means of instructional support.
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.).  
We regularly evaluate and reflect upon the success of our programs for ELLs by measuring individual progress in English Language Proficiency including reading levels, writing skills, use of academic vocabulary and performance on city and state assessments. We fully recognize the importance of planned intervention strategies that challenge and motivate our ELLs to think critically and creatively.

## 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](#).)  
The initial process is conducted within the first two weeks (ten school days) of a student's enrollment and includes the following four steps:
  - a. Administration of the Home Language questionnaire is conducted by a licensed pedagogue to assist Mr. Engler, our School Counselor.  
Generally, the licensed pedagogue who assists the School Counselor is Mr. Lentol, our ESL Coordinator who is a licensed ESL teacher. Mr. Lentol is fluent in English.  
When the ESL Coordinator is not available, one of the two Assistant Principals, both of whom are fluent in English, assist the School Counselor with the administration of the Home Language questionnaire.  
When the Home Language questionnaire requires a licensed pedagogue who speaks fluent Chinese, our Chinese teacher (Ms. Guo) assists the School Counselor.  
When the Home Language questionnaire requires a licensed pedagogue who speaks fluent Spanish, our licensed Spanish teacher (Ms. Lasanta) or our licensed Special Education (Social Studies) teacher who speaks fluent Spanish (Mr. Rodriguez) assists the School Counselor.
  - b. In addition, an informal interview in English is conducted by Mr. Engler, our School Counselor.  
Whenever necessary, an additional staff member who speaks the Native Language (if available) of the new registrant accompanies the School Counselor for the informal interview.  
The School Counselor and ESL Coordinator then collaboratively review the Home Language Survey.
  - c. If the child is then determined eligible, he/she is administered the LAB-R or Spanish LAB by our ESL Coordinator within ten days to determine appropriate placement.
  - d. Placement in the appropriate instructional program begins after the administration of the LAB-R/Spanish LAB.

Based on those results, students are identified either as LEP/ELL or English proficient.  
Students who are identified as English proficient enter a general education program.  
Students who are identified as LEP/ELL are placed according to next steps described below in Question #2.

Mr. Lentol, our ESL Coordinator, collaborates with both the Assistant Principal and Programmer to place students as indicated by the LAB-R results.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

#2 and #3:

Once it has been established that a student is entitled to services, the parent is informed through an orientation.

The orientation is conducted by Mr. Lentol, our ESL Coordinator.

During orientation, parents view a video in their native language explaining each of the three options offered by the DOE.

The video is shown prior to the parent/guardian filling out the parent-choice form.

Parent choice forms are then collected and reviewed.

ELL information is always presented according to the native language of the parent.

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 [\[see tool kit\]](#).)

See above

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.

The ESL Team consists of three licensed ESL pedagogues, one of whom also serves as the ESL Coordinator.

Mr. Lentol is the ESL Coordinator. Ms. Levey and Ms. Chicklas are both licensed ESL teachers.

By the end of September (upon receipt of annual NYSESLAT results), the ESL Team reviews the results to determine appropriate placement.

Collectively, the ESL Team determines which students are entitled to ESL services.

The ESL Coordinator prepares the appropriate placement letters.

The ESL Team then makes sufficient copies

Parents/guardians receive placement (including continued entitlement) letters at the beginning of each school year.

Some are sent home with students and some are mailed.

A log is maintained tracking all students who are given placement letters.

That log is kept in an ESL Binder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The following steps are taken:

The ATS report which identifies all students eligible to take the NYSESLAT is printed.

This report is used by our ESL Coordinator and cross-referenced with the class lists of all students enrolled in ESL instruction.

Our ESL Coordinator then devises a comprehensive schedule indicating dates, time and location to administer all four components of the NYSESLAT Exam.

This schedule is collectively reviewed by the ESL Team.

The ESL Coordinator also shares the NYSESLAT testing schedule with the entire school community.

The NYSESLAT is then administered through the coordination of the ESL Team.

Immediate outreach of students absent from any of the four components of the NYSESLAT is done by any of the following personnel: ESL Coordinator; ESL Teachers; Assistant Principal; Guidance Counselor; School Aides; and/or Parent Coordinator.

