

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

DBN: (i.e. 01M001): **10 x397**

School Name: **ELLIS PREPARATORY ACADEMY**

Principal: **NORMA A. VEGA**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 10x397
School Type: Transfer/ELL Waiver Grades Served: 9-12
School Address: 99 Terrace View Avenue Bronx NY 10463
Phone Number: 9173280685 Fax: _____
School Contact Person: Norma A. Vega Email Address: Nvega12@schools.nyc.gov
Principal: Norma A.Vega
UFT Chapter Leader: Krissy Lawlor
Parents' Association President: Sandra Borges
SLT Chairperson: Anel Tineo
Student Representative(s): Whitney Castillo

District Information

District: 10 Superintendent: LAshawn Robinon
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: Anselmi
Network Number: 106 Network Leader: Vivien Orien

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)
Norma A.Vega	*Principal or Designee	
Krissy Lawlor	*UFT Chapter Leader or Designee	
Sandra Borges	*PA/PTA President or Designated Co-President	
Anel Tineo	DC 37 Representative, if applicable	
Whitney Castillo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maribel Tineo	Member/ teacher	
	Member	
Henry Bonilla	Member/ student	
Hassan Tarawally	Member/ parent	
Rosa Mejia	Member/ parent	
Marina Richardson	Member/ parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

ELLIS Preparatory Academy is a progressive public high school in the Bronx, New York. The school was founded in 2008 to offer a high-quality high school education to 16 to 21-year-old newly arrived immigrant English language learners, including a majority with interrupted or otherwise limited formal educations. ELLIS strives to meet the diverse academic and socio-emotional needs of its students and their families, developing their intellectual, cultural, and collaborative abilities so that they may be active members of an interdependent world.

Graduates earn a New York State Regents Diploma (see below under Internationals Network), and in addition to coursework, students also participate in internships for at least four semesters while at ELLIS. As an extended-year school, ELLIS's year lasts from September through July.

ELLIS is a member of The Internationals Network for Public Schools. Starting with the International High School at LaGuardia, the network now includes over a dozen public high schools in New York City and California whose holistic, personal approach to serving recent immigrants and emphasis on portfolio-based performance assessment has proven successful in graduating English language learners at significantly higher rates than New York City-wide averages.

Starting with the Class of 2015, as per the New York State Board of Regents, graduation requirements for a Regents Diploma at ELLIS and other Internationals Network schools include satisfactory scores on Mathematics and English exams as well as a series of performance-based assessment tasks that are presented in the form of "Capstone" Graduation Portfolios.

ELLIS serves a linguistically and culturally diverse population from across the Bronx and northern Manhattan, nearly all coming to ELLIS within weeks or months of first setting foot on U.S. soil. Our students come from over 20 countries and speak more

than 10 different languages. English is the second – or third or fourth – language of every ELLIS student. Students have a wide array of prior educational experiences, ranging from 0 to 12 years of formal schooling. While there is no “typical” admit, the average student, upon enrollment, has previously attended school part-time for 10 years, has no functional English skills, and possesses academic skills in need of considerable acceleration, many years behind his/her age cohort in the US.

Students who enroll at ELLIS (1) have less than one year living in the United States, (2) are not yet proficient in English, and (3) are over-age (15.5 to 19 years old) for entering a New York City high school. While many students enter with a high school transcript from their native countries, ELLIS understands that students need at least 3-4 years to build their academic language proficiency in English, as well as their habits of mind and work across all subject areas, in order to be ready for entry and success at an American university.

College attendance and completion are clearly articulated as the goal for our students, as supported by targeted college access and success counseling. Among our graduates to date, over 90% are enrolled in college or will be enrolling by fall 2015. The majority of all graduates earned college credits while at ELLIS and currently attend 4-year colleges, mostly as members of opportunity programs (e.g. HEOP, EOP).

Schools Strengths, Accomplishments and challenges:

We have been successful in building a strong community of educators that deeply believe in the potential of our students. Our structures are such that they support both teachers and students. Class sizes are human size and students are with the same teachers for 2 years allowing for both students and teachers to know each other well. Our goal has been to cause students who no one wants to be successful. We have an extremely challenging population since they do not articulate from the 8th grade and come at varying levels of education most of which is insufficient. Our students our older and come with the problems of adults and arrive to our country to meet with estranged parents for the very first time or leave their parents to live with family that is forgien to them. The level of emotional support is unprecedented and as a result of becoming a transfer school we were able to hire two more counselors thus having a counselor on every team. We have been successful in exposing all of our students to colleges through trips tailored to their interest and academic performance and because of this careful planning our graduates have remained in college. Furthermore we have built numerous partnerships through our extensive interhip program which further exposes our students to the real world of work and broadens their experience so they can more accurately determine their interest and career path. Again, because of our transfer school status the funding supported us providing stipends to many students for attending their internships. The funding also supported our student taking summer

school on the Fordham university campus. Most recently, SUNY Potsdam has agreed to include us in their college in high school program where our teacher will work collaboratively with their professor to design a college ready course for Potsdam credit. In addition the funding has provided us with the opportunity to further expose our students to another country and we will commence this year with a yearly trip to China where they will spend their time in a Chinese High School. Our school has made great strides in moving our 2nd years in to the 3rd year as a result of dropping class sizes by creating a third interdisciplinary team. Since we will have a larger 3rd year class and want to maintain a low student teacher ratio we will be adding another senior institute team. In adding this team we will have 3 junior institute teams and three senior institute teams and these teams will be paired up to create corridor for students and teachers. Each JI/SI pair will be responsible for 115 students each allowing for class sizes to be 14-15 students per teacher.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

A collaborative approach is used across teaching and administrative teams to build an inclusive and motivating curriculum that is culturally relevant and engaging. Targeted college visits and college access activities in grades 10-12, coupled with targeted, data-driven 1-on-1 college access counseling with support from Youth Leaders for College Access help students to formulate and reach rigorous goals of college preparation and success. In response to needs made explicit in the 2014 Quality Review, professional development and staff meetings this year, across disciplines, are focusing on building students’ higher-order thinking skills, and teachers’ higher-order questioning skills, which supports the more complex tasks that students are assigned to demonstrate mastery of language and content, and in preparation for the new Capstone graduation portfolios. A new unit planning document has been adopted to further support this work and transparency and collaboration between teachers in instructional and disciplinary teams.

Part 2 – Annual Goal

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

As part of the school’s partial Regents waiver for English language learners, we aim for students to successfully complete a series of rigorous performance-based assessment tasks in the form of Capstone graduation portfolios, in addition to their Math and English Regents exams. We also aim to improve on the portion of our graduates who are “college ready” in their Math and English Regents performance, and in completion of college-credit coursework prior to high school graduation. Administration supports teachers in regularly visiting classes to promote serious preparation for Regents exams and Capstone graduation portfolios. For capstone graduation portfolios we are providing each student a mentor which requires teachers from across the grades to participate as mentors. By August 2015, we are aiming for “50 in 15”: to graduate 50 students (more than double the number from each of the past two years), have 50 graduates (from 2014 to 2015) enroll in a college/post-secondary program for the first time, and have close to 50% of these graduates attend a 4-year college with scholarship/grant funding covering tuition and part of room/board and other expenses. In order to accomplish this we need to get at least 50 seniors to pass their graduation portfolio by June or August of this year and get the remaining seniors who have not pass their English and Math regents to do so by June or August.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student 			

<ul style="list-style-type: none"> subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
In continuing the school's tradition of strong collaborative efforts between administration, counselors, teachers, and students, the school continues to model collaboration within and across levels to utilize everyone's voice (including students and teachers) and build a culture of mutual respect and trust. Youth Leaders for College Access regular facilitate workshops and lessons related to college and career exploration. Beyond the distributed counseling model of advisory, supporting the notion of every student having at least 1 adult in whom they can confide at school, the new Capstone graduation portfolios are being supported by an additional layer of mentoring outside of regular teacher/advisor support to ensure a smooth transition to these portfolios, which build on but demand more than the portfolios that students have been presenting since the school's inception.	12 th grade students (November-Jan), 11 th -12 th grade students (April-July)	Nov-June	Admin, teachers and coaches
A peer counselor (Youth Leader for College Access) and other student interns are supporting teachers with outreach to parents (and with translation, since very few of the parents speak and read English). Most teachers (who are also advisors as part of the school's distributed counseling model) also now spend weekly time reaching out to parents.			College Counselor
Adding a "FLEX" period three times per week to supplement extended-time core classes and art/gym classes, as well as using the extended-year structure (i.e. July term) to help students with credit accumulation.	Students under-credited in core class areas as well as gym/art.	Entire 2014-15 year	Admin, teachers, coaches
Implementation of College Access: Research and Action (CARA) vetted College Inquiry college and career curriculum to help students in constructing high-level goals for their futures. Supplemented by enrichment opportunities including Project Lead the Way (recognized by Change the Equation as the nation's leading developer and provider of supplemental STEM curricula) and dual-enrollment courses through Syracuse University and (soon) through a new partnership with SUNY Potsdam, the institution that has done the most to help our graduates to become successful students at a respected 4-year college.	All 10 th -12 th grade students.	Entire 2014-15 year and building into next year	College Counselor, Social Worker, English teachers and Admin

