



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

DBN: (i.e. 01M001):

11X509

School Name:

HIGH SCHOOL OF LANGUAGE AND INNOVATION

Principal:

JULIE NARIMAN

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 11X509
School Type: Newcomer High School Grades Served: 9-12
School Address: 925 Astor Ave
Phone Number: (718) 944-3625 Fax: (718) 944-3641
School Contact Person: Julie Nariman Email Address: jnariman@schools.nyc.gov
Principal: Julie Nariman
UFT Chapter Leader: Andy Sullivan
Parents' Association President: Ana Serrano
SLT Chairperson: Johnny Vasquez
Student Representative(s): Greisy Cayetana, Selenia Gonzalez

District Information

District: 11 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: (718) 741-5852 Fax: (718) 741-7098

Cluster and Network Information

Cluster Number: 505 Cluster Leader: Debra Maldonado
Network Number: 551 Network Leader: Margaret Struck

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)
Julie Nariman	*Principal or Designee	
Andy Sullivan	*UFT Chapter Leader or Designee	
Ana Serrano	*PA/PTA President or Designated Co-President	
Ami Rivera	DC 37 Representative, if applicable	
Greisy Cayetana	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Johnny Vasquez	Member/ Teacher Representative/SLT Chairperson	
Dolores Liriano	Member/ parent	
Amadaly Brito	Member/ parent	
Ercilia Rodriguez	Member/ student	
Selenia Gonzalez	Member/ student	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. High School of Language and Innovation (HSLI) is a newcomer high school co-located in the Christopher Columbus Campus in the Bronx. The school currently enrolls 361 students, almost eighty percent of whom are newcomer ELLs. The school emphasizes student responsibility and language use in all aspects of instruction and school culture, making it unique in the degree to which students take ownership of their learning. This method is called Learning Cultures. The school has a strategic partnership with three other Learning Cultures high schools, and a staff developer who specializes in it. Two other strategic partnerships are with the CBOs Bronx Arts Ensemble and Korea Tae Kwon Do for over three years. This has led to a high proportion of students engaging in ongoing and varied arts and physical education opportunities.

2. The school has the following strengths: a system of distributed leadership in which teachers serve as “leads” in the areas of professional development, school culture, assessment, curriculum and “Code Blue.” The last is system of monitoring progress of students who are below 5th grade in math and literacy, and conducting academic interventions for these students. In all courses, the school has ritualized classroom formats that promote literacy and collaboration. The school also has a cohesive approach to school culture and discipline that coaches students to understand their own patterns of behavior and commit to improvement. Some major accomplishments of the school have been: exceeding city and borough averages in attendance and credit accumulation during the past school year, receiving an award for best Tae Kwon Do program in the New York City public schools, and receiving an “excellent” rating in math achievement for supporting students in improving incoming proficiency levels on the School Quality Snapshot.

The school has several challenges. One challenge has been supporting a continually growing staff in gaining in-depth knowledge of the school’s methodology so that teaching practice aligns with the vision of the school and the CCSS, and supports student achievement. Another challenge has been continual rolling admissions of a newcomer high school. This results in numerous students entering after the start of the school year each year with varied levels of prior schooling, who must adjust to our school environment and methods, and make up gaps in content knowledge and language development in a very short period of time.

3. The school made strides in several areas: 1. School environment—the results of the school environment survey indicated higher levels of perceived safety and satisfaction. 2. Math achievement—the school was rated “excellent” at improving incoming proficiency rates in the School Quality Report. 3. Teacher effectiveness—all teachers were rated “effective” in Measures of Teacher Practice (MOTP) and Measures of Student Learning (MOSL).

Key areas of focus: 1. Professional learning—the school dramatically changed its structures for professional learning, going from daily, whole-group PD, to several different smaller teacher learning teams including department teams, grade teams, and cross-content Professional Learning Communities. The school now needs to strengthen these learning groups for maximum impact on student achievement. 2. Guidance and college readiness programs—with its first graduating class, the majority of who will be the first in their families to attend college, the school is focused on developing a strong guidance and college readiness program that includes families. 3. ELA, Global History, and U.S. History—the school’s results in this area were rated “Fair” in the School Quality Report, and are a key area of focus in particular for the school’s first graduating class.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- Aligned used of resources to support instructional goals that meet students’ needs, is customized, inclusive, and motivating, and happens across all classrooms (Quality Review)
- A literacy structure implemented in all classrooms called Unison Reading that supports all students, particularly ELLs, in customized learning, leading to high achievement in math (School Quality Guide).
- A collaborative learning structure that supports all students, particularly ELLs, in focusing their learning towards their gaps and areas of need, which has led to an increase in credit accumulation for 9th and 10th graders and students in the Lowest 3rd earning 10+ credits (School Quality Guide)

Areas of focus:

- Curricula-aligned assessment practices that inform instruction (QR)
- Research-based, effective instruction that yields high quality student work, especially in writing, that helps students develop critical thinking skills (QR)
- The school needs to create more rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards and refined using Hess’s Cognitive Rigor Matrix (QR)

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.

By end of April 2015, all math, science, and social studies classes will have implemented at least four units that included 3-6 short and 1-2 long-term writing projects aligned to the Common Core State Standards for writing in History, Science, and Technical Subjects in order to support student mastery.

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>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Professional development: each teacher will be assigned a coach who will visit their classroom or have a planning meeting with them	All teachers	September 2014 to	A Professional Development Lead

weekly or bi-weekly.		June 2015	Teacher
ESL instructional support: ESL Reading and ESL Writing courses have each been increased for all students from 210 to 280 minutes per week in order to strengthen student literacy and support writing in the content areas.	ELLs	September 2014 to June 2015	The Programming Team and ELA/ESL Department Chair
Deliver a workshop to parents in early Fall on how the writing projects will support their child in learning, and how parents can support their child in writing these projects at home.	Parents	September 2014	Principal and parent coordinator
Trust and professional collaboration: a structure of Professional Learning Communities will be implemented to build a culture of integrity, sharing practice, and will include lesson study, looking at student work and writing projects, and inter-visitations to get feedback on how this structure is working.	Teachers	September 2014-June 2015	Professional Development Lead

Part 4 – Resources Needed

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

- Schedules: Instructional Coaches and Professional Development Lead will be given a compensatory time schedule in which they teach 1 class and spend the remainder coaching and leading professional development.
- Human resources: an increased number of ESL/ELA teachers were hired in order to provide the additional 140 minutes of reading and writing instruction in the school week.
- Instructional resources: A literacy consultant was hired to provide coaching and guidance on teaching into high quality writing projects in the content areas.

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

Part 6 – Progress Monitoring

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

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

By January 2015, all content classes will have implemented two units with at least 3-6 Common Core Aligned short-term writing projects.

All departments will engage in a cycle of looking at student work to determine the quality of the projects and teacher next steps to address gaps and lead to student growth in writing.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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

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

Strengths:

- A culture of learning that communicates high expectations with supports, where students feel safe and challenged (Quality Review)
- Structures for positive learning environment, inclusive culture, and student success (Quality Review)

Priority needs:

- Data trends show that while 1/3 of the students in the school’s first graduating class are on-track to graduate with Advanced Regents diplomas, another 1/4, who also did not make significant progress on the NYSESLAT, have not yet passed 2-3 of their Humanities regents in Global History, U.S. History, or ELA. (School’s progress monitoring and STARS data). This indicates that a sub-group of the students are not fully supported in their learning needs and need to feel more supported.