The ESL Coordinator maintains a testing log which is "checked off" for every student to indicate that they have actually taken all 4 components of the exam.

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. 
- The trend in program choices at our school has been free-standing ESL. The program models offered at the school align with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

The instruction is delivered in the ESL classes by proficiency level regardless of grade.

The free-standing ESL instruction is designed so that students can develop conceptual skills while building fluency to acquire the language.

With our free-standing ESL instructional model, ESL is the language arts instruction for our Beginners and Intermediate.

Advanced students in our high school take a regular monolingual English Language Arts class in addition to their ESL class.

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)?

In our free standing ESL program, students receive services based on their proficiency levels.

As a 6-12 school (Middle School & High School), our budgetary constraints do not allow us to separate the proficiency levels of middle and high school students.

Mandated number of instructional minutes are met as follows:

Students at the Beginners proficiency level receive 92 minutes of daily ESL instruction resulting in 460 weekly minutes.

Students at the Beginners proficiency level receive an additional 92 minutes of instruction weekly during our after-school AIS program.

Students at the Beginners proficiency level receive a total of 542 minutes of weekly ESL instruction.

Students at the Intermediate proficiency level receive 92 minutes of daily ESL instruction resulting in 460 weekly minutes.

Students at the Advanced proficiency level receive 46 minutes of daily ESL instruction resulting in 230 weekly minutes.

Students at the Advanced proficiency level also receive 46 minutes of daily ELA instruction resulting in 230 weekly minutes.

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.

In our free-standing ESL program, content is delivered in English.

Certified ESL teachers push in to content classrooms, providing support to ELL students.

Support can be provided in numerous ways: providing visual graphics for complex vocabulary; determining appropriate translations and interpretations of content material; using hand cues and gestures to clarify or repeat specific content and/or instructions, and designing graphic organizers for ELL students as a way to scaffold content being taught.

All of the supports mentioned above provide multiple entry points for ELL students for accessing content that is aligned with Common Core Learning Standards.

Through the structure of Common Planning Time, ESL and content area teachers co-plan two to three times weekly.

ESL teachers also confer with content area teachers during weekly Grade Team meetings.

During both co-planning and Grade Team meetings, ESL and content area teachers use student performance data to help determine next steps for meeting the needs of ELL students.

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

n/a

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

Periodic formative and summative assessments are administered by the individual ESL teachers in all four modalities to evaluate progress.

Listening: Oral dictation, Rosetta Stone

Speaking: Recitation, Group/Pair/individual presentations

Reading: Achieve 3000, Rosetta Stone

Writing: Performance tasks

These periodic formative and summative assessments take place on a monthly basis.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.

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

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

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

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

- a. SIFE students are part of our afterschool AIS groups as well as receive differentiated instruction within the ESL classrooms.

- b. Newcomers receive push-in support for content areas from licensed ESL teachers, push-in support from teachers/paras of a common native language, use of Rosetta Stone language learning software, and ESL pull-out instruction with students at their proficiency level in English. Additionally, students at this level are permitted to use native language in their content area classes to evidence learning.

- c. Students at this range receive push-in support for content areas from licensed ESL teachers, push-in support from teachers/paras of a common native language (as needed), use of Achieve 3000, and ESL pull-out instruction with students at their proficiency level in English.

- d. LTELLs receive instruction appropriate to their linguistic level as well as individual/small group tutoring and instruction in test-taking strategies.

- e. FELLs continue to be placed in content classes with ELLs, thereby benefitting from the supports offered to ELLs in those classes. They receive testing modifications equal to current ELLs and Academic Intervention Services provided by ESL teacher and content teachers as appropriate.

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?

Scaffolding, front-loading academic vocabulary, visuals, graphic organizers and Universal Design for Learning are all implemented to design support for ELL-SWDs.

Currently, the following programs are used:

**Rosetta Stone**

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our Special Education Coordinator, Ms. Schneider, oversees the caseload assignment of all students with IEPs.

Caseload assignments are distributed appropriately amongst our Special Education teachers.

Annual reviews as well review of their academic performance goals are coordinated by our Special Education Coordinator.

Appropriate placement and necessary support services, all based on student IEPs, are done and coordinated by the Special Education Coordinator to ensure full compliance.