Part 4 – Resources Needed

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

Funding will be needed in moving forward for compensation of instructors who are teaching college-credit courses at ELLIS, including support needed to ensure success of our special (over-age ELL) population in these high-level courses. Funding and human resources may be needed to better support our SIFE population. At least 70% of our student body has not consistently attended school full-time throughout childhood and adolescence

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Mid-Point Bench mark would be that at least 40 seniors pass their graduation portfolio in Science and Social Studies at end of January 2015. Mentors and students subject teacher will check in with their mentees and students to ensure students are on track from December 2014 to when students have to present at the end of January. The subject teacher for each graduation portfolio will assess based on the Internationals Schools subject specific graduation rubric whether or not students are ready to present.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

ELLIS Preparatory Academy accepts a very unique student population: 100% OTC students, recently arrived immigrants, overage and under-credited. Depending upon students’ countries of origin, features of U.S. education may be completely new. For our Dominican students (a strong majority), the six-hour school day demands increased stamina. For students coming from Koranic schools in West Africa, the study of linear and non-linear mathematics and science breaks new ground. For students from Yemen and Bangladesh, reading and writing complex texts in a new alphabet system is a daunting task. The collaborative work at ELLIS begins with identifying the specific needs of our diverse learners. We meet students where they are and move them to where they need to be, rapidly. As many of our students enter the school at 16 or older, we push them to finish high school and go directly to college.

Our 2013-2014 Quality Review cited “a collaborative approach to create a safe learning community” as a strength of our school. The QR went on to describe the Advisory structure as a pillar of trust and respect at ELLIS. Small groups of students are assigned an advisor who remains with them for two years. Advisors work with students to ensure attendance, solid academic performance, and to support socio-emotional needs. When the advisor is not able to intervene and support students’ socio-emotional needs, they refer students to a counselor or Social Worker. There are four instructional teams at ELLIS, each with its own dedicated counselor or Social Worker. As a school, we boast a high ratio of counselors to students, indicative of our commitment to supporting students’ transitions to the United States, and eventually, to college.

During the 2014-2015 school year, ELLIS, along with the other schools in The Internationals Network for Public Schools, is implementing graduation-worthy Capstone projects in place of Science and Social Studies Regents exams and to supplement the English and Math Regents. Virtually none of our students have written a research paper before. Leveraging our school’s strength at providing collaborative approaches to safety, learning, and community, we plan to implement a mentorship structure.

To support students in the writing and research of major papers in all academic subjects plus one in their native language, ELLIS is developing structures and protocols for faculty-staff mentorship. Students and mentors will communicate through weekly face-to-face meetings as well as digitally, using Google Drive. Teachers will engage in Professional Development to ensure their efficacy as mentors. Parents and guardians will have multiple opportunities to learn more about the process throughout the year.

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.

ELLIS is developing structures and protocols for faculty-student mentorship related to the Capstone projects students submit as part of their NYS graduation requirements.

Specific: Students will receive assignments in their core academic classes from their content area teachers. Planning of the project assignments has happened collaboratively over time, in discipline teams, with the aid of instructional coaches. Mentors will learn of the assignments through whole school Professional Development sessions. Students and teachers will spend class time and out-of-class time reading, re-reading, and internalizing the content-specific rubrics for

these projects. The rubrics have been developed by inter-scholastic teams through the Internationals Network for Public Schools.

Students and mentors will agree to roles and responsibilities at the beginning of their partnerships. Students and mentors will meet once weekly to discuss student progress on their Capstone projects. Between face-to-face meetings, mentors will post comments on student work through Google Drive. Students are responsible for reading feedback and making changes accordingly.

Measurable: The Google Drive format for cloud computing is one way that both students and mentors will be held accountable for their work. Progress on Capstone papers will be evident by the work done in the online document. There are multiple deadlines during the course of a Capstone project to ensure that students are making weekly progress working toward their goal. The ultimate measure of success will be the grades students receive when they complete, present, and defend their graduation-worthy portfolios at three times during the coming school year.

Achievable: This is the first year of implementation for graduation-worthy research papers. The discipline coaches, administrators, students, and mentors will likely make adjustments throughout the course of the year. The goal, of course, is that by June, all seniors will have completed graduation-worthy Capstones in the four academic content areas and in their Native Language. Additionally, they will have passed Math and English Regents.

Relevant: Graduation remains, of course, the ultimate goal for our students. Graduation is now dependent on student success on Capstones. We will achieve success as a school by developing strong supports for students through faculty mentorship.

Time-bound: Seniors will complete, present, and defend graduation-worthy Capstones in Social Studies and Science by the January Regents break. They will complete, present, and defend Capstones in English, Math, and a Native Language project by June. Juniors will complete, present, and defend Capstones in Social Studies and Science by June as well as their Math and English Regents. They will aim to complete outstanding Capstones in their senior year. Sophomores will complete their Native Language Capstone and, ideally, Math Regents exam by June.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Weekly meetings between students and faculty mentors.	Junior and Senior students as well as faculty from all disciplines.	We have already begun as of the first week in December. We will be done when all seniors have passed	Discipline coaches, ELLIS administration, content area teachers. This process is based on full collaboration and trust.

		their graduation-worthy Capstones, graduated, and have plans in place for college next fall.	
Communication between faculty mentors and student mentees via Google Drive. Comments and suggestions will be posted on Capstone drafts weekly by faculty mentors. Students will respond during class work time and out-of-class by implementing suggestions of following up with questions and edits.	ELLIS faculty, Students	Round 1: December 2014 through January 2015; Round 2: January 2015- February 2015; Round 3: May 2015 through June 2015	Students, faculty mentors. Once again, this process is based on full collaboration and trust.
Professional Development for teachers regarding the development of graduation-worthy assignments that meet the demands of the Internationals Network for Public Schools (INPS) rubric. Our school has sent two faculty representatives to monthly INPS meetings to participate in the formulation of those rubrics.	ELLIS faculty, INPS	Drafting of rubrics began in the summer of 2014. Professional Development for teachers within the school will be an ongoing topic this year.	INPS, discipline coaches, ELLIS Administration. Once again, this process is based on full collaboration and trust.
Parent meetings to transmit information about the graduation-worthy Capstones to parents and guardians of ELLIS students.	Parents and guardians of students.	PTA meetings are held monthly. In addition, parent meetings at the beginning of the school year introduced parents to the demands of education in the United States as well	Assistant Principals, counselors, and teachers in collaboration.

		as the unique structures of ELLIS.	
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Part 4 – Resources Needed

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

All members of the school community are integral to the success of this mentorship structure. As this is the first year of implementation, work will be divided between the school day and after school hours. As we look forward to the coming year, we must devise a long-term plan for placing mentorship within the school day, as it represents a priority for our students. To do so, we can look at models being employed at other schools in the Internationals Network for Public Schools. Students are at the core of our program and their successful progress towards graduation is linked to their success on the Capstone projects. As a school, we must move to prioritize Capstone mentorship in their school experience.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

December 2014: Begin implementation of the mentoring process. Continue the process through the end of the school year.

January 2015: Assess student success on Round 1 of the mentoring process. (Seniors’ Science and Social Studies Capstones)

February 2015: Assess student success on Round 2 of the mentoring process. (Sophomores’ Native Language Capstone)

June 2015: Assess student success on Round 3 of the mentoring process. (Seniors’ English and Math Capstones, Juniors’ Science and Social Studies Capstones)

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

- As an ELL waiver school, we are transitioning to new graduation requirements as per the ELL Regents waiver. Consequently, students will need to complete a graduation worthy portfolio project to comply with NYS graduation requirements. As per the Quality Review, the school has been tasked with “improving the level of teacher team meetings to ensure that teachers consistently engage in inquiry-based collaborations to reflect on student work, improve instruction, and develop leadership skills to improve student achievement.”

- As stated in the 2013-2014 Quality Review, “the school uses a collaborative approach to create a safe learning community where there is mutual respect and an inclusive culture” that ultimately leads to school improvement efforts. As such, we will leverage our already existing collaborative structures to improve student performance on the graduation-worthy portfolio. Existing collaborative structures include: collaborative teacher teams that plan curriculum within disciplines, coordinating council, inter-disciplinary teams, portfolio committee, scheduling committee, guidance team, guidance/admin meetings

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.

