

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

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

**02M544**

**School Name:**

**INDEPENDENCE HIGH SCHOOL**

**Principal:**

**RON SMOLKIN**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 02M544  
Independence High School-  
School Type: Transfer School Grades Served: 9-12  
School Address: 850 Tenth Avenue New York, NY 10019  
Phone Number: (212) 262-8067 Fax: (212) 262-8110  
School Contact Person: Esteban Colon –AP Email Address: EColon5@schools.nyc.gov  
Principal: Ron Smolkin  
UFT Chapter Leader: Philip Gill  
Parents’ Association President: Phylicia Brown  
SLT Chairperson: Phylicia Brown  
Student Representative(s): Talia Brown

**District Information**

District: 02 Superintendent: LaShawn Robinson  
Brownsville Academy High School - 1150 East New York Avenue  
Superintendent’s Office Address: Brooklyn, NY 11212  
Superintendent’s Email Address: LRobinson5@schools.com  
Phone Number: (718) 778-7305 Fax: (718) 778-7385

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 108 Network Leader: Lisa Pilaski

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Esteban Colon	*Principal or Designee	
Philip Gill	*UFT Chapter Leader or Designee	
Philicia Brown	*PA/PTA President or Designated Co-President	
Ketura Noble	DC 37 Representative, if applicable	
Talia Brown	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Emily Giard	CBO Representative, if applicable	
Tamiko Cook	Member/Parent	
Esther Delvalle	Member/Parent	
Michael Burke-Andrade	Member/ Parent	
Christine Nicholson	Member/ School Aide	
Patricia Skelly	Member/G. Counselor	
Charles Stanley	Member/Teacher	
Arlette Crosland	Member/ Teacher	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> 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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.
4.	<b>Effective School Leadership:</b> 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.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> 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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission Statement: The Independence High School community will provide a safe and engaging atmosphere in a small, personalized, and inclusive setting.

Faculty and staff will work with students and families to provide a high level of support to encourage student achievement.

Teachers recognize and respond to individual strengths and needs of students as students work toward academic mastery and critical-thinking skills.

By providing students with a variety of sources and perspectives, teachers foster focused and rigorous learning in a supportive and collaborative environment.

We will nurture a passion for learning and problem-solving skills using Restorative Practices in an environment built on high accountability and high support. Families will be encouraged to maintain a high level of engagement with the school.

Independence High School's strength has always been a strong relationship with students/parents in creating a supportive learning environment.

We have been able to accomplish a safe and nourishing environment which is well received by staff, parents, and students.

The focus for the 2014-15 school year is to increase the percentage of students passing the ELA and Math Regents with a grade of 65% or higher and provide the opportunity for students to gain more credits than in the previous school year. The focus for this school year are distributive leadership teams that will address the challenges faced the previous year, which did not provide sufficient time to meet to create learning strategies, meet with students, and assist parents understanding CCS.

The area with the most growth during the previous year was the implementation of Restorative Practices to address academic and behavioral issues in a collaborative environment.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1)	In 2013-2014 students’ ELA Regents passing scores, 44%, did not meet city wide expectations. Students reading and ELA scores will increase based on results from the performance series, class work, formative assessments, practice Regents exams, 8 <sup>th</sup> grade test results found on ARIS and previous regent scores.
2)	In school year 2013-2014 students at IHS earned 11-22 credits per year, approx 44.2 %. Currently students with 50% of classes failed per marking period need specific instructional and RTI intervention(s) based on progress and data reports in order to increase credit per school year
3)	In 2013-14 students’ Math Regents passing scores, 35%, did not meet city wide expectations. Students’ math scores will increase based on results from the performance series, class work, formative assessments, practice Regents exams, 8 <sup>th</sup> grade test results found on ARIS and previous Regents scores.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.	
1)	Through direct instruction based on the Common Core Standards, English literacy will improve across all content areas. The number of students passing the ELA Regents with a 65% or higher will increase by 5% in June 2015.
2)	A 5% increase in the number of credits earned for students who have failed 50% of classes per marking period at IHS.
3)	The number of students passing the Math Regents with a 65% or higher will increase by 5% in June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
<b>Goal 1</b> <ul style="list-style-type: none"> <li>○ Students will gain a deeper understanding of concepts taught by teachers analyzing student use of graphic organizers, concept maps, and the use of comprehension skills while reading text.</li> <li>○ Use of pre-assessments, formative assessments, and summative assessments with comparable rubrics will be used to assess student progress. Assessments will relate to close</li> </ul>	All students, including SWDs & ELLs eligible to take the Regents	September 2014-June 2015	Committee leaders, lead teachers, and administration