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.

By May 2015, the school will have fully established a Peer Leadership Mentoring program in grades 11-12, in which peer mentors are matched with 1-3 students who are struggling in language development and content mastery leading to not being on-track to graduating.

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>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
System to support peer mentors: Weekly coaching sessions for Peer Leadership Mentors will help them generate ideas, problem-solve, and support their mentees.	Peer mentors	January 2015-June 2015	Coordinator of Student Activities and 2 Guidance Counselors
Strategies: Beginner & intermediate ELLs and over-age, under-credited students who are being mentored will receive bi-weekly	Beginner & intermediate	January 2015-June	Guidance counselors and

coaching sessions from peer mentors.	ELLs and over-age, under-credited students	2015	after-school teachers
Parental involvement: Mentors and mentees will develop twice-monthly student-led parent conferences, in which the mentors coach the mentees on how to explain their learning and progress to their parents or guardians, and then follow up that it was done.	Parents, mentees	January 2015-June 2015	Guidance counselors and parent coordinator
Periodic grade assemblies led by students will build communal understanding of how this collaborative approach will support all students, either in leadership or in being supported by leaders.	All 11 th and 12 th grade students	December 2014-June 2015	Coordinator of Student Activities and 2 Guidance Counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources: guidance counselors and after-school teachers Instructional resources: technology to practice content and language Schedule: Assemblies, weekly mentor check-ins during lunch period, and after-school program

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III	x	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:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
January 2015, walkthroughs will be conducted to assess amount and quality of mentor-mentee meetings. Week 1 of February 2015, school will look at attendance records from after-school mentoring sessions, analyze results of January Regents to assess efficacy of this program. We will also look at the results of student work analyzed during teacher team meetings, as well as Teacher-Student Impact Conferences with the principal.				
Part 6b. Complete in February 2015 .				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	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 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Strengths:

- A culture of learning that communicates high expectations with supports (Quality Review)
- Common planning periods built into every teacher’s schedule (Quality Review)

Priority Needs:

- Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning (Quality Review)

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.

By June 2015, all teachers will have engaged in a weekly inquiry approach to improving teaching and student learning via structured professional learning communities that will engage in a minimum of 20 inquiry cycles of lesson study, looking at student work, and intervisitations, resulting in further instructional alignment to the CCSS.

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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Systems: create four professional learning periods into each teacher’s schedule, including a grade team meeting, a department meeting, a Professional Learning Community of cross content areas, and a whole-staff professional development period. Instructional program: Skilljar, an online course platform to support teachers in collaborative and literacy-rich learning methods, will be purchased for each teacher	All teachers	September 2014-June 2015	Professional Development Lead and Programming Team
Strategies to address the needs of ELLs, SIFE, and over-age, under-credited students: Grade teams will conduct Academic Interventions using a protocol that references student work and data and creates	ELLs, SIFE, and over-age, under-	October 2014-May 2015	Grade team leaders

student-friendly, actionable next steps to support these students.	credited students		
Parents will be invited to attend and take part in forming students' plans in the grade teams' Academic Interventions.	Parents	October 2014-May 2015	Grade team leaders and parent coordinator
Teacher-leaders will guide meetings and be coached in upholding a set of norms in collaborative planning that upholds every teacher's integrity and professionalism.	Teacher-leaders	September 2014-June 2015	Instructional coaches

Part 4 – Resources Needed

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

- Human resources: Professional development lead and instructional coaches will be given compensatory time positions
- Instructional resources: Skilljar, an online professional development platform will be used to provide ongoing learning and PD for teachers
- Schedule: All teachers will have a total of 280 minutes of collaborative planning and professional development built into the school week

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

A mid-year/ January professional development survey will be given to all teachers to assess the strengths and further areas of need for collaborative planning.

The lead teacher team will assess the quality of teacher inquiry/ looking at student work analysis documents in January 2015 and compare them to documents created in November 2014. Using the inquiry cycle, we will also monitor student growth via work samples before and after this process, as well as student progress on the standards based grading system of Jumprope.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	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

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

Strengths:

- A culture of learning that communicates high expectations with supports (Quality Review). In this sense, the principal nurtures the growth of students with socio-emotional support.
- Common planning periods built into every teacher’s schedule (Quality Review). This supports staff in instruction.

Priority needs:

- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products (Quality Review). Further nurture the professional growth of teachers by refining our pedagogy so that it meets the needs of all students.

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.

Nurturing professional growth: By May 2015, all teachers will have received a minimum of 2 Teacher-Student Impact Conferences, which will be an in-depth examination of how lesson plans and student work can be used to impact student achievement and further align instruction to the CCSS

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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Structure: Principal will work with talent coach to develop and revise a protocol for Teacher-Student Impact Conferences	Principal and teachers	December 2014-June 2015	Principal, talent coach instructional coaches

Strategies: Protocol for looking at student work will focus on strategies teachers can use to leverage instruction with ELLs	Teachers	December 2014-June 2015	Principal
Principal will use insights gained about student learning from Teacher-Student Impact Conference, and share them in parent workshops	Parents	January 2015-June 2015	Principal and parent coordinator
Principal will meet with Professional Learning Communities to do Teacher-Student Impact Conference protocol and coach teacher teams on how to use it to build a culture of honest, supportive feedback.	Teachers	December 2014-June 2015	Principal and Professional Development Lead

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Instructional resources: Teachboost, an online feedback system that will house the Teacher-Student Impact Conference data • Human resources: instructional coaches will lead teacher teams to refine their use of looking at student work to impact learning

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:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
In March 2015, the principal will look at Round 1 of Teacher-Student Impact conferences with instructional coaches and assess quality of conferences. We will focus in particular on 1a, 1e, 3c, and 3d of Danielson.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	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

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

Strengths:

- 99% of parents said they were satisfied with the education their child is receiving (School Environment Survey 2013-2014)
- A culture of learning that communicates high expectations with supports (Quality Review)

Priority need:

- School leadership is developing a system of accountability that communicates high expectations among staff, parents, and students, to ensure progress toward those expectations.(Quality Review)
- Families and students of school’s first graduating class will need support in college preparation process (Internal school data and questionnaires)

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.

By June 2015, at least 80% of parents in school’s current 11th and 12th grade cohorts will have attended a college and career readiness workshop or individual guidance conference that results in greater clarity on the college application process or requirements and actionable next steps students can take with parental support.