All student placements are designed to support students' academic and social success through the least restrictive environments.

Common Core aligned curriculum is modified to ensure that students can meet and/or exceed the performance goals identified in their IEPs.

Instructional practices are varied in order to allow multiple entry points for ELL-SWDs. Students additionally receive mandated services as per their IEP.

ICT class models and AIS allow teachers to serve students in ways best suited to meet their goals.

**Courses Taught in Languages Other than English **

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

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

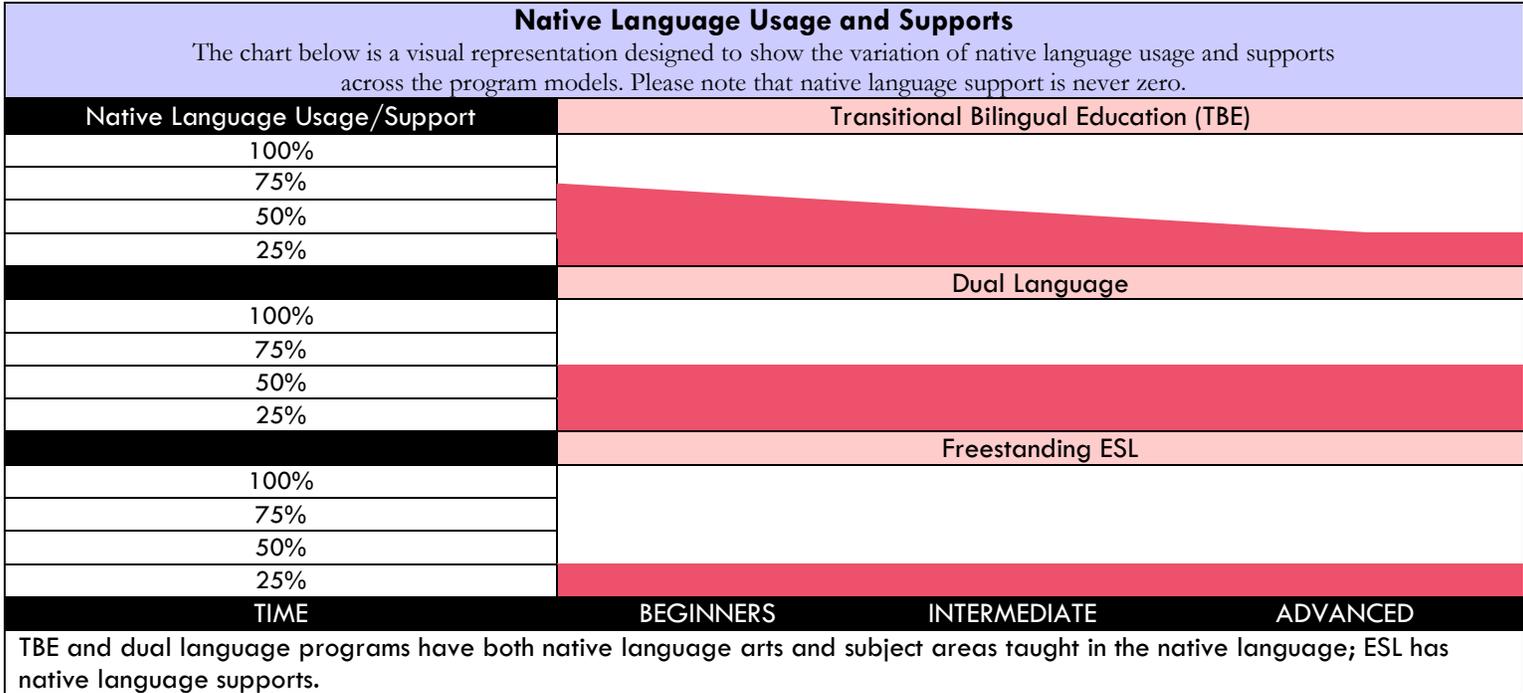
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:				