<p>reading of text, making inferences, and making text connections. Assessments used by teachers to grade essays will be based on NYS Regents rubrics and will be aligned to the CCLS to monitor progress in students' writing proficiency.</p> <ul style="list-style-type: none"> <li>Students will attend after-school Regents prep classes.</li> </ul>	exam		
<p>Goal 2</p> <ul style="list-style-type: none"> <li>Create academic policies with the established committees at IHS to provide teachers and students with short term and long term goals to increase passing rates.</li> <li>Needs assessment each marking period in order to identify the students who are not passing classes, have poor attendance that affect their classroom performance, and students who are not participating/completing class activities/ tasks. Data from the students' progress reports, ATS, HSST, and Jupiter grades to identify students who are at risk of failing multiple trimesters or have not passed three or more classes.</li> <li>Schedule meetings in the common planning time with the established committees to monitor the progress of students identified to be at risk of not passing a class(es) and develop functional behavior plans.</li> </ul>	All students, including SWDs & ELLs with 50% of classes failed	September 2014-June 2015	1. Committee leaders, lead teachers, and administration
<p>Goal 3</p> <ul style="list-style-type: none"> <li>Create academic policies at IHS, with the assistance of the established committees, that reflect standards found in the CCS, NYC academic Citywide policies, and student expectations.</li> <li>Create an AIS program at IHS to prepare all of our scholars who need to successfully pass the Math Regents.</li> <li>Students will be given practice Math Regents exams throughout the trimester to determine if students are obtaining the necessary skills. Sample Regents exams, online Regents practice exams, and skill specific exams will be used to measure pre and post test</li> </ul>	All students, including SWDs & ELLs eligible for the Math Regents	September 2014- June 2015.	1. Committee leaders, lead teachers, and administration
<p>Hiring of Parent Coordinator and the increase in parental participation in the SLT/PTA will improve parental engagement in all school activities.</p> <p>All goals for the Rigorous Instruction section require parental involvement to ensure that student comply with instructional objectives and that there is a clear communication among teachers, students, and staff.</p>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers to teach Regents Preparation Classes during the day and after school Regents Preparation classes to provide additional support.

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

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

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

Data reports on all three goals to determine if the goal was met and if the strategies must be changed or adjusted by February 2015.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

1) The goal is set to be measured at the end of the year but thus far we are reaching the goal. An additional 6 students passing the ELA with 65 or above by June, 2015 will help us meet the goal. No changes to the action plan require. This goal was not met.

2) There is a total of 57 students ( Cohort) enrolled in IHS in the 2014-2015 School year who failed more than half of their classes. This is an annual goal but if the trends continue (students from this cohort earning 2.25 credits per trimester) the students in this cohort will exceed the 5% increase in credits earned by the end of the school year. No changes to the action plan are required. This goal was not met.

3) This goal has already been met with more students passing the Math regents with a 65% or higher than last school year. No changes to the action plan required. This goal was met.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

In 2013-14 students and teachers were not given the opportunity to meet with parents after school and discuss school-wide or specific issues regarding classroom and/or school culture. The extended school day will provide that opportunity. All parental contact will be logged on Jupiter grades, which will be used as a data source.

### Part 2 – Annual Goal

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

Through the use of parent outreach efforts, teacher teams, case conferences, and restorative practice groups, all members of the school have the opportunity to communicate and address concerns on a weekly basis and report these meetings on Jupiter grades and progress report notes. This goal can be measured by the increase in log activity on Jupiter grades, case conference notes, and parental contact logs.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Teachers will meet weekly for case conferencing in order to discuss the needs of individual students, including SWDs and ELLs and make interventions.	Students who need additional academic and emotional support	September 2014-June 2015	All teachers
Teachers will meet once a month for teacher team meetings and Restorative Practice groups to share problems and solutions.	Students who need additional academic and emotional support	September 2014-June 2015	All teachers, guidance counselors, and administrators

Teachers will record parent/teacher or teacher/student conferences on Jupiter grades and progress reports which are accessible to all members of the school community.	All parents and students of IHS	September 2014- June 2015	All teachers, guidance counselors and administrators

**Part 4 – Resources Needed**

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

Weekly meetings to discuss case conferences, Restorative Practices, and outreach / next steps after the conversation.