Teacher team collaborations will be strengthened through inquiry-based collaboration , specifically around Graduation Worthy Portfolio Project implementation, thereby resulting in a graduation rate increase of 50 % by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Collaboratively developing school-wide systems and structures, ranging from implementing a distributed mentoring system that supports students towards successful completion of graduation worthy portfolio project as well as an ELL waiver Portfolio	Teachers, Administration, Mentors, Student-	August 2014-June 2015	Department Coaches, Department chairs, and teachers,

Committee composed of teachers and administrators to make joint-decisions as to all aspects of the graduation worthy portfolio project roll-out.	mentees		portfolio committee members
Teachers regularly meet to use graduation rubrics developed by International Network for Public Schools to align curricular units. In teacher teams (disciplinary and inter-disciplinary) teachers will develop curriculum that infuses language integration strategies, in keeping with the INPS principles, as well as use a GraduationWorthy Portfolio checklist to ensure progress towards scaffolding for language development of ELLs.	Teachers, Students, Parents and Families	August 2014-June 2015	Discipline team teachers, discipline coaches, administration
Common access to Jupiter Grades by parents and staff will strengthen both the collaborative inquiry process while strengthening the home-school partnership. Regular teacher collaborative work will allow for the surfacing of student strengths and needs and information to be shared with parents. This is an outcome of prior collaborative inquiry work, and as supported by research, strong collaborative partnerships among teachers are further strengthened with the participation of parents and families. Parent outreach programs and workshops to support student achievement towards completion of Graduation Worthy Portfolio Project including Curriculum Night, Parent workshops offered during morning, evening and weekend sessions.	Faculty, staff, guidance counselors, administration	September 2014-June 2015	Teachers, Guidance Counselors, Administration, Advisors
A cornerstone of our democratic decision-making processes is the regularized meeting times created within the schedule to allow for team building at all levels- teachers, guidance, administration. Further, structured reflection within professional development sessions serve to inform next steps as a learning community. Regular community and team building activities allow faculty and staff to get to know each other both as individuals and professionals.	Faculty, staff, guidance counselors, administration	September 2014-June 2015	Team leaders, administration, teachers, mentors, discipline coaches, mentors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, Administration, INPS network, all staff Instructional Resources: INPS ELL waiver rubrics, project checklists , curriculum unit plans using revised unit template Schedule Adjustments: Targeted/increased professional development time, assessment calendar including Defense of Learning and Graduation Worthy Portflio project presentations

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

planning. In this part:

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

* Students will present science and social studies Graduation Worthy Portfolio Project in January. In February, all students who need to re-do their portfolios will re-represent. By February 2015, 80% of students will have successfully completed Science and Social Studies portfolios.

* Staff will participate in end of semester, data driven reflection/analysis/evaluation, to inform revision of systems and structures for the Spring semester. This will also occur in our respective teams and departments. This structured reflection will inform the May round of Graduation Worthy Portfolio project presentations for Math and English.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

What we need to work on:

As an ELL waiver school who has been entrusted with graduating students by portfolio in addition to math and English regents we are working diligently to design more complex and challenging text that will allow a student to present a graduation worthy portfolio. In our QR last year our “ Instruction across classrooms was often teacher centered with most dialogue being teacher-student-teacher resulting in limited opportunities for student-to-student discussions and accountable talk.” This year we designed our PD around designing more complex task and how to scaffold for more complex text, vocabulary and concepts. We observe teachers regularly and our transparent in what is expected of them: students at all levels are to be actively engage in a task that lends itself to them making meaning of the task, constructing their own knowledge, ultimately they are to be facilitating discussion, questioning eachother and building upon eachothers responses.

Our Strengths

Based upon the quality review we have created an environment where high expectations are communicated across grades and disciplines has been developed. Teachers align curriculum and unit plans to CCLS. Teacher teams meet regularly for common planning and unit plans are submitted for review and approval by the school’s administration. In addition, administrators conduct frequent observations to provide actionable feedback and next steps to promote accountability. Teachers also participate in peer observations, norming sessions, and professional development using the Danielson rubric, resulting in improved teacher practice and accountability towards meeting expectations.

School leaders and staff consistently communicate high expectations to students that are connected to a path for college and careers immediately upon entering the school, students, and parents participate in an orientation around school. In their freshman year, students are exposed to colleges through trips and conversations around college opportunities. Exposure continues into sophomore year and in their junior year students and parents receives one-on-one counseling through advisors concerning the college process. Additionally, students participate in enrichment and college readiness opportunities through college now courses and summer institutes. Moreover, on-site university courses are offered to seniors through the Syracuse University Project Advance program (SUPA). Targeted college access counseling is also provided to all seniors and their parents with strategic support in completing the college admissions and enrollment process. As a result, parents and students have a better understanding about the college process and student progress towards those expectations.

This year administrators were successful in getting the school’s status changed to Transfer High School, thus providing them with the opportunity to have six years to deliver quality instruction to English language learners (ELLs) who are over-aged and under-credited and need five to seven years to acquire academic English and earn a high school diploma. Under this new designation, administrators were able to restructure the school to decrease class size from 28 to 30 students to 20 to 23 while also increasing period instruction time. Additionally, grades were broken up into institutes with the ninth and tenth grade classified as the Junior Institute (JI) and the eleventh and twelfth grades as the Senior Institute (SI). As a result, students have more time to develop language skills and earn credits that will prepare them for Regents exams as evident in student work products.

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.

By June 2015 have 50% of my staff highly effective reflecting our 50% graduation rate

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Collaboratively developing school-wide systems and structures, ranging from implementing a distributed mentoring system that supports students towards successful completion of graduation worthy portfolio project as well as an ELL waiver Portfolio Committee composed of teachers and administrators to make joint-decisions as to all aspects of the graduation worthy portfolio project roll-out.			
Teachers regularly meet to use graduation rubrics developed by International Network for Public Schools to align curricular units. In teacher teams (disciplinary and inter-disciplinary) teachers will develop curriculum that infuses language integration strategies, in keeping with the INPS principles, as well as use a GraduationWorthy Portfolio checklist to ensure progress towards scaffolding for language development of ELLs.			
Observe teachers regularly and provide timely, accurate feedback that supports our instructional goal of designing student centered ccomplex tasks			
Meet with team leaders bi-weekly to ensure clear and consistent communication across teams			

Part 4 – Resources Needed

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

Principal, AP, coaches, teachers and counseling and support staff

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 - Specify a timeframe for mid-point progress monitoring activities.
- All teachers would have been observed twice
 - In third round of observations student will more readily be engaged in peer to peer disussionand classrooms will be less teacher centered.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The last two years we graduated less than 20 students and in order to raise the number of students graduating it is very important that we involve parents to support their child at home, along with the other supports we will provide as a school. The goal is to graduate 50 students in 2015. We have transitioned from 5 regents requirements to two (2) regents and four (4) graduation portfolio. As a community, we need to provide support during the school and afterschool time and involve parents in that support. Some of our ability to do this is because we have a parent outreach team, community time after school, a flex class and mentoring program to support students in their graduation portfolios.

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.

Our goal is to graduate 50 students in 2015. Our goal is to get at least 40% of the parents in each grade in our planned workshop to support students at home. For example, in September we had 30 first year parents attend our parent workshop and the same number of parents in October. We are currently trying to get a vast majority (at least 60% of parents) to attend a meeting around the graduation portfolio and how they can support this process at home. We will follow up with a financial aid workshop with the same parents in January. In February, we would like to get 40% of the 3rd year parents to attend a workshop on how to best support their child in graduating on time.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high- 			

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Guidance Team Meetings are had to identify and discuss high need students and a referral to the SETTTS Department</p>	<p>SIFE and Students with disabilities and in need of IEP's</p>	<p>January-June 2015</p>	<p>SETTS Department</p>
<p>NYC Housing Authority Workshop for parents in need of housing/ Rosetta Stone/External Referrals for Learning a New Language/ PTA/SLT Learning Walk/ Family Day</p>	<p>Parent community</p>	<p>January-june 2015</p>	<p>Setts department</p>
<p>We are trying to create advisories that discuss community peer pressure so that it strengthens community and trust. Some of these clubs engender this goal, such as bad boy clubs, running club and a student leader club that helps us to build trust and a sense of belonging to the school.</p>			

Part 4 – Resources Needed

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

To enhance these efforts, we would invite external sources to conduct some of these parent workshops. We would need to make schedule adjustments to support some of these events and activities. We would utilize a team that consists of faculty, staff, external sources and some students to address the needs of some parent workshops and activities, such as our annual Family Day event. We need to purchase items to incentivize the school community to attend these events and activities.

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

Part 6 – Progress Monitoring

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

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

During our SLT meetings in January, members will review and discuss student data and progress toward graduation and develop plans to further support the goal. By mid-year parents would have attended a series of workshops that support that goal. Guidance Counselors and all administrators should be present.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who need low literacy	Students focus on the mechanics of writing	Small group instruction	After school m,t,thur
Mathematics	Students who need basic numeracy support	Students focus on developing understanding of rational and irrational numbers	Small group instructon	Afterschool m,t,thurs
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

Coaching

- On-site literacy and instructional coach provides best instructional practices and professional development for teachers.
- Literacy coach works with content teams to provide feedback, modeling and support around grounding curriculum in
- Feedback provided to teachers using Charlotte Danielson's Frameworks for Teaching to ensure that teachers identify and achieve professional goals throughout the year.
- Mentoring provided to new teachers to support them in overall instruction, advisory activities and classroom management,
- Common Core literacy standards with particular consideration for the needs of English Language Learners.

Professional Development:

- Staff-led professional development around topics identified by teachers to strengthen practice and cohesion throughout the school including collaboration, special education protocols, differentiation, understanding the Danielson Framework for Teaching.
- Guidance department workshops created to support advisory activities, the advisor's role and classroom management strategies in the classroom.
- Literacy Professional Development around reading and writing pedagogical strategies led by on-site coach, specifically targeting ELL students.
- Staff participates in Internationals Network for Public Schools annual Professional Development Day.

