



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **20K445**

School Name: **NEW UTRECHT HIGH SCHOOL**

Principal: **MAUREEN GOLDFARB**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: _____ School Number (DBN): _____
Grades Served: _____
School Address: _____
Phone Number: _____ Fax: _____
School Contact Person: _____ Email Address: _____
Principal: _____
UFT Chapter Leader: _____
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Mr. Michael Prayor
Superintendent's Office Address: 1600 Rockaway Parkway, Rm. 140A, Brooklyn, New York 11236
Superintendent's Email Address: MPrayor@schools.nyc.gov
Phone Number: 718-290-8675 ext1407 Fax: 718-290-8690

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson Harris
415 89th St., Brooklyn , 11209 and 5613 Flatlands Ave., Brooklyn,
Director's Office Address: 11234
Director's Email Address: CherylWatson@schools.nyc.gov
Phone Number: 718-759-4862 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Maureen Goldfarb	*Principal or Designee	
Catena Daskalakis	*UFT Chapter Leader or Designee	
Loretta Bravata	*PA/PTA President or Designated Co-President	
Rosemary Perez	DC 37 Representative (staff), if applicable	
Laurie Windsor	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Gianna Giarrantana	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Loren Carbonaro	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth Zimmerman	Member/Parent	
Loretta Dilieo	Member/ Parent	
Maria Giarratana	Member/ Parent	
Marisa Martinelli	Member/ Staff	
Domenico Zambito	Member/ Staff	
Danielle Vingelli	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Keith Kilgore	Member/ Staff	
Nancy Galbo	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The mission of New Utrecht High School is to hold our students to the highest standards and to educate all students to their maximum potential. To reach this end, we will offer a full academic program designed to meet and exceed new State standards. The thrust of our efforts will involve a continued rigorous program of staff development, enrichment of all student programs and a meaningful partnership with parents and community. Our curricula will be driven by the needs of our students, ensuring every student a quality education.

As a neighborhood high school, New Utrecht serves almost 3,400 students. We have created a supportive environment for our parents and students that is conducive to learning. Students who attend our school feel respected, safe and supported.

New Utrecht offers a challenging and rigorous Honors Program, an extensive Advanced Placement Program as well as an array of College Now classes that are affiliated with Kingsborough Community College. Our Career Technical Education program includes Medical Billing and Coding, Law, and Travel and Tourism. Students benefit from internships and job shadowing opportunities through the partnerships we have through our CTE programs such as the Justice Resource Center and Maimonides Hospital. Our focus is to provide as many "real life" experiences for our students so that they are better prepared for college and career.

New Utrecht High School has strong family and community ties through our Leadership team and an active PTA who fully support the initiatives here at the school. Our parental support includes parent teacher conferences, parent workshops, Pupilpath and eChalk. We partner with a number of community based organizations which include the Chinese Planning Council (CPC), Brooklyn College and HealthCorps.

New Utrecht demonstrates its strengths through multiple academic programs, extracurricular activities and college readiness. Most classrooms employ rigorous instruction with a focus on literacy by increasing reading and writing in all subject areas. Professional development is teacher led and provides opportunities to best implement the Common Core as well as drilling down and looking deeply into the Framework of Effective Teaching. We are working hard as a school to achieve our goal to obtain academic rigor and college/career readiness for all of our students. We are also working to improve aligning assessments to the curricula, and the use of ongoing assessment practices ensuring that ongoing checks for understanding and actionable feedback result in effective instructional adjustments and students' knowledge of their next learning steps. This has been an area where we have experienced some challenges but the administration has made professional development for the staff a priority so that we continue to grow in this area ensuring that teacher practice consistently reflects rigorous questioning and student to student engagement providing all learners with challenging tasks and opportunities for high levels of thinking.

New Utrecht offers an array of extracurricular programs that provide opportunities for our students to remain in school beyond their school day. We offer more than 30 academic, art, social and cultural clubs and organizations. Each year New Utrecht puts on a talent and international show and a community performance that celebrates the Chinese New Year. Our National Honor Society participates in local community service and leadership events.

Our special student populations are as follows:

- Seventeen percent (17%) of our overall student body are designated as Students with Disabilities.
- 19% of our students are designated as English as a New Language (ENL).
- Sixty-four percent (64%) of our student body is economically disadvantaged. Out of that percentage, 22% are designated as English as a New Language (ENL) and 16% are designated as Student's with Disabilities.

These special student populations need support in reading fluency and comprehension as well as developing good mathematical skills.

We are proud of the consistent improvement in our latest student data. The School Quality Guide indicates that in the areas of student progress, student achievement and school environment, we are "meeting target." The data for College Readiness and Closing the Achievement gap indicate we are "exceeding target."