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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Structures: Weekly meeting between guidance, parent coordinator, Senior Coordinator, principal, programmer, and lead teacher will lead to regularly planned workshops for parents and students around college and career readiness.	Parents of 11 th and 12 th grade students	October 2014-June 2015	Principal guidance counselors
Strategies to address needs of ELLs and SIFE: individual planning sessions between guidance staff and parents of beginner ELLs, SIFE,	parents of beginner	September 2014-June	Guidance staff

and over-age, under-credited students will be regularly held.	ELLs, SIFE, and over-age, under-credited students	2015	
Parent coordinator will use phone master, letters, and regular individual phone calls to recruit parents to meetings	Parents	September 2014-June 2015	Parent coordinator
Parents will be included as partners in the college application and post-high school career process.	Parents	September 2014-June 2015	Principal, guidance staff, and parent coordinator

Part 4 – Resources Needed

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

- Human resources: one extra bilingual guidance counselor will be hired to provide sufficient parental contact in addition to regular guidance counselor and bilingual parent coordinator
- Parent materials and booklets: materials will be distributed in individual meetings and extended evening workshops led by guidance staff, principal, senior advisor, and parent coordinator

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	x	Grants
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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:

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

Guidance counselors will track parent attendance monthly for workshops and planning sessions and whether at least 50% of parents have attended a session by end of January 2015.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	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)	NYSESLAT scores, oral reading fluency test	Push-in ESL services beyond mandated minutes for literacy support that teach specific reading and writing strategies designed to increase comprehension and fluency, including familiar re-readings, use of a 1000 Word Card for ELLs, coaching in Unison Reading, and oral-reading fluency exercises	One-to-one coaching and tutoring	During the school day
Mathematics	Regents exam scores, baseline assessment given to all student in September in basic mathematical fluency	Push-in services with exercises designed to promote numerical fluency necessary to be successful in Algebra; coaching on self-assessing work and using online tools to practice math; and coaching on writing about math to make concepts explicit	One-to-one coaching and tutoring	During the school day
Science	Classroom assessments	Collaborative student learning groups with teacher support	Small group instruction	After school
Social Studies	Classroom assessments	Collaborative student learning groups with teacher support	Small group instruction	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals by teachers and parent conferences	Counseling and interventions	One-to-one counseling	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

Collaboration and regular attendance at fairs and sessions conducted by Teacher Recruitment and Quality ensures a high quality staff is hired. Teachers are given increasing leadership opportunities, and all teachers are part of grade teams, subject teams, and professional learning communities; all teachers also have a coach who regularly gives them feedback and coaching in addition to administrative observations.

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).

In subject teams and professional learning teams, teachers regularly receive high quality professional development using protocols, coaching, and presentations on methods that enable all students to meet the CCSS. We have also instituted protocols for inquiry cycles in looking at student work in our teacher teams, and creating next steps that assist students in reaching the CCSS.

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.

Grade and subject teams regularly include teachers in the selection and development of appropriate assessments in multiple measures, and teachers receive coaching and PD on analyzing the results of these to guide instruction during these team meetings.

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	\$301,354	X	Page # 9
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	\$26,048		Page # 11
Title III, Immigrant	Federal	\$17,791		Page # 17
Tax Levy (FSF)	Local	\$2,375,511		Page #s 9, 11, 13, 15, 17

¹**Explanation/Background:**

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

**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 11	Borough Bronx	School Number 509
School Name High School of Language and Innovation		

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 Julie Nariman	Assistant Principal
Coach Shira Wrightman	Coach Yan Wang
ESL Teacher Andrew Sullivan/ESL	Guidance Counselor
Teacher/Subject Area Alex Hobel/Social Studies	Parent Shirley Sanchez
Teacher/Subject Area Ryan Ried/Special Education	Parent Coordinator Rosa Cordero
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	9	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	0	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)	256	Total number of ELLs	206	ELLs as share of total student population (%)	80.47%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										9	11	10		30
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	9	11	10	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	182	ELL Students with Disabilities	4
SIFE	31	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	182	22	3	19	9		5	0	1	206

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	182	22	3	19	9	0	5	0	1	206
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										32	41	52		125
Chinese											1			1
Russian														0
Bengali										7	11	12		30
Urdu										1	4	3		8
Arabic										6	3	5		14
Haitian												1		1
French										0	3	7		10
Korean														0
Punjabi														0
Polish														0
Albanian										3	3	3		9
Other										3	2	3		8
TOTAL	0	52	68	86	0	206								

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)										20	21	29		70
Intermediate(I)										10	25	30		65
Advanced (A)										5	11	17		33
Total	0	35	57	76	0	168								

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				
Integrated Algebra	40	90	16	35
Geometry	15	25	6	8
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	25	40	2	7
Living Environment	25	45	12	28
Physics				
Global History and Geography	20	73	6	25
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses two different types of assessments to assess early literacy skills of ells: The Degrees of Reading Power (DRP) test and Curriculum Based Measures (CBMs). We administer the DRP, which is a criterion referenced reading comprehension test. We engaged in a school wide screening process using three levels of DRPs. This led us to administer a baseline of 32 ELLs at a 2nd grade

comprehension level, 69 ELLs at 3rd grade, 65 ELLs at 5th grade and 46 ELLs at 7th grade. The results of the baseline (that followed the screener and is currently being administered) will provide more nuanced data in terms of our students strengths and needs in Common Core Standards and comprehension abilities. The baselines will also provide us with "DRP units" of comprehension levels that we can correlate to specific grade levels. DRPs will be administered 3 times this year. Curriculum based measures, on the other hand, will be administered every 6 weeks. Our CBM regimen includes writing CBMs which are scored for two criteria: words written and words spelled correctly, and reading CBMs measure two criteria: oral reading fluency and comprehension (using maze passages). Our initial writing CBMs showed us that our bottom third (which is made up of mostly beginner ELLs as well as longer term intermediate ELLs) lags behind the rest of our subgroups in terms of the amount of words that they are able to write in this exercise. They also have a larger percentage of misspelled words. While this data can be expected in some ways, it has been helpful to us in revising our writing requirements for the 2nd marking period of the school year in order to encourage students to write more creatively and hand in more, shorter pieces more frequently. We changed our requirements in order to encourage more plentiful writing, but also to encourage students to take more pieces through the feedback cycle so that there are more peer editing experiences, which we anticipate will improve spelling and correct word sequences in writing CBMs.

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

As a whole, our school has a higher concentration of beginner and intermediate ELLs. While the 9th grade has more beginner than intermediate and advanced ELLs (20/10/5), the 10th and 11th grades have similar numbers of beginner and intermediate ELLs (21/25 and 29/30, respectively). In both 10th and 11th grade, the number of advanced students is around half the number of the beginner and intermediate students (21/25/11 and 29/30/17). Seeing how much smaller our number of advanced students is than our other proficiency levels, reinforces the need for students to be reading, writing, listening and speaking in every class. We have created a program and chosen an instructional model (Learning Cultures-www.learningcultures.net) that will accomplish this.

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:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. On the global history regents, our results were somewhat comparable in English and the native language (a difference of four percentage points in the pass rate). In living environment, our students who tested in their native languages did 17 percentage points better in their pass rate than those who tested in English. In Geometry, our passing percentage was 8 points lower in the native language than it was in English, and in Algebra our pass rates were within one percentage point of each other. Since the pass rates are generally so close to each other, the instructional implications for our teacher team are to keep preparing students to take the exam whichever way they feel most comfortable. We will continue to provide native language resources and tests for those students who will pursue content tests in their native language. With our first ever eleventh grade cohort set to take the English regents at the end of this year though, one thing that we can learn from our high participation rate in the Native Language is that it will be important for students and staff to have much exposure to and practice with the English Regents-its structure and how at functions-since it will not be available in the native language and for many of our students this will be the first Regents exam that they will experience only in English.

b. We do not administer the ELL periodic assessment, but we do administer a rigorous literacy testing regiment, as listed above.

c.

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](#).)

Our Tier 1 instruction is supported by the instructional model that we use. Having the same formats and routines provides students with processes and rules for participation that they are able to anticipate and work towards improving in every class. Having Cooperative Unison Reading Groups (a key component of the Learning Cultures instructional model) where students jointly read a text for 15 minutes in each of the content areas allows our students to take a deep dive into content and academic language, and affords the teacher much small group time to follow-in, take records and coach students. Also, one on one conferences provide teachers the opportunity to gain invaluable insight into each students' metacognitive processes, needs and strengths on a monthly basis and also allows teacher and student to enter into a joint goal setting process together. Having individualized goals for students is an important mechanism of our tier 1 instruction.