**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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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.  
The targeted intervention programs for ELLs in ELA, Math and Social Studies are: Tutoring, Regents Preparation in English and/or their native language as well as English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
ELLs obtaining proficiency on the NYSESLAT are offered the two years transitional support mandated by the state.  
FELLs continue to receive testing modifications offered to ELLs.  
Content teachers are encouraged to continue to use methodology appropriate for teaching students with limited English proficiency in order to maintain steady development linguistically and in content knowledge.
11. What new programs or improvements will be considered for the upcoming school year?  
Our four-year weighted diploma rate is still below the citywide average for our ELL students.  
For this current school year, we have incorporated AIS for Regents Preparatory support for High School students, including ELLs.  
For this current school year, we have incorporated AIS for Literacy and Mathematical Development for our Middle School students, including ELLs.  
This is in direct response to the data indicating our ELL students are still challenged with meeting academic success.
12. What programs/services for ELLs will be discontinued and why?  
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Currently, our school provides after school academic support through AIS and after school extra-curricular activities.  
  
Our after - school academic support meets twice a week for both the Middle and High School component.  
In the middle school, all Middle School students meet for academic support focusing on literacy and mathematical skills.  
In the High School, the academic support focuses on targeted Regents Prep courses.  
  
Additionally, our Beginner ELL students work after school with two ESL teachers, Mr. Lentol and Ms. Chicklas, to develop their English proficiency.  
  
Our after - school extra - curricular activities are provided through a 21<sup>st</sup> Century Grant.  
Those activities include all of the following:  
Soccer led by Mr. Rodriguez on Wednesday  
Art Club led by Mr. Romanzi on Monday and Friday  
Book Club led by Ms. Schattenkirk on Wednesday  
Boxing led by Mr. Rodriguez on Tuesday and Thursday  
Softball led by Ms. Reghay on Monday  
Fitness led by Ms. Ashton-Reese on Tuesday and Thursday  
Flag Football led by Mr. Ardito and Mr. Gamarra on Monday, Tuesday, Thursday, and Friday  
Games led by Ms. Schattenkirk on Monday, Tuesday, Thursday, and Friday  
Math through Card Play led by Mr. Engler on Friday  
Student Leadership led by Ms. Aliya on Tuesday and Thursday  
Step led by Ms. Nicky on Tuesday and Friday  
Poetry/Spoken Word led by Ms. Claudine on Tuesday and Thursday  
  
The entire student population is invited for after school academic support and extra-curricular activities.  
ELL students are represented all throughout these after school academic supports and extra-curricular activities.  
  
For some activities, huge numbers of ELLs participate based on the teacher-student relationships that have been developed with the

ELLs (e.g. Boxing, Flag Football, Soccer).

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

The instructional materials used with ELLs include: Content area books, content area glossaries, native language books in content areas (when available), Achieve 3000, Rosetta Stone and use of online English Language acquisition and translation sites.

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

In our free-standing ESL model, (where available) Native Language support is offered by bilingual teachers, paraprofessionals and students with a common native language.

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

Teachers deliver content knowledge and linguistic support through materials which are age and grade appropriate for students at all grade levels. Many materials are teacher-made.

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.

Prior to the beginning of the school year, identified ELLs and their families are invited to orientation meetings at the school.

They are offered the chance to meet and interact with teachers across the content spectrum as well as their ESL teachers.

New ELLs enrolling during the school year are offered similar orientation and are paired with students of common native language in order to facilitate social interaction in positive ways.

18. What language electives are offered to ELLs?

Currently, we offer Chinese and Spanish language classes.

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.

### QUESTION #1:

Our school's Professional Development Plan features various topics throughout the year to support teachers in (1) Common Core Learning Standards and (2) improving teacher practice through the lens of the Danielson Framework for Teaching.

All teachers of ELLs are part of this Professional Development.

Our speech therapist also attends these Professional Development workshops.

Our Parent Coordinator attends monthly workshops specifically designed for Parent Coordinators as facilitated by our Network's Director of Youth Development.

All Professional Development is designed to build the collective effective capacity of the entire school staff.

In addition, teachers of English Language Learners participate in the following PD topics:

### DATE TOPIC/FOCUS

September:	ESL Placement Levels & Identifying Diverse ELLs
October :	General Instructional Practices for ELLS
November:	Supporting SIFE Students
December/January:	Scaffolding Strategies
February/March:	Addressing the Needs of Long Term ELLS
April/May:	NYSESLAT
June:	Curriculum Maps Review

### QUESTION #2:

Professional Development topics include Differentiation; Scaffolding; Use of Graphic Organizers; Using Questioning & Discussion Techniques - all of which are useful to teachers of ELLs in determining appropriate instructional support to English Language Learners.