**Part 5 – Budget and Resource Alignment**

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

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

No additional funds are needed.

**Part 6 – Progress Monitoring**

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

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

An increase in Jupiter grade logs among teachers and continued access to the program by students and parents that can be monitored monthly. Progress report notes as well. These will be checked at the beginning of each trimester.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

There has been a steady increase in communication with parents using Jupiter grades, outreach to parents via telephone, school messenger, and parent meetings. This increase is due to additional time allocated for parental outreach and additional training on using Jupiter grades. Also, two progress reports from Jupiter grades are sent out to parents each trimester. This is also an annual goal but a change in the action plan is to quantify the increase by producing reports on the school messenger system and Jupiter grades. This change in the action plan can quantify the increase monthly

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

In the 2013-14 school year, teachers were not allocated sufficient time during the school day to meet and create curriculum, collaborate with other staff members, and attend professional development activities.

With the extended day and leadership teams, teachers will be able to collaborate and create specific objectives to improve students’ learning environment. All results from these conferences, workshops, and meetings will be recorded and results reviewed in a mid-year review conference to determine if strategies discussed were successful.

### Part 2 – Annual Goal

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

Teachers will meet weekly to collaborate on student learning, teacher assessments, and participate in leadership teams. This goal will be achieved through scheduled and guided meetings and will be measured by products created by the teams for implementation and results.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers will meet weekly to produce specific instructional outcomes and evaluate effective teaching practice.	All teachers	September 2014-June 2015	All teachers

### Part 4 – Resources Needed

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

Schedule teachers meeting time and assign teachers to teams.

**Part 5 – Budget and Resource Alignment**

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

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

No additional funding is needed.

**Part 6 – Progress Monitoring**

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

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

The use of progress reports, assessments of student work and creation of assessment instruments to monitor student progress in order to achieve this goal. Final projects can be completed weekly or bi-weekly depending on the length of the task.

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The weekly instructional team, departmental meetings, and professional learning committees have produced a variety of instructional products that are used among departments, created school-wide policies, and have increased involvement of general education teachers in special education and ELL students. Action plan change would be to quantify the number of products created, number of meetings among departments, number of annual and triennial meetings held which would demonstrate an increase in time shared among teachers to improve student achievement and parental involvement by June 2015.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

In school year 2013-14 the QR, state report cards, and Regents passing rate data indicated that most students were not earning sufficient credits in a semester or passing Regents with 65 or higher. In 2013-14, school was on a semester schedule and it was determined that the need of the school was to increase credit accumulation for students. Thus, a trimester system was implemented and additional credit opportunities were imposed. The teacher teams, the school strength, were able to be active participants in all decision making at the school.

### Part 2 – Annual Goal

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

FOR ALL STUDENTS, INCLUDING SWDs AND ELLs:

- In 2014-15, the school has converted into a trimester system which allows students to earn more credits in a school year which can be measured every trimester.
- Students will be offered Regents preparation courses after school in all five subjects and are scheduled in Regents preparation courses during the school day which will also be measured in the mid-year report.
- School leadership has partnered with the YWCA to provide a variety of after school programs that are geared towards credit accumulation and college readiness which will be measured in the mid-year report.
- School leadership created a variety of teacher and guidance counselors’ teams geared to address the student achievement that will be measured in the mid-year term report.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Data Specialist and guidance counselors will jointly create students' schedules that meet their needs in a trimester school system.	All students	September 2014- June 2015.	Data Specialist and Guidance counselors
Regents preparation courses are fully scheduled during the day and after school in order to meet the students' ability to attend classes to prepare for the test.	All students	September 2014-June 2015	Administration , G. Counselors, and teachers
Coordination with the CBO, YWCA, to provide classes that meet the academic needs of students so they can accumulate credits, prepare for the Regents, and college readiness.  SLT/PTA/Parent Coordinator will make the effort to include parents in all decision making in regards to student achievement.	All students	September 2014- June 2015	CBO, Administration, G. Counselors, and teachers.
Specific learning teams have been created to address the achievement of all students at the school and train teachers on how to implement specific strategies for student learning.	Administrators, G. Counselors, and teachers.	September 2014- June 2015	Data specialist, achievement coach, and administration