Our tier two interventions take the form of having extra teacher-facilitated Cooperative Unison Reading groups and additional conferences. We facilitate this by adding an ESL or Special Education teacher to a classes' schedule that can provide these extra learning opportunities, without compromising the amount of small group/individual instructional opportunities that are available to the rest of the class.

Our tier three interventions include opportunities to participate in esl intensive courses which include ESL (beginner literacy skills) and Journalism. Having this extra class (which is co-tought by two ESL teachers) provides students with much small group and individualized instruction and supports them in setting and achieving incremental goals. Additionally, since these electives are more homogeneously grouped than other courses (based on language level) students engage with many lower level fiction and non-fiction texts, and have activities centered around building background literacy abilities.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Each teacher keeps lesson plans in a binder in the classroom that details which language standards that lesson addresses. Teachers keep track of the language standards that lessons correspond to so that students receive adequate instruction across the full range of language targets.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL programs using several measures. We analyze NYSESLAT data in order to see trends in growth in proficiency levels. We were also led by our network through the process of calculating our own AMAO's which we have been able use in order to determine if our students have grown sufficiently within proficiency levels. Our analysis of this data affects the kind of activities that we put into classrooms for students to engage with during work time, and also the kinds of goals that we coach students to set in one on one conferences. In addition to the NYSESLAT, we also have an internal literacy screening assessment regimen that we use with all of our students. We administer the Degrees of Reading Power (DRP) test, which is a criterion referenced reading comprehension assisment, three times per year in order to gage reading comprehension growth by Also, teachers keep records of individual conferences with students which occur on a daily basis in addition to Unison Reading records which provide information on small group reading sessions. These records are reviewed and analyzed in order to determine strenghts and weaknesses of individuals and groups. The process of frequent conferences between teachers and students means that informal assessment is occuring on a regular basis, which ensures that teachers are concious of student needs. Conferences also allow teachers to develop a much deeper understanding of students' strengths and needs than many other forms of assessment.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. As parents or guardians of newly enrolled students enter the school, they are greeted and guided through the registration process by the bilingual Parent Coordinator and the ELL Coordinator. Parents complete registration forms with the assistance office staff, including a Home Language Identification Survey (HLIS). The Home Language Identification Survey is filled out by the parent with the help of the ELL Coordinator or another available pedagogue. A student is considered to have a home language other than English when one question from Part 1 (questions 1-4) and two questions from Part 1 (questions 5-8) indicate that the student uses a language other than English. As they complete the form, the parent and student are interviewed by the pedagogue administering the survey. If the student does not respond to questions asked in English, all efforts are made to have the student interviewed in his or her native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered to students within the first ten days of enrollment. It is administered once in a child's educational career-only upon initial enrollment. Based on the student's performance on the test, his or her entitlement to English language development support services is determined. All new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut scores must be administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by a licensed pedagogues: the ESL team and the dean of our school. If students are classified as ELLs according to these documents and assessments, parents are

sent an entitlement letter and invited to a parent orientation/one on one meeting with our parent coordinator and ELL staff so that they can choose the ELL program that they would their child to participate in. Each Spring students will be evaluated through the administration of the NYSESLAT until they score receive a score of "Proficient". Data from the NYSESLAT will be analyzed so that trends can be determined with regard to listening, speaking, reading and writing. Said trends will inform programming and planning decisions for the following school year.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
2. Our school invites parents of ELL students to participate in orientations or one on one meetings in order to increase involvement and awareness regarding the academic activities of their children. ELL Parent Orientations are facilitated by the ESL team and the parent coordinator. After the ELL identification and assessment process takes place (within the first 10 days of enrollment), we notify parents and inform them of their child's eligibility for ELL services. Our school provides parents of newly enrolled ELLs with information about all three of the different ELL programs that are available in New York City public schools. We provide group orientations at the beginning of the school year so that parents receive all of the information that they need in order to make the right program choice for their children. One on one meetings with parents are scheduled on an ongoing basis, as needed. We show the DOE DVD which describes Dual Language, Transitional Bilingual and Freestanding ESL programs and provide time for question and answer sessions. We are sure to emphasize the specific differences between all three programs so that parents can make an informed choice. Question and answer sessions ensure that parents have a clear understanding of what Dual Language, TBE and ESL programs entail. Because parents of ELLs often speak a language other than English, we use translated DVDs, brochures, and when needed, interpreter services. Bilingual staff and translated materials are also used for phone conversations or informational packets that are sent home by mail along with invitations to one on one meetings. Parents are always encouraged to come into the school for a one on one meeting with the ELL coordinator and Parent Coordinator in order to receive more information about ELL programs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
3. Entitlement letters are sent home by the office staff after communication with the ELL coordinator to inform parents of decisions made based on the LAB-R testing results. Parent Survey and Selection forms are sent home with entitlement letters and the date of the orientation or meeting is indicated on the form. Parent Survey and Selection forms are also distributed at orientations and one on one meetings so that they can be filled out on the spot. Follow-up phone calls are made to encourage those unable to attend orientations to return their Program Selection Forms. A file of Parent Survey and Program Selection forms is stored in an ELL Compliance binder. These forms are continuously reviewed when there are newly admitted students in order to ensure that our school is providing adequate program options to parents based on parent choice and the mandated 15 students in two consecutive grades in order to create bilingual programs.
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.
4. Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared with and explained to the parents so that parents are able to make an educated decision as to whether they would prefer a bilingual or ESL program for their child. Parents view and read informational materials and are given the opportunity to engage in a dialogue with the ESL team and with school administration in order to choose the program that they see fit. Dual language, Transitional Bilingual and ESL programs are all discussed and explained to parents at the orientation or one on one meeting where parents fill out the Parent Survey and Program Selection form. When new Parent Survey and Program Selection forms are filled out, our school staff reviews the compiled forms in order to ensure that we are providing adequate programming. Our school has Spanish speaking staff members, so many parents are able to engage in meaningful communication at the school. Translation services into other languages are pursued if necessary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The administration of the NYSESLAT is coordinated by our ELL Coordinator along with the ESL team. Individual speaking assessments are split up among the entire team of ESL teachers (with no teacher administering this subtest to his/her own students). Students take the other 3 subtests one at a time during the testing window on dates designated for test administration in their ESL Reading and ESL Writing classes. If any student is absent, he/she is administered a make up test by an ESL teacher.
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 program model offering is directly aligned with parent needs. Of the 26 students new to the NYC DOE this year whose parents