Professional Learning Communities

- School maintains team model where grade-level teams meet weekly for separate administrative and guidance meetings.
- Staff-selected team leaders created to enhance and promote leadership skills within staff.
- Teacher-led inquiry groups to examine, analyze and resolve needs of the school.
- Teachers develop and present a teacher-portfolio in June.
- Teacher team meetings will participate in weekly curriculum shares to support inter-disciplinary connections and higher performance of cognitively engaging tasks.

Recruitment

- Administration regularly reviews applicants who can serve as high-quality content teachers with a focus on ESL strategies.
- School acts as mentor campus for I-Start Program and TESOL program at Columbia Teacher's College.

2b. High Quality and Ongoing Professional Development

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

Professional Development:

- Staff-led professional development around topics identified by teachers to strengthen practice and cohesion throughout the school including collaboration, special education protocols, differentiation, understanding the Danielson Framework for Teaching.
- Trends identified during the observation and feedback cycle inform the on-site, staff-led professional development.
- Guidance department workshops created to support advisory activities, the advisor’s role and classroom management strategies in the classroom.
- Literacy Professional Development around reading and writing pedagogical strategies led by on-site coach, specifically targeting ELL students.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our school is an ELL waiver school so we graduate by portfolio. Through our partner the The Internationals Network for Public schools our teachers have been involved in a series of professional development on how to align curriculum and interim assessments to the “Graduation Worthy Portfolios.” As a school we are committed to develop interim assements that meet the needs of students and accurately indicates there levels so we know how to design curriculum that best meets their needs.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for

the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	1464	x	Pgs 10-12
Tax Levy (FSF)	Local	2546139	x	Pgs 10-25 & 27

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

- **ELLIS Preparatory Academy will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the**

- a. **Collaborate with the officers and members of ELLIS Preparatory Academy (ELLIS PREPARATORY ACADEMY)**
- b. **Design and implement a plan of action for parental involvement based on needs identified by this needs analysis.**
- c. **Involve parents/guardians in the decision about how the Title I, Part A funds reserved for parental involvement are**
Family Association to conduct a needs analysis of parents/guardians of ELLIS PREPARATORY ACADEMY.

ELLIS Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- a. **Hold regular meetings of the ELLIS PREPARATORY ACADEMY Family Association to jointly address areas of**
- b. **Involve parents/guardians of ELLIS PREPARATORY ACADEMY students in the creation and review of the annual**
concern regarding student achievement at the ELLIS PREPARATORY ACADEMY,

Comprehensive Educational Plan (CEP).

ELLIS Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. **The evaluation of the parental involvement will consist of several components including written surveys.**
- b. **The evaluation of parental involvement will be coordinated by the ELLIS PREPARATORY ACADEMY Family Association and the ELLIS PREPARATORY ACADEMY Principal.**
- c. **Parents will be asked to provide feedback on the school's parental involvement policy as well as provide**

surveys, questionnaires and publicly advertised, open meetings of the ELLIS PREPARATORY ACADEMY Family Association and volunteer opportunities at the school.

ELLIS Preparatory Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the activities described below:

1. Each year, ELLIS PREPARATORY ACADEMY will provide several opportunities for parents/guardians to attend a Family Orientation session to review the school's academic program and how it meets or exceeds the State's academic content standards as well as State's student academic achievement standards. Each student studies on an interdisciplinary, instructional team. This orientation and subsequent meetings of the ELLIS PREPARATORY ACADEMY Family Association will provide workshops on understanding students' quarterly Progress Reports and Report Cards. Workshops will also include specific strategies for parents/guardians to work effectively in a mutually supportive way with ELLIS PREPARATORY ACADEMY teachers and staff. These teams will work with the ELLIS PREPARATORY ACADEMY Parent Coordinator to provide this orientation to parents/guardians.

2. ELLIS Preparatory Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- a. providing English as a Second Language (ESL) classes for parents/guardians
- b. providing computer technology workshops for parents/guardians
- c. conducting workshops on supporting students' native language development
- d. involving family members in school special events and off-site learning experiences such as educational visits to
- e. holding curriculum information/celebration sessions and providing workshops on the college application process

3. ELLIS Preparatory Academy will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by the strategies and activities described elsewhere in this documents including:

- a. Working closely with the ELLIS PREPARATORY ACADEMY Family Association officers and members
- b. Conducting regularly scheduled meetings of the ELLIS PREPARATORY ACADEMY Family Association
- c. Providing parent orientation sessions for all families each year
- d. Providing forums for discussion between teacher and parents/guardians
- e. Regularly scheduled parent-teacher conferences to discuss students' academic progress- this year, increased to four times a year.

4. ELLIS Preparatory Academy will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

a. ELLIS PREPARATORY ACADEMY will provide all major notices to parents/guardians in the major native languages spoken in the homes of our students. This includes written notices or announcements as well as public workshops/meetings at which significant numbers of parents/guardians are present.

b. ELLIS PREPARATORY ACADEMY will utilize internal staff resources for translation/interpretation services in as many languages as possible. ELLIS PREPARATORY ACADEMY will endeavor to utilize external

translation/ interpretation services available from the NYC Department of Education as well as local community organizations.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the PTA agendas and minutes.

This policy is adopted by ELLIS Preparatory Academy on will be in effect for the 2012-13 academic year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 1, 2013.

Principal's Signature:

Norma A. Vega

ELLIS PREPARATORY ACADEMY SCHOOL PARENT COMPACT

ELLIS Preparatory Academy and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2014-2015.

ELLIS Preparatory Academy will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Mission

Our mission is to develop our students' social, academic and leadership skills through collaboration, project-based curriculum and experiential learning opportunities that will emphasize English language development and build on native language skills. Our college preparatory program is committed to creating an environment that values students' cultures, native languages and individual differences, while preparing them for academic and professional success in a changing world.

Core Beliefs

- English Language Learners (ELLs) need to understand, speak, read and write English proficiently in order to realize their full potential within an English-speaking society.
- In an increasingly interdependent and globalized world, fluency in English, mastery in one's first language and knowledge of other foreign languages are vital resources for the students, the school and society.
- English and native language proficiency is most effectively developed within a content-based and collaborative instructional approach across the curriculum.
- Technological literacy and the use of technology are essential for both teachers and students in their learning and their language development.
- Experiential learning, both inside and out of the classroom, (such as project-based activities, internships and community service) provides students with language-rich opportunities, in English and Spanish, connecting classroom learning with real-world experiences, and promoting personal growth and leadership skills.
- Students learn at different rates and in different manners therefore, teachers must use a variety of approaches to make content and language accessible to students. Students must have multiple ways in which to demonstrate their learning and assessment should encompass a variety of means including formative, authentic, performance based (portfolios, exhibitions) and standardized (classroom tests, Regents).
- Successful learning communities emphasize high expectations and support students and their families in realizing these goals.

- As an integral part of the broader community, the school and its partners collaborate and share responsibility with teachers, students and parents to achieve success.
- A successful school governance model emphasizes collaboration in which faculty participate in the school decision-making process, not only in the areas of instructional program design, curriculum development, and materials selection, but also in committee work, peer selection, support and evaluation

ELLIS Preparatory Academy is a multicultural high school for recent arrivals, serving the needs of students with varying degrees of limited English proficiency. Our mission is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond. ELLIS Preparatory Academy gives priority to students of limited English proficiency, who have been in the United States under a year. All of our students enter as limited English proficient (LEP). They come from 20 different countries and speak 18 different languages. Once admitted, the students remain with us for their entire high school careers.

ELLIS Preparatory Academy offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English while supporting their native language. The interdisciplinary curriculum in the team of four teachers that we currently have is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction.

All classes are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age. They are supported by 25 teachers; all teachers are regularly licensed and assigned to the school.

The school year is programmed on a yearly schedule. Students stay with the same teachers for two years. Classroom projects are designed to explore interdisciplinary themes and structured for both collaborative and individual work. Instructional teams are given a portion of funds allocated to the school to purchase texts and libraries, which support the curricular goals of the teams. It is rare that an entire class will use one textbook. Our expectation is that our graduates will be able to work in-depth both collaboratively and independently, using a wide variety of resources.

Teachers provide multiple assessment opportunities to learn about their students from different vantage points and, thus, monitor and track their learning. Multiple assessments also provide students a variety of ways to show understanding thereby increasing their chances of overall success.

During the 2013-2014 school year all resources have been used to support our interdisciplinary learning curriculum model. We are a Title I funded school and all funding is used to provide direct instruction and support services for our students. Performance driven budgeting allows our team of teachers to assess at the grass roots what is needed and allocate resources to quickly support those needs. All teachers provide English and native language development through the content area of their instructional program. As students acquire their second language (English) they maintain and develop their native language and all students receive the benefits of all the programs and grants.

Our commitments to parents to ensure their effective participation in the life of the school and, thus, increase student success include:

- Holding parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held during one afternoon and one evening in the fall and one afternoon and evening in the spring. (Parents will be notified as the exact dates are finalized by the NYC Dept. of Education.)

- Providing parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Narrative Progress Reports, including a quantitative breakdown of their children's grades, are provided to parents four times a year at the end of the fall semesters and a narrative at mid-points during both semesters. A Final Report Card with extensive narrative is provided to the parents at the end of each school year. In addition teachers make frequent contact with parents via telephone and email in order to keep them abreast of their child's attendance and academic progress.