We have seen an increase in our attendance rate but struggle to obtain the 90% full year percentage which includes our LTA's. We continually work on meeting our goal of 90% attendance rate for the year with guidance interventions and parental outreach. We also identify struggling students and provide options for them to get back on track to graduate from high school.

Our students have the same guidance counselor for the four years that they spend here at New Utrecht. Dedicated staff gets to know their students well and nobody slips "through the cracks." Teachers meet in teams to discuss student work, data, teaching strategies and student outcomes. This allows the school to make informed decisions regarding curriculum, professional development and instructional practices. Teachers work together collaboratively to develop strategies, interventions and practices that meet the needs of their students.

We pride ourselves on the communication that our students' families receive on a regular basis. They can follow their child's progress on Pupilpath tracking their academics as well as attendance. We use School Messenger providing our families with the most up-to-date information on what is happening at our school. We utilize eChalk and our Webpage Newutrechthighschoolnyc.com to advertise all the past, present and future events and announcements. We have always maintained an open-door policy for parents and visitors providing opportunities for families to participate in their child's high school experience.

Our special needs population include students who are economically disadvantaged, students with disabilities (SWD) and (ENL). We are a Title 1 school and we support our economically disadvantaged students by providing AIS interventions in order to address student's academic and social/emotional growth.

We have made progress over the past year in the following elements of the Framework for Great Schools:

- Supportive Environment - our hiring practices reflect the demographics of the school. We have created a large student resource center where students are invited to receive tutoring in all major subject areas as well as access to computers to conduct research or work on projects.
- Collaborative Teachers - consolidation of teacher centers to create interdisciplinary opportunities for teachers to collaborate.
- Effective School Leadership - school leaders model and lead by example providing multiple opportunities for the staff to engage in opportunities to improve student outcomes.
- Strong Family and Community Ties - we continue to maintain our relationship with Brooklyn College, Kingsborough Community College, St. Francis College, Maimonides Hospital and the Justice Resource Center. We offer opportunities for parents Involvement through our parent association as well as hosting various after school events inviting families to the school.
- Trust - by working collaboratively our focus is to improve student outcomes. The administration works hard be transparent and fair so that across the entire school community there is mutual respect for all. The administration gives clear and transparent actionable feedback to the staff to ensure that we are here to provide a supportive environment for all.

We continue to work hard toward meeting and surpassing the goals we set for our students, staff and the school. Improvement has been achieved over the years and we are enthusiastic about the continued success we expect to achieve in the years ahead.

20K445 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	3502	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	30	# Dual Language	N/A	# Self-Contained English as a Second Language	3
Types and Number of Special Education Classes (2014-15)					
# Special Classes	85	# SETSS	18	# Integrated Collaborative Teaching	60
Types and Number of Special Classes (2014-15)					
# Visual Arts	26	# Music	16	# Drama	N/A
# Foreign Language	77	# Dance	N/A	# CTE	20
School Composition (2013-14)					
% Title I Population	70.6%	% Attendance Rate			85.0%
% Free Lunch	70.9%	% Reduced Lunch			5.4%
% Limited English Proficient	21.7%	% Students with Disabilities			17.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			4.3%
% Hispanic or Latino	28.8%	% Asian or Native Hawaiian/Pacific Islander			38.1%
% White	28.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.91	# of Assistant Principals (2014-15)			11
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			17
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.68
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	58.3%	Mathematics Performance at levels 3 & 4			70.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.2%	% of 2nd year students who earned 10+ credits			73.2%
% of 3rd year students who earned 10+ credits	76.3%	4 Year Graduation Rate			69.9%
6 Year Graduation Rate	78.8%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				

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

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>According to the schools most recent Quality Review only 6 of the 13 classes visited were viewed to have rigorous questioning. Due to the inconsistency in classroom practice around rigorous tasks students have not been pushed to think at higher levels and yield meaningful outcomes across classrooms.</p> <p>3.3 - Data Driven Protocols were not consistently aligned with CCLS and NYS content standards</p> <p>3.4 - There is a need to create and implement a comprehensive plan for teachers to partner across all grades and subjects to create interdisciplinary curriculum targeting the Arts, Technology and other enrichment opportunities.</p> <p>3.5 - There is a need to align and implement a system for using summative and formative assessments for strategic curriculum planning allowing for student ownership of learning.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teacher observations will be conducted with focus on student-to-student interactions through the use of questioning and discussion occurring, at a minimum, two times per lesson as evident by Advance observation reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Principal and Assistant Principals will set up and follow a schedule for teacher observations and feedback as it relates to this research based rubric. Formal observation questioning techniques based on depth of knowledge will be utilized to provide feedback to teachers. Assistant Principals will also review classroom physical space for environment conducive to active student engagement</p>	<p>Teachers</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>Administrators</p>