were filling Parent Survey and Selection forms upon enrollment, all 26 chose an ESL program for their children. This follows the trend for our school in the past. Of newly enrolled students, in the 2012-2013 school year, all 39 requested an ESL program. Of all of our currently enrolled students, 7 parents returned Parent Survey and Program Selection forms which requested a bilingual program. 1 of these students is a Haitian Creole speaker, 1 is an Urdu speaker and 5 are Spanish speakers. During the enrollment process and in conversations and conferences since then, we explained all of the options that were available to these students and the parents chose to keep them in our school, satisfied with the native language supports and specialized instruction that these students receive as components of our ESL program. We continually reexamine the forms that our parents return to make sure that our program offerings match parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. HSLI has an ESL department. Students travel to Reading and Writing classes that are taught by ESL teachers. The Reading class meets 3x per week and the writing class meets 3x per week for a total of 6 70-minute ESL/ELA classes. 80% of Global History and U.S. history classes are also taught by ESL teachers. The sections that are not taught by an ESL teacher receive 2 ESL push-ins a week where an ESL certified teacher joins the content teacher to provide extra language acquisition support during lessons, small group protocols, and one on one conferences. We also have an ESL Intensive class (which is an "elective" course that students chose and were placed into) for extra English Language support. This class is cotaught by two ESL teachers so that students who are at the most beginning stages of English learning or who have a record of stagnated growth receive extra individualized and small group support.
- b. Students are grouped heterogeneously into all of their humanities classes, by grade. Each class though, runs according to a set of formats (articulated in the Learning Cultures instructional model), which afford time for various different groupings that are determined by student decision making. Students exercise agency (coached thoroughly by teachers) to work in small groups with students of the same language backgrounds and similar proficiency levels, but also with students whose language proficiency and background is different from their own. One of these small group formats is Cooperative Unison Reading, a protocol for forming student run reading groups. Students experience 15 minutes of Cooperative Unison Reading where they

are grouped with different students in Math, Science, Social Studies and Reading class every day.

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 of our ELLs (as a result of parent choice forms) are enrolled in a freestanding ESL program. We constructed our school's program of instruction knowing that beginner ELLs require 540 minutes of ESL instruction per week, Intermediate ELLs require 360 minutes of ESL instruction per week, and Advanced ELLs require 180 minutes of ESL instruction per week. Since our classes are heterogeneously grouped in order to allow for the richest and most diverse language learning opportunities possible in both heterogeneous and homogeneous small groups within the same class, our program is structured to provide more than the required number of minutes to our ELLs. Every student receives 210 minutes of ESL Reading instruction and 210 minutes of ESL writing instruction. 80% of our Global History and Geography and U.S. History courses are taught by ESL teachers. Students enrolled in those sections receive an additional 280 minutes of ESL instruction per week. The sections of history that are taught by our non-ESL certified social studies teacher receive two push-ins each week which are conducted by an ESL teacher, so each of those students receives an additional 140 minutes of services. Additionally, we have "intensive" classes that are taught by ESL teachers. We have Journalism class taught by an ESL teacher that focuses on writing skills within the context of the creation of a school newspaper. Our ESL elective focuses on building background literacy abilities so that students' reading and functionality in the rest of their ESL and content classes improves. Each of these electives provides 210 minutes of ESL per week. Therefore, the minimum amount of minutes any ELL at our school receives is 560 minutes while the maximum, as a combination of both core classes and an intensive course depending on how a student's data and needs affected his/her programming, is 910 minutes.

With this programming, our students exceed the mandated number of instructional minutes with an ESL teacher. We have created a program that will support students' language development both in their ESL classes and in the content areas and believe that by exceeding the required minutes of ESL we are best meeting students' needs.

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

3. All instruction is delivered in English to the whole class. Native language supports are used in the following ways in all classes: During conferencing, teachers use online translation tools to communicate with students who are stronger in their native language. Also, students have access to bilingual dictionaries in each classroom as well as the appropriate bilingual content area glossaries produced by New York State. During independent work and group work, students are encouraged to collaborate with each other in their native languages in order to tackle content using both native language resources such as textbooks and internet resources, and the wealth of knowledge found in their peers. Also, each class follows a strict format. After a mini-lesson, students engage in independent or group work for the largest portion of class, allowing them to work at their own pace and utilize various resources. This time also allows them to produce language through writing, speaking and collaboration. Each class also has 15 minutes of Unison Reading, a research-based method in which 4-5 students read a text chosen by a student leader, in unison. Students stop or "breach" the group whenever they encounter a challenge. This forces students to identify and verbalize their metacognition. The practice of Unison Reading supports students proactively approaching text and discussing it together, regardless of their language level, and teacher follow-in during these groups supports students in engaging in the behaviors that are described by the Common Core Learning Standards. Also, the assignments provided by teachers during work time are all aligned to the Common Core Standards during learning conferences, teachers are required to support students in naming their learning process and behaviors by referencing the Common Core Standards. Students then share the learning that happened during their conference during the class in a format known as the "class share." Additionally, during mini-lessons which introduce new concepts, teachers are sure to include explicit vocabulary instruction and linguistic scaffolds that prepare students to engage in academic discourse in each area of study. Teachers keep lesson trackers that show how lessons are aligned to Common Core Standards to ensure that both the NYS Curriculum and Common Core Standards are all taught deeply over time.

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

All major content tests are available to students with native language supports. Tests are translated into Spanish (since this is an accommodation that is available in State exams), and bilingual dictionaries and glossaries are available for students who speak lower incidence languages that the State does not provide lower incidence exams for. Also, additional tests, quizzes or assignments are translated at the discretion of the teacher/department, depending on whether the assignment is more geared toward developing or assessing content knowledge or the development of academic vocabulary in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Evaluations of students take place both formally, as in standardized assessments and assignments, and informally through observations of group and independent work. Each class implements formats according to a curriculum called Learning Cultures

(the instructional model that we use in all of our classes) that ensure that all students read, write, speak and listen in English every day in all content areas. Teachers sit with small groups of heterogeneously mixed students on a daily basis and monitor their reading during a process called Cooperative Unison Reading. During this time, students engage in reading and discussing a shared text while their teacher monitors and facilitates. The teacher takes records of the discussions for the purpose of evaluation and instruction. During this time, the teacher's focus is on the ways the students interact with one another and the text. The teacher's records offer insight into how the students are progressing through their English language development. Each student engages in Cooperative Unison Reading in every Reading, Social Studies, Science and Math class every day. This means that 15 minutes out of each 70 minute class are spent reading and discussing texts at various levels and various topics based on student choice. Thus ELLs (and all students) spend large amounts of time exercising their the three modalities or reading, writing and speaking in all of their classes. In addition to unison reading, students receive individual learning conferences on a monthly basis to work on challenges with the teacher. These conferences provide the teacher with a unique opportunity to provide assistance to students, as well as evaluate their learning and development in the four modalities of English.

The writing class is structured differently to allow students and teachers the maximum amount of time to engage students in meaningful writing. While students write about topics that are important to them in a variety of genres, the teacher facilitates 'table shares' and writing conferences to evaluate a student's writing as well as provide guidance and instruction. During these times, the teacher works intimately with a small group of students to see how they are developing as writers. All students are given the opportunity to share their writing with their peers and the teacher. These moments make for authentic glimpses into the development of our ELLs as writers of English. In addition to the process of writing, students are evaluated on their ability to provide feedback to their peers, giving them the opportunity to demonstrate their command of the other three modalities of English.

Finally, students are assessed periodically with curriculum based measures and nationally normed assessments to ensure that ELLs make progress in each modality of English acquisition.