- Providing parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers and the team are in frequent contact with parents via telephone and email. Parents are constantly being reminded that teachers are available to meet and that all a parent needs to do is contact the guidance counselor or contact the school's secretary to set up an appointment. Parents receive a parent handbook at the beginning of each year, which includes teachers contact information as well as class schedules. In addition parents are invited to attend monthly PTA meetings and workshops which are attended by many ELLIS staff members. Equally important is the role of the advisor whose key responsibility is to work closely with parents, maintaining regular contact to effectively support the social and academic progress of their children.

- Providing parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents are strongly encouraged and always invited to visit their child's classes.

PARENT RESPONSIBILITY

We, as parents, will support our children's learning in the following ways:

- Support my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding , as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning, pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;

- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive in school everyday.

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW,

BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT

ELLIS Preparatory Academy will

- involve parents in the planning, review and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school’s participation in the Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school’s curriculum, and the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name Signature Date

Parent(s)-Print Name(s)

Student (if applicable)-Print

Name

•

**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 10	Borough Bronx	School Number 397
School Name ELLIS Preparatory High School		

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

Principal Norma Vega	Assistant Principal Kathleen Rucker
Coach Maribel Tineo	Coach
ESL Teacher Sam Saltz	Guidance Counselor Hedin Bernard
Teacher/Subject Area Krissy Lawlor ESL Global Studi	Parent /Sadigue Hamzeyi
Teacher/Subject Area Jane Kang ESL Math	Parent Coordinator Anel Tineo
Related Service Provider none	Other Deo Persuad, Social Worker
Network Leader(Only if working with the LAP team) type here	Other Iris Blanco, Social Worker

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	342	Total number of ELLs	342	ELLs as share of total student population (%)	100.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										9	9	4	4	26
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	9	9	4	4	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	271	Newcomers (ELLs receiving service 0-3 years)	280	ELL Students with Disabilities	6
SIFE	146	ELLs receiving service 4-6 years	51	Long-Term (completed 6+ years)	0

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	290	45	6	51	22	2	0	0		341

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	290	45	6	51	22	2	0	0	0	341
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										88	73	62	46	269
Chinese														0
Russian														0
Bengali										3	3		1	7
Urdu											1			1
Arabic												1	1	2
Haitian														0
French										10	21	16	13	60
Korean											1			1
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	102	99	79	61	341								

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)										43	22	3	4	72
Intermediate(I)										33	60	40	32	165
Advanced (A)										5	2	16	14	37
Total	0	81	84	59	50	274								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	80	0	6	0
Integrated Algebra	112		26	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	144		36	
Physics				
Global History and Geography	68		6	
US History and Government	21		5	
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.

In addition to the administration of the LAB-R administered by pedagogues and lead instructional coach Maribel Tineo to all newly enrolled ELLs at Ellis to determine their English literacy level, we also administer the first of our Design-Your-Own periodic writing

assessments (along with other schools in partnership with the Institute for Student Achievement) within the first two weeks of school. We also administer a native language reading assessment to our Spanish- and French-speaking students (many of our West African students speak and read French as a second language). Analysis of these early literacy assessments show that: A majority of our students are literate in their first language; approximately 25% have low literacy in their first language (either because of interrupted education in the case of SIFE or because of a poor quality of education in their home countries); incoming students' English literacy ranges from pre-literate to emerging literate levels, with a small handful entering with beginning or intermediate English literacy levels. On the basis of these early assessments, in addition to the HLIS which is completed by Guidance counselors during the admissions process, teachers design their differentiated and multi-layered curricula, choose multi-layered texts for classroom use, program students into independent, guided, or SIFE-oriented reading groups, and assign students to heterogeneous core classes. Within classes, teachers use these assessments to form small working groups, moving students from heterogeneous to homogeneous groups as the needs of particular lessons demand.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Analysis of LAB-R and NYSESLAT results show that our older ELL population is vastly heterogeneous in English language achievement and development. LAB-R results show that approximately 85-90% of incoming 9th graders are at a beginning level of English development (the test does not measure pre-literacy or emerging literacy levels); by the end of their first year at Ellis, NYSESLAT results reveal that a little over half of our 9th graders are solidly at a beginning English language level, with the rest having achieved an intermediate level. By the end of their second year at Ellis, the majority of students are at an intermediate level, with a few achieving the advanced level and a few showing English language proficiency. As we have just begun our third year in existence, we do not yet have NYSESLAT data for our third-year students. NYSESLAT modality analysis shows evidence of improvement in all four modalities, with a somewhat greater percentage of students showing improvement in listening and speaking than in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4 a. 65% of our ELL population has passed the Integrated Algebra I Regents by the end of their 3rd year. 67% have passed the Global exam, 78% passed the US History exam, and 58% have passed the English Regents exam within their first 3 years at ELLIS (and in the country, for the most part). 49% have passed a Science Regents exam. ELLIS's science curriculum for this cohort focused mostly on chemistry, such that 2/3 of those with a passing score passed the Chemistry Regents exam, the only science regents these students attempted. It must be noted that the Chemistry Regents is a significantly more demanding exam (in terms of conceptual difficulty, passing mark, and being offered only in English) than the biology and earth science exams typically taken to satisfy the science regents requirement at many other schools. 25% of our ELL population has passed the Integrated Algebra I Regents by the end of their 2nd year. 19% of the population passed the Global regents by the end of the 2nd year. While our students have the opportunity to take these exams in their native language (except for the Chemistry exam, which is only available in English), they opt to use the native language version as a reference point only and prefer to take the exams in English. This state assessment data shows us that use of the collaborative, project-based Internationals Approach to integrating language development and content instruction is successful for the majority of our ELL population. Current second- through fourth-year Ellis students will have further opportunities to take these exams. In addition to these state-mandated examinations, all students at Ellis participate in oral presentations of learning before a panel of peers and adults four times a year. These presentations (Defenses of Learning and Portfolios) are assessed using a teacher-developed rubric, and show regular progress in both language development and content understanding among all ELLs.

 - b. School leadership uses the results of our DYO Periodic Assessments to make structural and programmatic changes as well as to guide the design of professional development. We have added an additional period to our schedule in order to program each student in a targeted reading group (independent reading, guided reading, or SIFE-oriented literacy instruction). We also conducted in-school summer professional development, and have designed our bi-weekly series of school-wide professional development for this school year, to focus on reading—analyzing text complexity, choosing multi-layered texts for classroom use, and teaching reading comprehension strategies.

Teachers use the results of our DYO Periodic Assessments to refine their differentiated and multi-layered curricula, implement changes in instructional methodologies, and program students into targeted reading groups as well as both heterogeneous and homogeneous working groups within core classes.

c. Periodic Assessments show that use of the collaborative, project-based Internationals Approach to integrating language development and content instruction is successful for the majority of our ELL population, although an increased focus on reading complex text is demanded across all curricular areas. While the Periodic Assessment in writing is designed to assess literacy in English, students have the option of taking the math Periodic Assessment in their native language. Rubrics for the math assessment allow teachers to determine a student's achievement in mathematical thinking in either English or native language.

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

As part of the Internationals Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Consulate which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.

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 - we do not have a dual language program

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate above
- Course pass rate for all grades
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate
- Student anecdotes

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](#).)

All students admitted to ELLIS Preparatory Academy are recently arrived immigrants who arrived directly from their country to our school and who have scored below the cut-off rate on the LabR. The families of new admits, from their native country, fill out the HLIS (in their native language if available) during the admissions process which takes place with an ESL teacher and person who speaks the native language of the parent (this can be an internal staff member or an outside translator from a social service agency or NYC DOE Translation Services). Students then take the LAB-R within ten days of admission. The Lab-R is given on an ongoing basis as new admissions occur.

The people responsible for this are:

HLIS: Hedin Bernard Licensed Guidance Counselor - Licensed Teacher Jane Kang

LAB-R: Maribel Tineo - Licensed Teacher

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers

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.

A team consisting of the guidance counselor, parent coordinator, assistant principal (certified in Social Studies), Certified ESL teacher and community assistant representing the different language groups present at our school facilitates the enrollment process. Within ten days of the entry date, the following steps take place:

- At the time of enrollment, families are given the HLIS and entitlement letters and are invited to attend any of a series of meetings to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
- In addition to viewing the video, parents of new enrollees are also provided with program choice brochures and various research based articles so that they can make an educated selection from the 3 types of program appropriate for their child.
- Information describing the three program choices is reviewed with parents after the videos are shown at the orientation. After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms.

The people responsible for this are:

HLIS: Hedin Bernard Licensed Guidance Counselor - Licensed Teacher Jane Kang

LAB-R: Maribel Tineo - Licensed Teacher

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers

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

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms. A check-list of all

students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not been submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher guidance counselors and complete the form. The guidance counselors ensure that continuous entitlement letters are sent home in subsequent years. Within ten days of enrollment, the student is given the LAB-R by our literacy coach. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept by our parent coordinator.