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Planning time, data, trimester monitoring of student achievement, and structured and varied teacher teams to address specific issues.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
No additional funds are need.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
Midyear and trimester reports will be provided for review by the school members to determine if the goals have been met and modify any strategies as needed.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
1) This goal will be met by June 2015. No change in the action plan. Reference goal 1B. This goal was not met. 2) Regent preparation courses were offered and will be offered again this trimester. No change in the action plan required. Please reference goal 1A and 1C This goal was met. 3) Partnership with the YWCA program has created a variety of programs that has helped students to earn additional credits. In addition, the YWCA program has offered college readiness classes such as student leadership, resume writing, college fairs, and college applications. The action plan will be changed to quantify				

the number of students who participated and benefited from this partnership by June 2015. The goal is being noted as not met until we can quantify success. This goal was not met.

4) The action plan strategy that will be added includes the re-instatement of academic restorative practice meetings with students and parents to discuss student progress. The changes made to the case conference meetings helped us to meet this goal. Emphasis was placed on student achievement in classes. This goal was met.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

In 2013-14 the school environment was rated as a welcoming and enriched community by student/parent surveys. The school currently has a good relationship of trust with the community and parents as measured by school surveys, town hall meetings, and parent outreach.

### Part 2 – Annual Goal

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

To improve parental outreach and participation in school activities by 5% in June 2015. This will be measured by parental contact logs, guidance counselor meetings with parents, and teacher meetings with parents.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Hire a parent coordinator to assist with parent outreach and involvement	Parents of all students, including SWDs and ELLs	By June 2015	Administrators, guidance counselors, and parent coordinator

### Part 4 – Resources Needed

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

Parent coordinator has been identified to being February 2015. A vacancy has been created in Galaxy and it will be covered by the school budget.

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

Determine by June 2015 if parental outreach and participation has increased.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

The goal has been partially met because there has been a steady increase in parental contact with school staff. Reference goal 2. An increase in parental participation in school activities remain a challenge. The hiring of a parent coordinator should help increase the participation rate by June 2015; the hiring was approved in December 2014.

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<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>	AIS services are based on students' individual needs, which include language acquisition and specific learning strategies.	ESL, push-in classes, and after school services	Small groups, one on one, and tutoring	During the day and after school.
<b>Mathematics</b>	AIS services are based on students' individual needs, which include language acquisition and specific learning strategies.	ESL, push-in classes, and after school services	Small group, one on one, and tutoring	During the day and after school
<b>Science</b>	AIS services are based on students' individual needs, which include language acquisition and specific learning strategies.	ESL, push-in classes, and after school services	Small group, one on one, and tutoring	During the day and after school.
<b>Social Studies</b>	AIS services are based on students' individual needs, which include language acquisition and specific learning strategies.	ESL, push-in classes, and after school services	Small group, one on one, and tutoring	During the day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Related services, Counseling sessions, and academic intervention	Counseling session, AIS services, and other services as needed	Group, small group, one on one, and tutoring	During the day and after school.

## Section 7: Title I Program Information

**Directions:**

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

**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.

Teachers are assigned to teams in order to participate in a distributive leadership role. Staff development activities are designed to assist teacher effectiveness and student achievement by the members of the instructional team.

**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).

Common Core planning, assessment of student work, DOK questioning strategies, training in technology, and Restorative Practices.