6. How do you differentiate instruction for ELL subgroups?

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

a. SIFE students are grouped heterogeneously in their content classes to ensure that they are provided with a range of supports from their peers, including native language assistance. They also receive English and literacy intensives (our form of an ESL elective), where literacy foundations are developed in small groups and individually. This class is cotaught by two ESL teachers. Additionally, activities and resources in each classroom (leveled readers, internet resources, visual aids, native language materials) are tailored to support the full range of learners, so that SIFE students may work on foundational skills in addition to material that is grade level appropriate.

b. Newcomers are placed into classes where there are native language supports whenever possible. They are encouraged to work with students who share their native language in addition to meeting students who must use English to communicate with them. Whenever possible, native language resources and translations are provided to support content learning. Instructional outcomes related to learning social and academic language are provided to these students to support their English development.

c. Our physical libraries and digital resource collections contain material at a wide range of levels. Students that have not tested out of ESL programs after this amount of time are provided specific guidance on using materials and resources that will develop their English language proficiency.

d. Long term ELLs are provided with resources and supports to ensure their language development and content knowledge acquisition. Materials provided in their native languages, as well as resources to learn academic English are explored in unison reading and learning conferences. Group work with students at higher levels of English acquisition also provide assistance to those students who have remained in service for a long period of time.

e. Former ELLs work with materials appropriate to their level of development during independent work. They engage with materials of each discipline and provide guidance and instruction to their peers. Former ELLs learn their own strengths and weaknesses with English and content mastery during this practice of peer instruction. Additionally, former ELLs are afforded transitional accommodations in testing situations.

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?

Teachers compile databases of resources for content development in a variety of formats. Students have access to video, print, audio, and other multimedia resources to further their development as learners. Resources and lessons are available online, linked through the school website, so that students can continue their learning outside of school or during independent work time. These

resources are available in multiple languages and across the full range of levels to provide access to curriculum. English materials are also written and developed in multiple forms to provide students with multiple opportunities and pathways to accessing content while developing their English abilities. Students are assessed using curriculum based measurements to ensure that their progress in reading and writing is uninterrupted. If a student's progress does not match the goals that they set for themselves, as well as nationally normed standards, then a team of professionals puts into place an action plan so that the student gets back on track to meet expectations set forth by all concerned parties.

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?

English language learners with disabilities are grouped heterogeneously with students without disabilities. Students are reading for 15 minutes aloud daily in each class with their peers, which builds their English proficiency, social skills and helps to achieve their IEP goals. Students with IEPs are given the opportunity to conference with a general education and special education teacher at a more frequent rate in order to help them reach the goals on their IEPs. Students receive extra conferences in classes that are co-taught or classes where a special education teacher provides SETSS services in the general education classroom. Since these services are provided in the General Education classroom students are able to receive them in the least restrictive manner whether it is an ICT class or SETSS. As a school we use a combination of SETSS and ICT services to make sure that each student is in the least restrictive environment for each subject area while still receiving enough support to meet their IEP goals and also attain English proficiency..

Courses Taught in Languages Other than English ⓘ

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

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

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

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

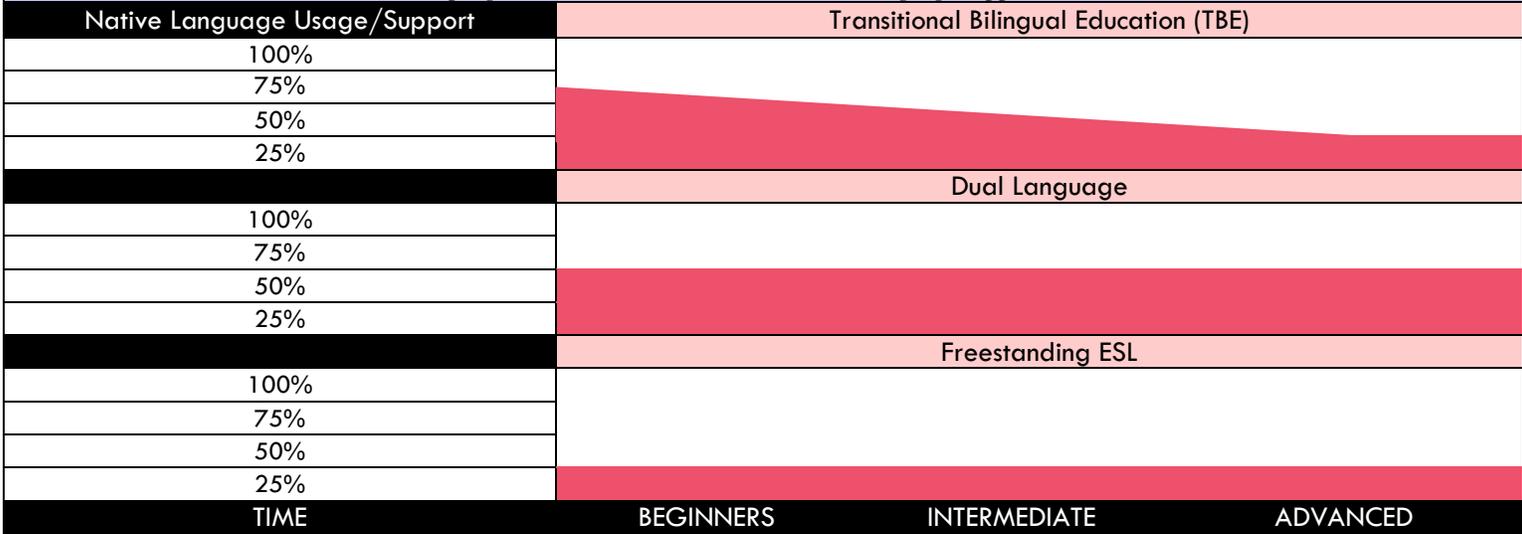
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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 Tier 1 intervention is encompassed by our instructional model, which includes a variety of formats that provide opportunities to exercise all four language learning modalities. We use the same formats in all ESL and content area classes. Cooperative Unison Reading groups provide opportunities for both heterogeneously and homogeneously grouped (depending on student decision making and teacher coaching) reading and discussion, one on one conferences and high quality independent work time.

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

All of our ELA classes, broken into reading and writing, are taught by licensed ESL teachers. Students also receive ESL services in social studies. Regardless of the content area taught, teachers at HSLI receive large amounts of professional development where the needs of our ELLs are prioritized and discussed as a whole staff. Issues pertaining to language development and content knowledge acquisition are addressed by each member of the staff with attention to how consistent practices across classrooms may benefit our student population. The learning cultures formats that take place in each class assure that all students engage in and practice all four modalities of English in every class. Those classes not taught by ESL teachers still benefit from the rigorous activities that students encounter by way of engaging in the formats.

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

As a result of the work of our principal and staff last year, our school secured a grant from State Farm to equip our classrooms with technology to facilitate the creation of student made videos that illustrate important content knowledge learning, language points, and methods to deal with challenges in learning. Students will be instructed on how to properly use the technology and software so that the amount of instructional material accessible to students increases. This is expected to increase the amount of native language instructional tools as well.

Our school has also implemented 'intensives,' 70 minute classes designed to supplement their learning in their content classes and provide for more opportunities to engage in the materials and work of their content classes. This year, our school offers intensives in Global History, Living Environment, and literacy/ESL. Students enrolled in these classes are given the extra opportunities they need to gain access to knowledge in the content areas they may be struggling with.