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.
Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. The ELPC screen is updated in ATS within 20 days of selection. All forms are maintained in the students file.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education’s translation services to communicate with our parents in writing in their native languages.

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.
All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers and test coordination is done by our literacy coach. Students who are absent for any part of the test are tested during a series of make-up sessions. The school’s goal is always to test every ELL in the 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. 
Our school uses a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. All of our parents have requested Free-Standing ESL.
Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art and Physical Education) who work to plan instruction for groups of approximately 100 students.

b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 65 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 times a week, plus the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 20-22 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.
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.

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use to communicate with the whole class is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative project-based tasks that both develop language and content knowledge. Tasks are all common core aligned (as indicated in our teachers' curriculum maps) and designed to be engaging and relevant to students' lives as well as to build students content and language abilities and understanding. This teacher generated curriculum is shared at school-wide PD sessions in which ESL teachers are paried with content area teachers to provide feedback on ESL instructional strategies that should be incorporated to assist our ELL learners. Principal observations and literacy coach feedback ensure that the ELL accomodations are effectively implemented by all classroom teachers.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native language screeners are used when possible to evaluate ELLs in their native languages. With over nearly 40 different languages spoken by our student population, many of our ELLs speak languages for which screeners are not available, so we rely on student peers, parents and community partners to provide feedback on native language projects.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All teachers understand that language acquisition must occur in all four modalities, meaning listening, speaking, reading and writing. Teachers work in collaborative teams with two or more licensed ESL teachers on each team, so these ESL teachers help the content teachers through the common planning of curriculum. Also, all content teachers have attended ELL specific professional development through WestEd or INPS to ensure their understanding and give them tools to teach to all four of these modalities. Through the INPS core principles of collaborative and experiential learning, teachers make sure sure that students acquire new language through speaking and listening. With Common Core professional development, teachers also ensure students acquire language through reading and writing. Lastly, all students work on portfolio projects for each class which incorporate all four language learning modalities. These projects include written pieces, as well as presentations. The initial written piece serves as a diagnostic and can then be compared with the following formal and informal writing pices over the course of the year to evaluate and understand students' progress over the course of the year. Formal and informal assessments are conducted multiple times over the course of the year. Thus, all four modalities are appropriately evaluated.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.” This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLS, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the group’s discussion and then share the information back with their jigsaw group.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas.

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?
Instructional strategies and materials are selected to provide access to academic content areas and to accelerate English language development for our ELL-SWDs. Informal and formal evaluations at the beginning of the school year as well as conversations with the students' previous teachers help to inform teacher of their students' ability levels. Based on this data, teachers select instructional strategies and resources tailored to their students' needs. Through implementation of a highly differentiated curriculum, all students are assigned appropriate tasks tailored to their ability level allowing them to access the material. Teachers provide students with a variety of resources including leveled texts, video clips, and other visuals to aid students in accessing the information. All projects culminate in presentations of work to peers and, when possible, to outside guests. Therefore, in the completion of projects, students utilize all 4 language modalities, which aids in acceleration of English language development. Curriculum is all teacher-generated to best meet the various ability levels present in the classes. Teachers submit common core aligned curriculum maps which are shared with their colleagues for peer feedback and review. Technology is used in all classes for

presenting projects, researching topics and final presentations, thus technology is key for communication, negotiation of content and presentation of knowledge. All ELL-SWDs are provided with appropriate support to ensure their growth and development. Our special education teachers meets regularly with the teachers and the students to provide support and track their improvement.

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 ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes in the mornings before school for individual support. They also receive push-in support from their special education teacher if needed. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes.

Courses Taught in Languages Other than English

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

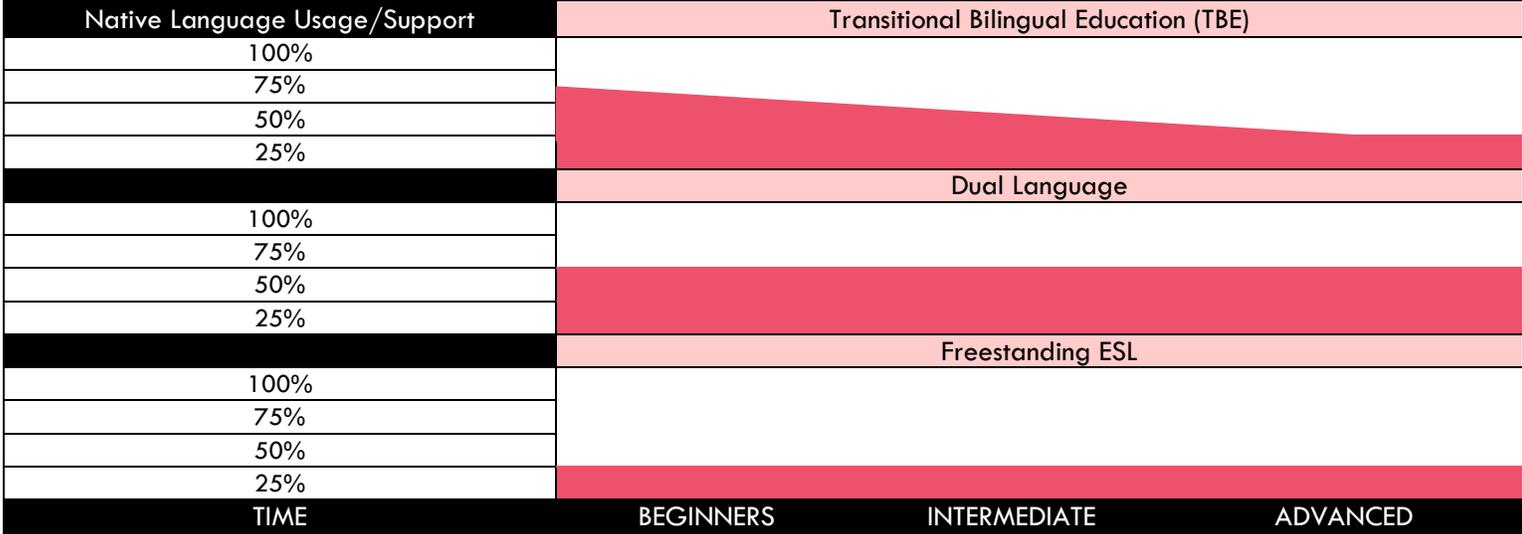
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotes. Teachers facilitating these programs utilize the "Internationals Approach":

- French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French
- Individualized After School Tutoring (in collaboration with The International Rescue Committee and New York University) – twice a week students are encouraged by teachers, guidance counselors and administrators to attend after school tutoring with 8-10 volunteers from the IRC and NYU. These tutoring sessions strengthen students' literacy and numeracy skills as students receive individualized assistance with homework assignments.
- Math Support Class – once a week for one hour, targeted students work with their math teachers to improve numeracy skills.
- English Support Class – once a week for one hour, targeted students meet with an English teacher completing projects designed to improve their literacy skills.
- Science Support Class – once a week for one hour, targeted students who are struggling in science meet with a Science teacher to complete projects designed to improve their scientific and English literacy.
- Intensive Tutoring Support- In a small setting of 5 students to 1 teacher, content teachers provide intensive support for SIFE and long-term ELLs four periods per week as part of our zero period extended day program.

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

These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation. Furthermore, since students in these clubs speak a variety of languages, they must use English to communicate, helping their language development. The effectiveness of these programs is measured through analysis of participants' grades, attendance, informal/formal assessments in the programs and teacher anecdotes.

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

As part of Digital Ready, we are trying to expand our partnerships. Some new programs we are considering are:

ScriptEd - computer coding for students

Tribeca Global Film Institute - documentary film making for students

BRIC - webpage making for students

TAXI to the Future - native language conversation classes for students

Syracuse Project Advance, Saint Joseph's College, and College Now - credit bearing college courses for students

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

We discontinued our I-Mentor class because we had an opportunity to try "Google 20%", a program through iZone. This course allows more choice for students, coinciding with our principle of localized autonomy. The flexibility and student choice aligns better with best practices for ELLs.

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

Since nearly 90% of our students are ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question ten of this section, we have the following after-school classes; while they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:

- Chess Club
- Student Government
- Model United Nations
- Anti-Defamation League's A World of Difference Peer Training Program
- College Now
- College Essay Writing Class
- Art Club
- Science Club
- Gay Straight Alliance
- Guitar Class
- UNICEF Club
- Culture Clubs (Tibetan, Arabic, Bengali, Latino, Chinese, African Nations)

Other Support Services:

- Interborough Developmental and Counseling Center (on site five days per week)
- New York University Medical Van (on site two days per week)

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

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in understanding of the content. When possible, teachers incorporate native language materials into the curriculum based on the students' needs and ability levels. Some examples include: Some examples include:

- QTEL Institute curricula
- Anti-Defamation League: A World of Difference
- Network for Teaching Entrepreneurship (NFTE) curricula
- Facing History, Facing Ourselves
- Cold Spring Harbor DNA Learning Center
- NY Tolerance Center
- Magnet Lab: Center for Integrating Research and Learning
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has 1:1 laptop computers plus 2 computer labs):
 - o iMovie, Final Cut Pro (digital video cameras)
 - o Garageband (digital voice recorders)
 - o iPhoto (digital cameras)
 - o Powerpoint
 - o MS Word, Excel, PowerPoint
 - o SMART Board
 - o iWork
 - o iBook

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

All of our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books from which our students can choose. Students take advantage of these resources several times throughout the day.