The topics mentioned above allow both ELL and content area teachers to develop "habits of mind" when designing and delivering Common-Core aligned instruction.

### QUESTION #3

The transition from middle to high school is a challenging experience for all students, with added emphasis for English Language Learners.

Students are acclimated to the school culture through connections with various personnel connected to the ELL population – guidance counselors, personnel who speak the respective Native Language, administration, and teachers.

Guidance Counselors in particular provide an initial orientation to acquaint them with the school and the process by which to navigate the school system to meet their needs.

Our Guidance Counselor attends monthly workshops as facilitated by our Network's Director of Youth Development. Some of these workshops are particularly focused on how to support students in transition, including ELL students.

ESL teachers who provide instruction orient them to basic foundational knowledge of school norms, expectations etc.

All of this is done to ensure a smoother transition into the high school experience.

**QUESTION #4:**

As per the Jose P. mandate, staff new to the system must be provided with 7.5 hours of Professional Development concerning English Language Learners. These hours are met through various scheduled times throughout the year that address the following:

- WHO ARE ELLS?
- HOW ARE THEY IDENTIFIED?
- WHAT DO THESE ACRONYMS MEAN: LEP/ELL/LTE
- WHAT TYPES OF REGULATIONS (STATE, FEDERAL, ETC.) ARE ASSOCIATED WITH ENGLISH LANGUAGE LEARNERS?
- ONCE THEY ARE IDENTIFIED, HOW DO WE MEET THEIR NEEDS HERE AT HSSIS?
- WHAT TYPES OF PROGRAMS FOR ELLS DOES HSSIS HAVE?
- HOW DO I KNOW IF I HAVE ELLS IN MY CLASSROOM?
- WHAT ARE SOME INSTRUCTIONAL STRATEGIES THAT ARE HELPFUL TO ELLS?
- DO ELLS RECEIVE ANY TYPE OF SPECIFIC TESTING ACCOMMODATIONS?
- DO ELLS RECEIVE ANY SPECIAL FUNDING? IF SO, WHAT?

All PD Workshops are recorded through Agendas and Attendance Sheets and maintained in a Binder.

## 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?

Question #1:

We understand that parents are essential to our overall school community.

In order to adequately support their child's academic and social progress, we believe that we must foster a positive relationship with parents.

We begin the year with a written correspondence welcoming parents to this established partnership.

Most parents of our ELL students need translated correspondence in Chinese and Spanish for any school mailings.

Additionally, early in the year, the school hosts "Curriculum Night" where parents get a first hand opportunity to understand the academic expectations in alignment with Common Core Learning Standards.

The Assistant Principals of both the Middle and High School conduct Attendance/Academic Meetings to work with parents on ways to improve student performance.

Parents of ELLs are included in these meetings.

A Spanish translator and a Chinese translator is always present for these meetings.

Our Parent Coordinator, in conjunction with the Parent Association, holds meetings with parents to discuss:

Open House

Curriculum Night

Orientation

Informing them of Citywide Meetings/Panels, etc.

Parents Participation in the School Leadership Team

Ways to Understanding Student Progress

Building Parenting Capacity

Etc.

Question #2:

See response in Question #4

Question #3:

Our school provides support in planning parental involvement activities that assist in improving students' academic and social progress as follows:

-In conjunction with the Parent Coordinator and Parent Association, we provide parents with needs assessment surveys during PA meetings

-In conjunction with the Parent Coordinator and Parent Association, we provide parent workshops based on survey results

-Appropriate correspondence is sent (and translated when necessary) for parents to attend "Curriculum Night"

Appropriate translators are available as needed for all meetings/workshops mentioned above

Question #4:

Most of the parents of our ELL students are in need of both written and oral interpretation in Spanish or Chinese.

These findings can be supported through the results of our Home Language Data.

Our Home Language Data Analysis indicates that 45% of all students' families do not speak English at home.