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

We have not discontinued any major programs from last school year to this school year

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

ELLs are afforded equal access to any and all school programs. They are members of our campus sports teams, and have the freedom to choose elective courses and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to our students through partnerships with Bronx Arts Ensemble and Korea Tae Kwon Do. Through Bronx Arts Ensemble, our school offers elective courses such as: Hip Hop, Fashion Design, Guitar, Keyboard, Chorus, African Dance, sculpture and visual arts. Additionally, our school's student council is an opportunity for ELL students to take leadership roles in the school community. In terms of instructional programming, all class groups and student groups for small group instruction are created heterogeneously. Grouping students in this way ensures that students of all language levels and backgrounds have equal access to opportunities at our school.

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

The technology being used to support ELLs includes several software programs including Castle Learning and Brainpop. Students have individual accounts to these programs so that they and their teachers can track progress and use the software in order to support class work. These programs are used both as interventions and supplements to classwork so that students are able to engage in differentiated work outside of class time. Our teachers also have access to document cameras and laptops in order to provide visual support for lessons and create engaging lessons and project opportunities for students. Our school has also purchased ipads to be used during student group work for translation, research, and visual support purposes in order to ensure efficient completion of high level work. One of our goals for our students is for them to become literate in many different forms of technology and through teacher use of different mediums to present lessons as well as student access to various forms of technology, our students are being exposed to many different kinds of and uses for technology in the classroom.

Other instructional materials being used to support our students are born out of the learning cultures instructional program. Our humanities classrooms have extensive classroom libraries and all of our teachers are engaged in developing instructional materials

that support our students in their group work and independent work. Students have access to reading materials that span many different reading levels and genres. This includes subscriptions to many different magazines such as Sports Illustrated, Upfront, ESPN HS, Junior Scholastic, and several other Scholastic magazines.

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

Native language support is delivered through the availability of bilingual glossaries, bilingual dictionaries and translated lesson materials and study guides. Our classroom libraries also include native language sections so that students are able to maintain their reading in the native language and students are encouraged to visit both the campus library and the public library for greater text availability in languages other than English.

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

Our school uses a cohort model, so for core content classes (Math, Science, English, Social Studies) students are in classes based on their grade level. Our intensive and elective classes mix grades so that students have opportunities to interact with students of all ages and choose some of their courses. Twenty percent of our students are overage, and are grouped and travel through school with a cohort according to what year they entered our school and what credits exist on transcripts from former schools and countries. All classroom libraries and materials exist at varied levels so that regardless of students age and grade level, they have access to a wide variety of texts.

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.

HSLI offers a new student orientation in September to welcome new students and their parents to the school and acclimate them to our instructional model. We provide advice for preparing for school, ways that parents can help, and general information from school staff. The orientation is conducted in English and Spanish.

To support new students and ELLs throughout the year, they are paired up with returning students who have proven good role models and ambassadors for the school. Additional support comes from communication with parents and after school office hours provided by teachers.

18. What language electives are offered to ELLs?

Two English Language electives are offered to ELLs. Our journalism elective is taught by an ESL teacher and results in the creation of a school newspaper. Our ESL intensive is targeted towards our most recently arrived beginner ELLs and toward those whose language learning is moving at a slow progress. Students work on background reading abilities and do decoding, fluency and vocabulary building activities. This class is cotaught by two ESL teachers so that students have double the amount of teacher-facilitated Unison Reading groups and one on one conferences. We also offer two foreign languages: Russian and Korean.

19. For schools with dual language programs:

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

n/a

C. Professional Development and Support for School Staff

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

1. All teachers at HSLI receive a daily period of professional development during a 45 minute common planning session Monday through Thursday, and two hours of common planning time on Friday. This time is used by teachers to share their best practices, lesson ideas, and curriculum development. In addition to this, teachers receive training on how best to implement instructional and behavioral policies so that students' academic and behavioral concerns are addressed consistently across classrooms and disciplines. Since our school serves about 80% ELLs, our instructional discussions always include strategies for teaching ELLs. 9/22 of our teachers are ESL teachers, so there is a large amount of expertise that is shared, and 6 of our content/Special Education teachers also have experiences teaching classes that include a majority of ELL students. So, by having small group shares of practice, examining classroom artifacts records and videos and engaging in curriculum planning sessions as a whole staff, we are able to spread best practices when it comes to teaching ELLs.

Also, Each Tuesday after school, our lead teacher in professional development conducts seminars on using technology, Genre Practice and text selection, addressing language needs and more. In any session, we are inclusive of and responsive to needs faced in both ESL and content area classes. All personnel are encouraged to attend, and the sessions are very highly attended by teachers. School staff, including school aides and parent coordinators, play an important role in shaping and informing professional development at the school. Opportunities for professional development outside of school is highly encouraged. Teachers and support staff are given flexibility and support to attend relevant professional development programs with the expectation that they will share what they have learned with the rest of the staff. PD records and agendas are maintained in a shared drive on Google docs.

2. In Reading and Writing classes, our teachers emphasize an approach to text called Genre Practice. Instruction centers around author's intentions and how they use specific devices to achieve the desired author-audience relationship. Thus, the language of the Common Core is very present in our instruction and Profession Development is designed to support teachers in becoming fluent in the language and application of the standards as a component of becoming stronger practitioners of Genre Practice. We accomplish this by having staff genre collections being a continually revisited component of our PD. During department meetings and professional development sessions, teachers share genres of writing that they have found and explore the author's intention and purpose so that this style of textual analysis can be messaged to kids. We also share texts to add to our genre collections so that during writing conferences, teachers have a bank of exemplars/mentor texts to draw from in order to support students in their writing.

Also, during learning conferences and writing conferences, teachers are expected to align the conversation to common core standards. Common core standards are available to teachers and students in English and Spanish in all ESL classes to reference in conferences and to provide feedback on student writing that references the standards. We have professional development during common planning periodically, that centers around teacher language during learning conferences, and supports teachers in developing the skill of naming student behaviors using the language of the standards. We also engage in joint curriculum planning which is led by teachers who displayed skill in utilizing the Common Core Standards in their instructional planning and delivery during the last school year.

3. Over the summer, we provide an orientation that supports students and parents during the transition from middle school to high school. By providing appropriate paperwork, opportunities to meet school staff and an overview of our instructional model, students who attend this orientation enter school prepared to engage in high school learning. Our parent coordinator continuously engages in outreach, and additionally, the Learning Cultures (instructional model used by HSLI) formats provide regular opportunities for small group instruction and one on one conferences so students are always in close communication with their teachers.

4. The majority of the school's PD includes components of ELL training. The school has exceeded its hours. In the summer alone, in August, staff had over 48 hours of ELL training which was provided during two weeks of whole-staff, full-day professional development prior to the school year. Our common planning structure and Tuesday PD sessions provide ongoing support to teachers.

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. ELL parent involvement at our school includes various activities. Our parent coordinator and teaching staff are very communicative with ELL parents via phone and in school meetings so that ELL students are always supported both in and out of school. Also, ELL parents participate in School Leadership Team meetings, special parent dinner/information nights that our school organizes to address various topics and parent-teacher conferences. We also use a grading software called Jump rope which provides families with logins to track students progress, view teacher communication, and understand course expectations.
 2. Our Parent Coordinator stays abreast of opportunities and courses offered in our school neighborhood and New York City. She is in close touch with parents and directs them to opportunities that would be beneficial for our ELL parents and families.
 3. In addition to our parent orientation and one on one meetings with parents, we had a family night in October which included dinner with the principal and staff, a presentation on how HSLI is preparing students for college, and an extended question and answer survey. Our School Leadership Team meetings also provide a forum for parents to participate in our school's decision making process and voice questions and concerns. Our SLT meetings are always attended by bilingual staff in order to provide for translation needs, and our SLT is attended by ELL parents. Parent-Teacher conferences are also well attended by our ELL parents and provide invaluable opportunities to communicate with parents. In addition, we use the parent survey to evaluate parents' needs.
 4. We make every attempt to be responsive to parents' needs by providing programming that is requested and relevant. An example of this was our dinner with the principal and teachers in October, and we look forward to planning more events like this in the 2013-2014 school year.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: HS of Language and Innovation

School DBN: 11X509

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: 11x509 School Name: HS of Language and Innovation

Cluster: 5 Network: 551

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.