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

All of the required services for high school-aged ELLs are available to our students.

We use a wide array of resources in our school including teacher-made materials, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

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

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually in June to welcome new students to our school and to inform them about our school structure and activities.

18. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.

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 - no dual language program

C. Professional Development and Support for School Staff

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

1. The teachers, assistant principals, paraprofessionals, guidance counselor and secretary at BIHS participate in various professional development activities including intervisitations within our own school as well as at other schools and collaborating with outside institutions such as Apple, Columbia University, NYU, The Dolan DNA Learning Center, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, Weill Cornell Medical College, Theater Development Fund, Tolerance Center, International Rescue Committee, National Endowment for the Humanities, Pearson Foundation (Digital Storytelling), The Tenement Museum, Royal Shakespeare Company, BRIC, and NFTE. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The Brooklyn International High School participate in weekly interdisciplinary team professional development as well as bimonthly discipline-based professional development. In addition, BIHS conducts monthly professional development meetings for all faculty. Our Inquiry Team meets weekly to plan professional development, arrange for outside specialists, and provide feedback related to Inquiry Team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues. The inquiry team also prepare for our teacher-led PD which is held once a month on 9/24/13, 10/22/13, 11/19/13, 12/17/13, 1/14/14, 2/25/14, 3/25/14, 4/29/14, 5/20/14, and 6/24/14.

Contracted Vendor Professional Development

- Apple Training through iZone
- Schoology and LMS Training through Digital Ready

In-House Professional Development

- Intervisitations - In order to foster collaboration among teachers, each teacher will have the opportunity to observe another teacher during the year. Each visit will include a meeting with the host teacher to discuss classroom strategies and student outcomes.
 - Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.
 - New Teacher Meetings - At this weekly meeting, new and interested teachers will share curriculum and discuss classroom challenges and successes.

Other Professional Development

- Intervisitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
- QTEL Training

2. CFN 106 and INPS have offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core, specifically Universal Design for Learning and Depth of Knowledge. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using the QTEL analysis tool, DOK or UDL tools. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal and Assistant Principals visit the classrooms to provide feedback on implementation of common core aligned curriculum.

3. The guidance counselor attends professional development provided by the Internationals Network for Public Schools. This PD is designed specifically for guidance counselors and social workers who work with ELLs to provide them with strategies for assisting ELLs as they transition from middle school to high school.

4. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly

admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities. All records of professional development activities are maintained in our Google Drive folder which is updated on a weekly basis by our Professional Development Committee.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our parent coordinator encourages parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani. Attendance at these meetings is generally very high with 50-100 families in attendance. Our parents are encouraged to accompany the students on trips to colleges and to attend our International Feast. Anywhere from 20-30% of our students’ families regularly attend Open School Night and Open School afternoon.
 2. BIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:
 - International Rescue Committee (IRC)
 - The New York Immigration Coalition (NYIC)
 - Sanctuary for Families
 - Jewish Community Council of Greater Coney Island
 - Assorted attorneys and tax specialists (workshops on legal and financial issues)
 - Interborough Developmental and Consultation Center
 - NYPD Community Affairs Bureau New Immigrant Outreach UnitAll mailings relevant to these partner organizations are sent home are sent in both English and in the family’s home language. Translations are made possible through the NYCDOE translation unit or in-house by our multi-lingual staff.
 3. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. Parents are also surveyed through informal conversations over the course of the year at Family Association meetings and Parent Teacher Conferences. The role of the parent coordinator is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents’ needs and interests. The parent coordinator also works closely with the parents over the course of the year and periodically surveys them formally and informally to monitor their concerns and questions about our school.
 4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above. Topics covered over the course of this year include: Introduction to BIHS Curriculum, Graduation Requirements, College Prep, Financial Aid, Mentoring and College Readiness, Immigration, Internship, Knowing Your Community, Summer Plans and New Families Orientation.

E. Additional Information

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

Paste response to question here:

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	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
	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: **10x397** School Name: **ELLIS Preparatory Academy**

Cluster: **1** Network: **106**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon acceptance into Ellis Preparatory Academy, each student is interviewed orally and in writing about his/her first language as well as the language with which the parents are most comfortable. This year our school accepted 103 students 100 of which parents needed translation into their native language. Languages that they spoke were Spanish, French, and Bengali. This information is recorded in each student's emergency card, on ATS, and on an in-house master spreadsheet of Ellis students. The spreadsheet is emailed to faculty and a hardcopy is provided as well during first Guidance meetings. Spreadsheets are updated weekly during peak admissions months and then updated monthly and provided to faculty monthly during non-peak admissions months.

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 master spreadsheet derived from the home language survey—with each student's first language as well as the language parents prefer for school communication—is given to each staff member, including school secretaries, classroom teachers, and advisors.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parents receive in writing and through phone messenger in a timely manner all pertinent school materials in their native language. Parents are informed well in advanced and in regular intervals of important events and are continuously encouraged to participate. At major informational meetings where we historically receive the most parents ie. parent confernces, college night and financial aid night, translaotrs are brought in from the faculty. Teachers who are fluent in the three major languages in our school are Andrew Wallace/French, Krissy Lawlor Fulani and Anel tineo Spanish. For languages that we do not have available in our faculty we have outside tranlsators come and the office of language and translation support the translation of any written material or oral information provided to parents at these events.

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

In order to support Oral interpretation services for students and their families based on the Home Language identificaiton Survey, we will utilize staff and/or hire bilingual/trilingual indiv to assist in interpreting for parents when they come to school for:

- e. Open School Night, Family Association Meetings, SLT meetings and other evening school events
- f. Discipline meetings with the administration
- g. Meetings with teachers about their children's academic performance
- h. Enrollment of new students in our school

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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>.

ELLIS Preparatory High School will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted near the entrance to the school to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with parents.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Ellis Preparatory Academy</u>	DBN: <u>10X397</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 4
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: Ellis Preparatory Academy utilize a content-based ESL program for our recent immigrant students. Our 20 teachers and 4 discipline coaches work in the context of 4 interdisciplinary teams to design and implement standard-based, interdisciplinary, project-based curricula for the 301 students they mutually share. Teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups: groups are alternately and purposefully homogeneous or heterogeneous (by ability, gender and first lanaguage, where possible) so as to optimize language development. Classes are taught in English.

As effective as these school-wide strategies are, the unique student popopulation at Ellis - older than the typical high school student, and new to the country and learning English- means that many students need supplemental support in order to pass their courses and Regents exams in timely manner. As part of the International Network of Schools, this year we are transitioning from 5 regents exam for graduation to students completing 4 graduation ready portfolios and the English and Math regents.

We have 4 ESL certified teachers, 6 Social Studies certified teachers, 4 science certified teachers, 5 English certified, 4 Math certified and 1 Special Ed certified teachers

Title III supplemental services for Living Environment will serve 25 Ells in grades 9-10 afterschool from 3:30 -5:30. These students were chosen among all ELLs at Ellis because of one or more factors:SIFE status; lowliteracy in their native language and/or in English;persistent low achievement in the content class. in addition this enrichment class becomes even more important as students needs to be prepared to pass their graduation portfolio in science by their 3rd or 4th year. The 25 9th/10th grade ELLs take a Living Environment class with a biology-certified teacher and an ESL certified teacher on Mondays, Tuesdays and Thursdays.

Title III supplemental services for Integrated Algrebra will serve 25 ELLs in grades 9th-10th graders afterschool from 3:30-5:30 . These students were chosen among all ELLs at ELLIS because of one or more factors: SIFE status; low literacy in their native language and/or in English; persistent low achievement in the content class. Students come from their native country to America with low numeracy skills which the afterschool academic would help to address. The 25 9th/10th grade students are taught on Mondays, Tuesdays and Thursdays by a Math Certified teacher and ESL certified teacher.

Title III supplemental services for the humanities (history and English, including a particular focus on writing skills) will serve 50 ELLs in grades 11th/12th afterschool from 3:30-5:30. These students were

Part B: Direct Instruction Supplemental Program Information

chosen among all ELLs at ELLIS because of one or more factors: SIFE status; low literacy in their native language and/or in English; persistent low achievement in content classes; skills in advance of the majority of students in their peer group and needing accelerated enrichment. 25 11th/12th grade students will attend a Global Studies writing class with an ESL certified teacher and Social Studies certified teacher on Mondays, Tuesdays and Thursdays. Another 25 11th and 12th graders will take humanities class with an English certified teacher and ESL certified teacher on Mondays, Tuesdays and Thursdays.

Throughout the ELLIS program, including after-school supplemental services, English is the language of instruction; however, purposeful heterogeneous grouping as well as collaborative instructional strategies support students in maintaining their native language, which is essential to their ability to develop their academic, intellectual, and social abilities.

Rationale for the selection of program/activities

•Title III after-school programs were chosen because we wanted to ensure that students who were experiencing academic difficulties were provided with intensive individual and small group enrichment in order that they have the highest chance in acquiring course credit and passing the exams. In addition, we wanted to provide opportunities for acceleration for a smaller number of students with more advanced skills in mathematics, science and English literacy.