The three most predominant languages spoken at our school are English, Spanish, and Mandarin as follows:

English: 55%

Spanish: 30%

Mandarin: 6%

Other: 9%

Translated documents are sent home as needed.

Oral translation is provided at all meetings involving parents.

Posted right outside the entrance doorway to our Main Office is the DOE's official Welcome Sign representing the various languages of our NYC student population.

In conjunction with our 21<sup>st</sup> Century Leadership Program Grant, our school has a "Building Family Events" for 2013- 2014 providing over 20 workshops just for parents.

All parents, including parents of ELL students, are invited to participate in these workshops.

Some of the topics are:

- Effective Partnership with your Child's School
- Effective Time Management
- Annual Thanksgiving Dinner/"Let's Dance"
- Power of One: Single Parenting
- Responding to Challenging Behavior
- Scrapbooking
- Coping with Change
- Keeping it Cool: Managing Conflict and Anger
- High School Search (Parents of 7<sup>th</sup> & 8<sup>th</sup> Graders)
- College Search (Parents of 10<sup>th</sup> & 11<sup>th</sup> Graders)

## **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.

## Part VI: LAP Assurances

**School Name: Henry Street School****School DBN: 01M292**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christine Loughlin	Principal		12/19/13
Anita Bonner	Assistant Principal		12/19/13
	Parent Coordinator		12/19/13
Edward Lentol, ESL Coordinator	ESL Teacher		12/19/13
	Parent		12/19/13
Rena Chicklas/ESL	Teacher/Subject Area		12/19/13
Lorraine Levey/ESL	Teacher/Subject Area		12/19/13
	Coach		12/19/13
	Coach		12/19/13
Maurice Engler	Guidance Counselor		12/19/13
	Network Leader		12/19/13
Stephanie Hasandras	Other <u>Assistant Principal</u>		12/19/13
Mr. Garcia	Other <u>SS Teacher</u>		12/19/13
	Other _____		12/19/13
	Other _____		12/19/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 01M292 School Name: Henry Street School

Cluster: 01 Network: 112

**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**

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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.

Our school uses the data culled from the ATS Home Aggregation Report (RHLA) to assess our school's written and oral translation needs. In addition, the parents of our students are provided with appropriate and timely information in their preferred language. Our Parent Coordinator works closely with our parents to continuously assess their language needs.

All new admits have been and will continue to be provided with Home Language Surveys. In addition, Parental Notification Letters in reference to NYSESLAT examination and results will continue to be distributed to parents in all available languages.

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.

At our school, our high incident languages are Mandarin and Spanish. Lower incident languages are Arabic and Urdu.

Our Administration, Parent Coordinator, and our Guidance Counselor provide the school community with information concerning parental preferred language needs. When school and/or community interpreters are not available, our faculty and staff are encouraged to use the DOE Interpretation Unit.

## Part B: Strategies and Activities

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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.

Our school fully recognizes the importance of effective communication with the non English speaking parents of our students as well as recognizing the value of parents as partners in the educational success of our students. In order to ensure optimal communication, we will continue to provide translated materials through the Department of Education's Translation and Interpretation Unit and our qualified bilingual staff members.

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.

Our school is able to provide oral interpretation services for our high incident languages through our bilingual personnel. Lower incident language interpretations are provided via the school communitiy

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

Our school fulfills Section V11 of the Chancellor's Regulations A-663 regarding parental notification requirements by posting the DOE sign in the front lobby of our school informing the parents of their rights regarding translation and interpretation services. Parents are also informed of their rights during the initial interview process via a trained pedagogue and during Parental Choice Meetings.



**Department of English Language Learners and Student Support**

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Henry Street School for Intern	DBN: 01M292
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

“Literacy Enrichment Program for English Language Learners”

Rationale:

An analysis of Report Card Data, standardized test scores, and our NYSESLAT data indicate that our Beginner and Intermediate English Language Learners' Literacy progression is below that of their English-speaking peers.

Instructional Program #1/Language of Instruction/Materials:

We will incorporate a Literacy Support Program with a specific focus on Writing. Through the use of ESL and content teacher-made materials, online content videos, and online translation software, we will offer direct support to students in building their Writing Skills to then transfer to the written work required in their various Content Areas. In addition, we will purchase Writing materials from (1) BookSource: ELL Collection and (2) ESLgold to support students development in Academic Writing for content courses.