The Home Language Survey is used to determine home languages for incoming students. For students who have already been tested or are coming from the 8th grade, the parent coordinator and counselor use SEMS to determine home languages and send out timely welcomes, orientation, and information in parents' home languages. ARIS and ATS are also used to determine home languages. All of this is used whenever communication is sent to parents so that translation needs are met.

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

Our last data showed that over 60% of the home languages from our school are Spanish, the second-largest group is Bengali, which is followed by Arabic, French, Albanian, and Urdu. This was reported to teachers and staff in common planning and in school meetings so that support staff and teachers were aware of the written and oral translation needs of the parents and were cognizant of planning ahead to meet these needs.

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.

All notifications, letters, and instructions are translated using both in-house bilingual staff members, the Office of Translation, as well as contracted DOE translation services for lower-incidence languages like Albanian. The school also wrote a parent booklet explaining the school's learning methods and ways that parents can support their students; this was translated into Spanish, French, Bengali, Arabic, and Urdu, which are the most-spoken languages at HSLI.

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

The highest-incidence language, Spanish, is provided in-house by staff. The school also uses the DOE phone translation services for languages like Bengali, Arabic, and Urdu. The school has used paraprofessionals and parent volunteers for lower-incidence languages that are not spoken by the staff, like Bengali and Arabic. This has always been available during parent conferences.

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>.

The school will provide all parents with the notification of their right to translation in the Parent Bill of Rights by distributing it to them when they first visit the school. The school will prominently post a sign of each of the covered languages that are available for translation, as well as the parental right to have translation. The school has indicated in its safety plan, and will continue to indicate, the procedures that it will use to ensure that parents have access to translation. Languages that are spoken by more than 10% of the population will have all relevant notices and signs translated into those languages.



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: HS of Language and Innovation	DBN: 11x509
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 checked="" 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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

Rationale: HSLI employs a collaborative learning model. Direct instruction happens in specifically allocated portions of the school day including mini-lessons and small group instruction. The school implements usage-based theories of language acquisition and affords all ELLs equal opportunity to participate in all content classes that employ these methods. Therefore, direct instruction will take place in a supplementary Saturday academy, where students will have opportunities to receive direct instruction in ESL. The rationale for this program is that it will provide extra support for students who struggle to access content in their core classes due to their English abilities. Direct instruction will focus on ESL in the content areas in order to support students in experiencing success in their core classes during the regular school day, and support them in reading on grade level. Some of the skills that will be a focus of the program are: acquisition of academic vocabulary, learning content using technology resources (e.g. brainpop), taking guided notes, reading non-fiction texts, and writing informative pieces.

Subgroups and grade levels of students to be served: Beginner ELLs, SIFE students and ELLs reading below a 5th grade levels, targeting grades 9 and 10. This program will target 50 students who will be served by 3 ESL teachers. These ESL teachers will plan with content area teachers, but the ESL teachers will be responsible for delivering instruction. Each teacher will be assigned between 16-20 students to participate in this program. The materials that will be used include: bilingual dictionaries, writing prompts and workbooks, laptops and ipads. Technology will be used in order to access online subscriptions that the school currently holds, such as brainpop and News ELA.

Schedule and Duration: The program will begin on December 20th, 2014 to May 2015 and will take place from 9:00-1:00. The program will run every Saturday, with the exception of holidays, through Saturday June 13th 2015. There will be a total of 21 Saturdays, where classes will meet for 4 hours each. We will also have after school sessions on Tuesdays from 3:00-5:00 for 16 Tuesdays from January to May 2015. The goals of the Tuesdays session will be the same as Saturday academy. There will be 3 groups with 3 ESL teachers providing the service.

Language of Instruction: Instruction will be provided in English, with native language support resources.

Number and Types of Certified Teachers: 3 ESL-certified teachers.

Type of Materials: Leveled texts, audiobooks, bilingual dictionaries, writing workbooks, laptops and ipads.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

Rationale: We are a newcomer high school serving 80% English Language Learners. Newcomer ELLs are heterogeneously grouped with more English-proficient students in all classes. Therefore, all teachers at HSLI are responsible for delivery of instruction to ELLs and they will receive ongoing professional development.

Schedule and Duration: ESL teachers receive 70 minutes of weekly professional development on Tuesdays from 1:44-2:54. The PD is planned by the ESL coach and the ESL Department Chair. ESL teachers and all content teachers receive 70 minutes of weekly professional development on Fridays from 1:44-2:54. This PD takes place from September 2014-June 2015. Each month, the school focuses on two topics which are outlined below.

Topics to be Covered in PD:

August Topics: Usage-Based Language Acquisition Workshop
Workshop leader: Cynthia McCallister, literacy consultant

September Topics: 1) CCLS instruction for ELLs 2) Weaving Content into the ELL classroom
Providers: ESL Coach and ESL Department Chair

October: 1) Aligning Curriculum to Meet the Needs of ELLs 2) Strategies for Increasing CALP
Providers: Principal, Curriculum Lead

November: 1) Vocabulary Strategies for ELLs 2) Analyzing ELL Student Work
Providers: ESL Coach and ESL Department Chair

December: 1) Rigorous ELL instruction 2) Hess's Cognitive Rigor Matrix
Providers: Sam Scott and Nancy Rodriguez, Fordham Network Instructional Coaches

January: 1) Content Instruction for ELLs 2) Bilingual Supports for ELLs
Providers: Nancy Rodriguez, Fordham Network Instructional Coach

February: 1) Cooperative Unison Reading 2) Creating an Inclusive Culture for ELLs
Provider: Cynthia McCallister, literacy consultant

March: 1) Revisiting Vocabulary Strategies for ELLs 2) Analyzing ELL Student Work

Part C: Professional Development

Providers: ESL Coach and ESL Department Chair

April: 1) Conferencing with ELLs 2) ELL Writing in the Content Areas

Providers: Curriculum Lead and ESL Department Chair

May: 1) Learning by Goal Setting for ELLs 2) ELLs and CCLS-Aligned Writing

Providers: ESL Coach and Principal

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: During the 2014-2015 school year, our school is educating its first senior class. For many of our students' parents, this is the first time they are experiencing the college process. As such, supplemental ELL parent programming will center around college readiness and the college application process.

Schedule and Duration:

September 30th- "How to Help Your Students Learn and Write at Home"

Facilitator: Julie Nariman, Principal

November 5th- "Understanding High School Requirements"

Facilitators: Grade Teams and Guidance Team

November 19th- "College Access for Your Child"

Facilitators: Guidance Team, Principal, Parent Coordinator

Ongoing- Individual planning conferences with parents of 11th and 12th graders in order to support them in the college access process.

How parents will be notified of these activities: Phone master, flyers, individual phone calls.

Part E: Budget

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

Allocation Amount: \$26048

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