Times per day/week (Materials for each class)

- Classes in Humanities and Writing Skills meet on Mondays, Tuesdays, and Thursdays, 3:30-5:30. One class taught by an English certified and an ESL certified teacher will use fictional novels, videos and different materials created and adapted by teachers themselves. The other class is a Global studies writing class taught by a social studies certified teacher and an ESL certified teacher on Mondays, Tuesdays and Thursdays. They will use magazines, newspapers and videos along with different materials created and/or adapted by the teachers themselves.
- The Title III Living Environment class meet on Mondays, Tuesdays, and Thursdays, 3:30-5:30, and are taught by biology-certified teachers and an ESL certified teacher. The materials include lab equipment, non-fiction magazines and videos and materials created and/or adapted by the biology certified teachers and the ESL-Certified teacher themselves.
- The Title III Integrated Algebra meet after school on Mondays, Tuesdays, and Thursdays, 3:30-5:30. Materials used include videos, Math software programs, math magazines and materials created and/or adapted by the math-certified teacher and ESL teacher themselves.

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Program duration: Each class has 84 sessions.

- History, English, and Writing Skills will run from October 2014 through May 2015
- Living Environment support will run from October 2014 through May 2015
- Integrated Algebra support will run from October 2014 through May 2015

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Professional development for the 21 teachers (including 8 listed above) providing supplemental support in the humanities, Living Environment, and Algebra is designed specifically to build their capacity towards improving both language development and academic achievement of the ELLs receiving the supplemental support. Professional development occurs in a variety of ways throughout each week, September through June, including:

a. Title III program teachers meet with other teachers of their discipline several times a week. These discipline groups that has the teachers providing Title III services receive targeted professional development from coaches from the Institute for Student Achievement (Gabe De Angelis for math, every Friday, and Mardi Tuminaro and Stefanie Macaluso for science every Wednesday) and the New York City Writing Project (Nancy Dunetz, every Wednesday.) The focus of these coach-based professional development sessions vary according to the specific needs of Title III teachers and students. For example, our disciplines will be aligning curriculum to the common core standards with a focus on ELL strategies.

b. School-wide professional development occurs every other Wednesday (1:45 -2:45) and is facilitated by coaches, AP's and instructional leaders. These PDs target points of intervention and strategies for improving the academic achievement and language development of ELLs. Title III teachers apply their learning in both their regular classes and their supplemental after-school programs. This year, school-wide professional development continues to focus on developing rigorous and engaging tasks for ELL students both for daily lessons and short term and long term projects. How do we engage students in in productive struggle? A focus on improving higher order thinking questions both in the tasks and discussion will be key areas for teachers to work on. Title III teachers are incorporating these questioning strategies and rigor tasks within their Title III supplemental services after school. Additional professional development will be focused on writing across the curriculum and incorporating specific language-development objectives into content classes. In addition to these weekly activities, Title III teachers develop their capacity to improve ELL academic achievement and language development through professional development such as workshops provided through the Internationals Network for Public Schools.

The following were/are the dates of the PD: (All PDs are on Wednesdays between 1:45-2:45 pm)

9/3/2014- Rituals and Routines and Move ELL students Forward -- Ed Liu AP ELL teacher of 14 + years
9/17/2014 -- Best Practices of Highly Effective ELL Teachers-- Maribel Tineo Instructional Lead teacher
14 + years of teaching/coaching
10/1/14 --- Best Practices of Highly Effective ELL Teachers (2) -- Vanessa Sequeira Inbtructional Leader
10+ years of teaching
10/15/14 ---Museum Process (Looking at how to get ELL's to analyze and synthesize) -- Jon Lessuck
Science Teacher of 27 + years and Discipline Leader
10/29/14 ---How to use RTI system to support ELL students--- Orly Lebor --Special Ed Teacher
12/10/14 -- ELL Adviosry PD -- Hedin Bernard and Iris Blanco --Guidance Counselors
1/7/15 --Unit Plan to Lesson Planning That Incorporates High Standards for ELLs --- Vanessa Sequeira

Part C: Professional Development

and Maribel Tineo

[1/21/15 --Higher Order Thinking Questions for ELL Students--Edward Liu](#)

[2/4/15 --- Infusing English Grammar in lessons/units --Nancy Dunetz Literacy Coach\(NYC Writing Project\)](#)

[2/25/15 --- Writing Across the Curriculum for ELL students \(part 1\) -- Stephanie Grasso, Literacy Coach, Ed Osterman \(NYC Writing Project\)](#)

[3/11/15 -- Writing Across the Curriculum ELL students\(part 2\) -- Stephanie Grasso, Literacy Coach, Ed Osterman \(NYC Writing Project\)](#)

Part D: Parental Engagement Activities

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

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

Begin description here: The majority of our students are ELLs (and all newly enrolled students are ELLs). Parental involvement at Ellis is difficult for several reasons: Many families fall below the federal poverty level, so parents often work two or more jobs; parents themselves experience difficulty making cultural transitions to a U.S. school system and are unaccustomed to being involved in their child's school; as our entire ELL population is 16-21 years old, a great number of them live with siblings or other more distant relatives or friends who do not acknowledge a responsibility to support our students academically, and many of our students live independently.

Nevertheless, we are making an effort this year to reach out to parents . Ell parents of incoming 1st year students will be ask to attend 1 of 5 days in September where we will discuss with parents what Ellis does to support and accelerate English language growth and academic success as a segue to a very important conversation about how Ellis parents could support their child's education at home. These workshops are done in addition to core parent meetings during Curriculum Night and during the first Parent Teacher Conference Night and Day. We will target first years because the sooner parents could have strategies on how they can support their child's education, the greater chance students will succeed. In the workshops, we will emphasize the importance of students focusing on their education rather spending hours working at a job; to delay a parents' urge to have their child work to support their family and what it means for their family's future for their child to graduate. After inviting parents for Curriculum Night, we will have a similar conversation with 2nd year ELL parents, whom we also offered 5 possible days for parents to attend our workshop about how they could support us to support their child's education. We are offering the 5 days because our parents work different hours and we want to make sure they had access to this very important meeting. We will create a committee of facilitators (Guidance Counsleors, APs', Principal, Parent Coordinator) who will share the load of running these 5 days workshops. In November we plan to provide ELL parents the ability to access our new report card system (Jupiter Grades). This will allow parents to monitor their child's grades and progress at home as they will be able to access their child progress and grades online. This will allow ELL parents to push their child toward higher academic ahchievement. in December we will target 4th year ELL parents in preapration for 4th year graduation portfolios in science and social studies. Parents can make sure

Part D: Parental Engagement Activities

students are making progress at home and during winter recess towards completing of their child's graduation portfolios. We will meet with 3rd year ELL parents in January in how they could support their child to pass their regents and complete their first graduation portfolio. The workshops for ELL parents of 11th and 12th grade will be modified to address the needs of the parents/students such as discussion about financial aid and applying for college. For example, our college advisor Mr. Jeremy Heyman will meet with nearly every parent of graduating seniors either individually or in small group settings. The workshops are organized and run by Annel Tineo (Parent Coordinator) Hedin Bernard, Iris Blanco, Wendy Frias, Janeen Padilla (Counselors), Instructional Leader Maribel Tineo, Edward Liu, AP and Vanessa Sequeira, Instructional Leader, School support staff Ethis Tineo, College Counseor Jeremy Heyman and our Principal Norma Vega.

Dates of Parent Activities:

Topic: Ways First Year ELL Parents Could Support Their Child's Education

September 15 (9-10:30) Norma Vega and Wendy Frias, 16 (12:30-2:00) Janeen Padilla and Jeremy Heyman, 17 (5:30-7:00) Edward Liu and Vanessa Sequeira 18 (5:30 -7:00) Iris Blanco and Annel Tineo 20 (10-11:30)Hedin Bernard and Ethis Tineo

October 7 --Curriculum Night -- What are Ellis Students Learning in their classes? Facilitated by teams of Ellis teachers

Topic: Ways 2nd Year ELL Parents could Support Their Child's education

10/14 --(9:00 -10:30) Annel Tineo, 10/15 (12:30 -2:00) Janeen Padilla 10/16 (5:30-7:00) Norma Vega and Edward Liu 10/18 (10 -11:30) Maribel Tineo and Edward Liu

11/13 and 11/14 --ELL Parent Workshop to Set Up Email and Jupiter Grades Access --11/13- 5 -7:30, 11/14 12:30-3 (Vanessa Sequeira and Annel Tineo)

Topic: 4th Year ELL Parents and How Could They Support Their Child in Graduating This Year

12/16 --6:00-7:00 (Jeremy Heyman/Wendy Frias) 12/18 - 6:00-7:00 (Edward Liu/Vanessa Sequeira) 12/20 --10:00-11:00 (Annel Tineo and Maribel Tineo)

1/13/15---Financial AID Night for ELL parents

How Parents Are Notified -- Facilitators make phone calls and school sends an electronic message as reminder

Translation -- Most of the Facilitators able to speak Spanish (90% of parents) We will use student translators. The handouts will be in Spanish, English and French.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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