Our English Language Learners are expected to produce well-written lengthy assignments of different types (informative, argumentative, and expository). To support their efforts in these types of written works, students will be provided with daily “writing to learn” activities that help to build their skills in grammar, sentence structure, paragraph structure, transitional words and phrases.

The primary language of instruction will be in English.

Native Language support will be provided as needed.

Students To Be Served:

The program will be comprised of up to 20 ELLs of varying English Proficiency Levels.

Schedule and Duration:

## Part B: Direct Instruction Supplemental Program Information

This Instructional Program will take place on Tuesday through Friday from 7:20 - 8:20 AM.

It will run from December through March for a total of 45 sessions.

Teachers & Certification:

Program will be taught by one ESL Certified Teacher.

“Enrichment Program for English Language Learners: Oral Language Development”

Instructional Program #2:

Rationale:

Research shows that prior to acquiring academic language, language learners must first gain some level of proficiency in their Oral Language Development. Therefore, it is essential that teachers link new concepts with students' background experience and past learning. This link should not be inferred but must be made explicitly. Based on our 2013 – 2014 NYSESLAT Scores, our Beginners have made some progress in their Oral Language skills. However, our Intermediate students still demonstrate a need for continuous targeted support in the areas of Listening & Speaking.

Oral Language ultimately provides the foundation for students in the area of Listening, Speaking, and Writing. Hence, this Enrichment Program is designed to focus on the development of two\* of the 5 Components of Oral Language:

\*Vocabulary

\*Syntax

The curriculum will be focused around “Weekly Themes” using current local, national, and global news events and themes for students to engage in collaborative discussions, debates, speeches, and/or interviews.

Students to be Served:

The program will be comprised of a group of up to 20 ELLS of varying English proficiency levels.

Schedule & Duration:

While the Instructional Focus will remain the same; the program will have two components: Part A and Part B

Part (A): Week Day Program which will then extend into a Part (B): Saturday Program

Part (A): This component will take place on Wednesday & Thursday from 2:40 to 5:10 PM.

### Part B: Direct Instruction Supplemental Program Information

It will run from December through March for a total of 24 Sessions.

Part (B): This component will take place on a few selected Saturdays each month from 10 AM to 2 PM.

It will run from February to April for a total of 4 Sessions. The Saturday dates are as follows:

February 21; March 14 & 21; April 18

In addition to our students, parents will be invited to join their child during the Saturday Program to enhance their own oral literacy in English.

Teachers & Certification:

This program will be taught by ONE certified ESL teacher.

Materials:

We will support students' oral development skills through the use of ESL teacher-made materials and ELA content material. We will utilize our prior investment in two texts: Access: American History and Access: Science. This is mainly because many of the themes for discussion, debate, etc. will have either a historical and/or scientific connection.

### Part C: Professional Development

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

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

Begin description here:

Rationale:

Last year the school community collaborated to review our Vision and Values which resulted in commitment from all stakeholders to a Vision of Student Ownership and Achievement. Our primary goal over the next three years will be to continue to improve the culture of the school for students, families and staff so that Henry Street actively engages all stakeholders in efforts of attaining our Vision.

In order to achieve this goal, our school community will focus on several areas, one of which is:

-Ensuring that all teachers have access to high quality Professional Development and resources which enables them to develop and grow personally and professionally.

To that end, we acknowledge that our teachers need both overall support as well as targeted support for our sub-groups - one of which is our 12% population of English Language Learners. This is in direct

## Part C: Professional Development

alignment with our 2014 - 2015 Citywide Instructional Expectations which allows us to "ensure that all pedagogues have knowledge of their ELL students and their work to then use as the starting point for planning."