**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.

**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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	177,026	X	
Title I School Improvement 1003(a)	Federal	0	N/A	
Title I Priority and Focus School Improvement Funds	Federal	0	N/A	
Title II, Part A	Federal	0	N/A	
Title III, Part A	Federal	0	N/A	
Title III, Immigrant	Federal	0	N/A	
Tax Levy (FSF)	Local	2,224,722	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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

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

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

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

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

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

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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>02</b>	Borough <b>Manhattan</b>	School Number <b>544</b>
School Name <b>Independence High School</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>Ron Smolkin</b>	Assistant Principal <b>Patricia Drew</b>
Coach	Coach
ESL Teacher <b>David Yan</b>	Guidance Counselor <b>Dr. Cruz</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</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>1</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>18</b>	ELLs as share of total student population (%)	<b>5.54%</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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained											1	1	1	3
Push-In											1			1
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	2	1	1	4

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2	1	0	7	4	0	9	0	0	18

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>	2	1	0	7	4	0	9	0	0	18
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											3	2	7	12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													2	2
Haitian													1	1
French											1	2		3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>18</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	1
Intermediate(I)											1	3	3	7
Advanced (A)											2	2	6	10
Total	<b>0</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>18</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>													1

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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	12		5	
Integrated Algebra	16		7	
Geometry	4		1	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Biology	11		5	
Chemistry	0		0	
Earth Science	5		1	
Living Environment				
Physics	0		0	
Global History and	12		4	
Geography	0		0	
US History and	12		2	
Foreign Language	9		8	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use the student's previous year's NYSESLAT or LAB-R scores, Regents grades, and prior state standard tests where applicable to determine their literacy skills. These insights provide teachers in the school an overview of students' strengths and weaknesses. This allows teachers to plan instruction targeted to the students' weaknesses and aligning their skills to the Common Core State Standards

(CCSS).

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns reveal that most of our advanced level students are proficient in some of the modalities while almost proficient in most of the modalities. Our intermediate level students are approaching the levels of advanced in many modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
These patterns will enable teachers to target the weaknesses of specific modalities in their instruction across curriculums and levels. AMAQ data allows our school to estimate the status of AMAQ data to focus on the progress towards proficiency of subgroups of ELLs and to design effective instructional programs. We look at students' grade level, years of ELL service, ELA and math performance and progress, attendance, age, credit accumulation, SIFE status and other factors. An early warning indicator calculates risk factors that we can then use in planning to meet the needs of our ELLs.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The patterns across proficiencies and grades show that there are a higher distribution of advanced level students in Listening and Speaking students while there is an average distribution of advanced level students in Reading and Writing. Teachers are using Regents exams and NYSESLAT scores to determine the area of instruction that is needed most by these students. The school is learning that although the students listening and speaking skills are almost proficient, their reading and writing still requires work. Teachers across the content areas are implementing strategies to improve reading skills (e.g. annotation, vocabulary focus, building background knowledge, etc.) and writing skills (e.g. graphic organizers, writing process, etc.).
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The child's second language development is considered through the use of scaffolding instruction with a focus on using the students' background knowledge to apply to the new content being taught in English. We are also using the students' native language and cultural knowledge to build confidence in learning a second language.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our school utilizes guidance counselors to perform periodic academic reviews of our ELLs throughout the year to assess their success in their content classes. The guidance counselors work with content teachers to assess the ELL students' progress in their credit accumulation. We also evaluate the success of our program for ELLs through their pass rates on standardized tests such as the Regents and the NYSESLAT. As a school, the related staff members who teach ELLs collaborate on how to improve our program for teaching ELLs in our school.

## Part IV: ELL Identification Process

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

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

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

New students who transfer from a different school or state and has never been in any New York City school before are identified during our school's intake process that includes the Home Language Identification Survey (HLIS). The intake process is performed by either an assistant principal who is also a certified teacher or the ESL teacher. At the time of first time enrollment, a trained pedagogue (ESL teacher or Assistant Principal) administers a home language identification survey (HLIS) – which is translated in nine languages – is completed by parents to determine the language the student speaks at home. During this time, we have staff that is fluent in Spanish on hand to translate if needed. If a language other than English is spoken at home, then a trained and licensed pedagogue has an informal interview with the student to determine whether the LAB-R is required. If it is determined that the student is an ELL, then a trained and licensed pedagogue administers the LAB-R to determine English proficiency level. If a student scores below proficiency on the LAB-R then the student would be eligible for ELL services. This is all completed within ten days of the student's enrollment.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents are present during the intake process. When there are new ELL students present, an assistant principal or the ESL teacher explains the different program choices (e.g. Transitional Bilingual [TBE], Dual Language [DL] and Freestanding ESL) to the parents. Afterwards they are shown the ELL Orientation video that is available in 13 languages. The video helps parents to understand the various programs that are available for English Language Learners. Then they provide the parents a choice of all three programs with the Parent Survey and Program Selection Form. Afterwards, they describe the Freestanding ESL program that is currently run in our school and offer parents a choice to stay in the school or receive assistance in finding a different school with the program they desire for their child. This generally takes place all within the day where the parent of the ELL is given the chance to complete the survey at the end of the school tour or to mail in at their convenience within ten days. Should our school start a TBE or DL program due to enough parents of ELLs at the school requesting a particular language TBE or DL program, the school will inform previous parents who expressed interest in these programs before the school year or program begins to see if they are still interested in enrolling their child into the program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement Letters are sent in October, after most of the new students have been processed and older ELL students are sorted (discharged, transfer, or continued enrollment) in our school. Then they are sent on a rolling basis whenever our school receives new ELL students. Non-Entitlement and Transition Letters are also sent at this time to students scoring proficient on the previous year's NYSESLAT.  
When the Parent Survey and Program Selection forms are returned, they are stored in a secured file cabinet with all ELL information. For the forms that are not returned, we use the copy of the original form given to the parent during the intake process to write an additional note of non-return and automatically place the parent's choice as Transitional Bilingual Program and mail the copy to the parent. If the parent does not further request to put their child into a Transitional Bilingual Program, then we place the student in the Freestanding ESL program currently at our school.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
During the intake process, either an assistant principal who is also a certified teacher or the ESL teacher will administer the Home Language Survey and the informal oral interview with the student to determine the approximate level of English literacy. Once it is determined the student requires ESL services, the student will first be placed into the Beginner's/Newcomer class for ESL students until their LAB-R is administered and graded. During the intake process, the parents will also be consulted in their native language on the students' level of formal education outside of New York City to determine their status as Students with Limited or Interrupted Formal Education (SLIFE).
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The assistant principal and the ESL teacher will organize and administer the Speaking portion of the test on a specified date. Then they will organize and administer the other portions, Listening, Reading and Writing within the regularly scheduled ESL class periods during the day. For absent students, they will find accommodations within the school to administer the test to these students as they return to school.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The trend in program choices have been toward ESL programs (10 out of 18 ELL students' parents chose ESL program). The program

model offered at our school is aligned to this majority. We offer parents the option for assistance in searching for another school that has the programs they desire should they not wish to join the ESL program at our school. However, if our school ever receives enough parents' requests to start a Bilingual or Transitional Bilingual Education program, our school would start the process to apply for these programs through the state.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered through scaffolding, instructional aids (e.g. graphic organizers, dictionaries, internet searches,

etc.), other instructional strategies (e.g. text dependent questions, pre-teach vocabulary, retelling the text, etc.) and differentiation of materials (e.g. word banks, pictorial representations, modified texts, etc.) for language in order to meet Common Core Learning Standards.

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

N/A

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

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

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

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

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

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

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

b. For Newcomers, they are given a chance to acclimate to the school's environment also through the buddy system within the school with a more experienced student that speaks their native language if possible. They are given extra tutoring support during the school day in English acquisition or other content areas if requested by the student.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