Participating Teachers & Areas of Certification:

Our Professional Development designed specifically to address the needs of our English Language Learners will be provided to the following staff members:

\*1 Licensed Spanish Teacher

\*1 Licensed Chinese Teacher

\*2 Licensed ESL Teachers

\*4 Licensed ELA Teachers

\*2 Licensed Science Teachers

\*4 Licensed Math Teachers

\*2 Licensed Social Studies Teachers

\*4 Licensed Special Education Teachers

ELL Specific Topics To Be Addressed/Calendar Dates & Times:

Supporting ELLs in the Content of Common Core Standards: Language Progressions & Language Demands

Monday, February 23rd/2:45 - 4:00 PM

Supporting ELLs in the Context of Common Core Standards: Language Scaffolds & Language Support

Monday, March 30th/2:45 - 4:00 PM

Supporting ELLs Development of Oral Language

Monday, April 20th / 2:45 - 4:00 PM

Names & Qualifications of PD Providers:

As the recent recipient of a School Improvement Grant, we've partnered with three prominent organizations - one of which is Cambridge Education. Cambridge Education Coaches will work with our staff to build their instructional capacity.

Cambridge Education: Coaches Trevor Yates, Hayden Lyons & Renee Perdue

### Part C: Professional Development

All of the Coaches have extensive experience and expertise in supporting school leadership teams, content area specialists, teachers and paraprofessionals. In addition to supporting our Independent Reading Program; Coaches Yates & Lyons will specifically support our Professional Development tailored to the needs of English Language Learners.

Professional Development will not be paid with Title III funds.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

\*Our NYC Chancellor, Carmen Farina, has articulated a clear vision for all educators in ensuring that the students we serve are provided with the conditions needed to meet academic success. Through the lens of "Four Pillars", Pillar 3's focus is to "Engage Parents and Families in Every Aspect of School Life."

For our English Language Learner students and families, the focus is to expand their knowledge of school life through specific support of building English literacy skills so they can better support their child's education."

In designing targeted support, families will become more empowered to participate in various aspects of their child's education while simultaneously acquiring knowledge that improves their overall life conditions.

Schedule & Duration/Topics to be Covered:

Throughout the course of the year, there will be three specific WORKSHOPS for Parents of English Language Learners. The first of the three will engage parents in a keen understanding of strategies and skills that, from proven research, are effective in building English Language proficiency. Some time will also be spent engaging in critical aspects of our school wide Independent Reading initiative. Mid – year, there will be a celebratory event for English Language Learner families to promote and acknowledge the academic successes of English Language Learner students. For students who are trying to acquire a second language while simultaneously still engaged in rigorous academic courses, celebration is a great form of motivation. The third workshop will allow parents to gain a thorough understanding of the NYSESLAT Exam and its importance relative to the ongoing services of students identified as English

## Part D: Parental Engagement Activities

Language Learners.

WORKSHOP #	DATE/TIME FRAME	FOCUS FOR TOPIC	EXPECTED OUTCOME	DURATION
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#1 December

BUILDING LITERACY SKILLS & INDEPENDENT READING SCHOOL WIDE INITIATIVE\*

\*Parents will become aware of specific strategies and skills students are being taught to build their proficiency in the target language

\*1 AND ½ HRS (Thursday: December 11th/3:45 - 5:15 PM)

#2 February

PARENT & STUDENT MID-YEAR CELEBRATION

\*Students and their families will have opportunity to celebrate mid-year academic successes

\*1 AND ½ HRS (Thursday: February 26th/5:00 - 6:30 PM)

#3 March

UNDERSTANDING THE NYSESLAT

\*How to Support my Child in Preparing for the NYSESLAT

\*Parents will understand the 4 Strands tested in the NYSESLAT Exam

\*Parents will see the format of the NYSESLAT Exam

\*Parents will learn ways in which students can prepare outside of school for the Exam

\*1 AND ½ HRS (Thursday: March 26th/5:00 - 6:30 PM)

\*All of the WORKSHOPS have been designed solely for the parents/families of our English Language Learners.

Our ESL Licensed Teacher (Mr. Lentol) along with our School Administrator (AP Bonner) will facilitate all of the Workshops.

Additionally, a Native Language Speaker in BOTH Chinese and Spanish will be present at each of these workshops to provide translation services.

Mailing correspondence as well as PHONE MASTER will be used to inform parents of all upcoming workshops. Translation will be provided for all written correspondence.

## Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	Extended Learning Time; Per Session; Professional Development; Planning
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	Learning materials outlined in narrative; Computer and peripheral hardware to support the Rosetta Stone license software needs.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____