**Class/Content Area**

**Language(s) of Instruction**

### 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

Native Language Arts:	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

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

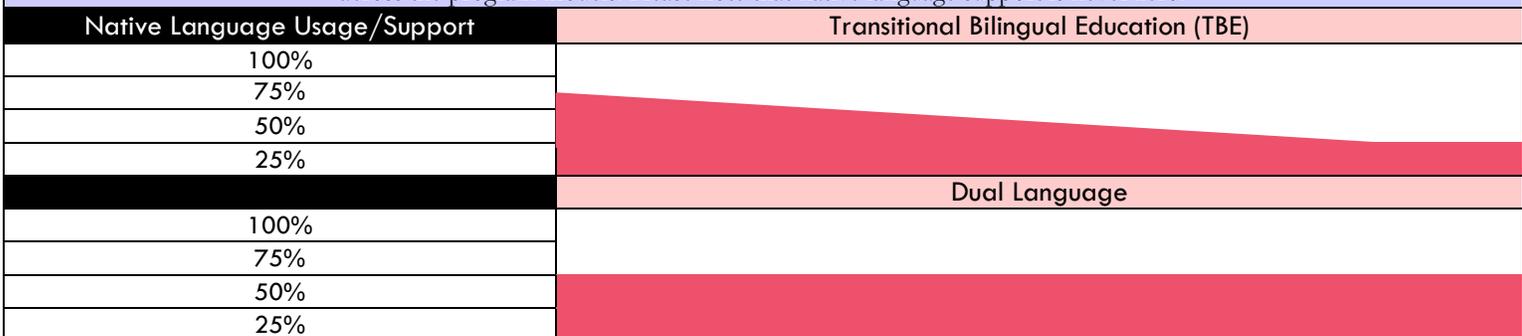
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

### Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our ESL program also includes Push-in services for our ELL students that provide support in a wide range of subjects for all our ELLs. They provide graphic organizers, sentence starters, vocabulary scaffolding and context building for all subjects for ELLs. For ELA, students are provided context building activities and graphic organizers to support their reading of texts. For Math, students are provided vocabulary building support for math terms. For Social Studies, students are provided context building activities and vocabulary building to support the reading of informational texts and graphic organizers to organize the information from the text. For Science, students are provided vocabulary building support and graphic organizers to support their understanding of the science concepts.
- Also, our network provides professional development on looking at student work (LASW) to provide teachers of ELLs strategies such as scaffolding to improve language tasks for ELLs. This is stored in each department's binder as data for building better tasks and support for ELLs. This also includes best practices from the school staff to work with ELLs.
- Our school works on Case Conferencing every week where all the teachers and guidance counselors within the school discuss any students that require academic intervention across all their classes. This includes parental contact, a meeting with the guidance counselor, a follow up the next week, as well as further steps that are required by all the students' teachers. These case conferences would also target ELLs specifically for strategies to engage with their learning in all content areas.
- We also provide tutoring every day for every subject class. We also have an ELL guidance counselor that meets with individual students through pre-assessment and on-going assessments throughout the year.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our program is a fully immersive experience for all ELLs. Most of our ELLs have been in NYC schools for a few years and therefore their Basic Interpersonal Communication Skills (BICS) has been well developed. Our school uses this understanding to build upon their Cognitive Academic Language Proficiency (CALP) in content areas through vocabulary and scaffolding. 15% of our students scored proficient from last year and overall, students continue to score higher on the NYSESLAT, many reaching proficiency in some areas.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, our school is providing extra ELL support through the use of push-in classes by the ESL teacher in addition to the self-contained ESL classes the ELL students already receive as part of their regular schedule.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The YWCA at our school provides college trips to tour college campuses and information for our ELL population throughout the year. ELLs can sign up and participate at any time through the YWCA program.
- During school hours, all ELLs are scheduled for tutoring with content and ESL teachers to provide support for their classes. ELLs can make up work at this time in order to keep up with their content classes.
- Our school has PM school that ELLs are asked to participate in should they need to make up the credits. We offer them courses to earn credit. Our ELLs can choose to participate in order to make up credits they have missed in the regular school year.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The school has set aside funds to purchase ELL specific materials such as language dictionaries (including electronic dictionaries), Common Core aligned material appropriate to a range of different ELL levels from beginners to advanced levels, and the installation of Smart Boards that allow for different scaffolding practices (e.g. use of computers to find pictures to describe a concept, finding a video that explains in both picture and sound, interactive lessons that allow for student input through the use of the Smart Board).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered through the use of dictionaries in various native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The resources we use are Common Core Aligned that targets the ELLs current need for grade level appropriate content. The required services provide ELLs with the needed scaffolding and sheltered instruction in order to comprehend and analyze the content.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Independence High School**

**School DBN: 02M544**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ron Smolkin	Principal		1/1/01
Patricia Drew	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
David Yan	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dr. Israel Cruz	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: **02M544** School Name: **Independence High School**

Cluster: **108** Network: **Pilaski**

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