<p>The Instructional Cabinet will analyze and utilize data from multiple sources and individual student performance as a means to plan short and long term goals.</p>	<p>Administrators</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>Administrators. Teachers</p>
<p>Opportunities for Professional Development, intervisitation, differentiation of instruction, integration of technology and sharing of best instructional practice among colleagues</p>	<p>Teachers, Administrators</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>Teachers, Administrators</p>
<p>Parents are invited to attend regular meetings with school personnel to plan academic programs, information about programs offered, graduation requirements, postsecondary education and courses that will prepare their child for college. Arrange phone calls home through our phone master to provide families with information regarding parent teacher conferences and any other important information. Hold Leadership and PTA meetings in which parents participate informing them about how to monitor student progress. IEP meetings and parent teacher meetings that support parent and student participation. Parents can access our school based web-site through E-Chalk informing parents about the Common Core Learning Standards and College Career Readiness. Use of Dataction/ Skedula/Pupil Path to increase communication with parents</p>	<p>Parents</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>Administrators, teachers, parent Coordinator, Guidance Staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SBO for common planning Assistant Principals Supervision Assistant Principal Guidance/Programming Teachers Teacher teams Assistant Principal and Principal meetings Professional development EngageNY.org Common planning periods strategically organized school-wide to encourage subject specific collaboration to increase discussion strategies											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Before the end of the first term, 50 % of all observations will have been scheduled and conducted. A review of Advance components will be conducted at this time to measure progress of Components the surround student engagement, 3b, 3c and 3d . A movement of teachers’ ratings within Components 3b, 3c and 3d from developing to effective, and effective to highly effective, will be expected in 70% of all teachers rated within those areas.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>After reviewing the High School Quality Snapshot, it has been determined that 75% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria and 80% of students feel that our school offers a variety of programs, classes and activities to keep them interested in school- representing a 8% increase over the city average. Additionally, 93% of our parents are satisfied with the education their children have received.</p> <p>In our last Quality Review we were praised for increasing our bi-lingual counseling staff to meet the need of our ever changing population as well as our system of support services for all students that resulted in a decline in our suspensions by 60% compared to the same time period in the prior school year.</p> <p>The priority is now to ensure students become more connected (greater than 85%) to our school by cultivating the student-to-teacher relationships in the building as well as to continue supporting all students on a social and emotional level.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the percentage of students surveyed stating that they feel connected to at least one adult in the building as a person they can go to for guidance will increase from 78% to 100%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A designated Transition Linkage Coordinator for all students entering high school with IEP. Transition services begin at age 14, and</p>	<p>Students with Disabilities</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>AP Instruction Support Services, Teachers, Transition Linkage Coordinator</p>

<p>continue throughout the high school career.</p> <p>Provide specific workshops or counseling sessions for students with IEP's that indicate social or emotional deficits</p> <p>Transitional Support team will meet Monthly to discuss progress and share best practices</p>			
<p>Utilizing the SLT as a core body, representative of all constituencies, this team will analyze school data such as Suspension/detention, Guidance interaction logs and anecdotal data from Skedula and develop plans of intervention to meet the needs of the negative data.</p>	<p>All Students</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>SLT Parents and Staff members</p>
<p>Utilizing Pupil Path, School Messenger and the New Utrecht High School web page daily, parents will be informed of scheduled events, time schedule and expectations. The message will also include tips on how parents can support the school goal of a respectful environment.</p>	<p>All Students and Parents</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>AP ISS, AP PPS, Webmaster.</p>
<p>Monthly PTA meetings are designed with specific presentations delivered by administrators, teachers and counselors to engage parents in their children's high school experiences to increase and support the school-to-school relationship</p>	<p>All Students and Parents</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>AP PPS, College office, Guidance Staff, PTA leadership</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator											
Guidance Counselors											
School Leadership Team											
Transition Linkage Coordinator											
Assistant Principals											
Student Government											
Title I SWP Funds will be used to maintain Skedula and E-chalk Accounts.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The school will be analyzing data throughout the year that we can refer to, that will indicate progress, such as: Suspension/detention and anecdotal data which will identify disrespectful behavior of a student towards another student or staff member, as well as teacher evaluation results in competency 2A, 2D.
The final measure of this goal will be the results of the 2015-2016 NYC School Survey.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Based on our most recent SQR New Utrecht High School needs to improve assessment practices so that ongoing check for understanding and actionable feedback result in effective instructional adjustments and increased student awareness of their next learning steps.</p> <p>4. 2 - School leaders need to continue to work on ensuring all instructional practices and strategies address all student goals and needs.</p> <p>4.3- CCLS are used inconsistently across various curriculum limiting multiple points of entry for all students.</p> <p>4.4- Student voice in planning and preparation is not evident across the majority of classrooms.</p> <p>4.5- Assessments used by teachers were mostly standard and did not allow for student choice or flexibility.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2015-16 school year teacher teams will focus on common assessments and sharing assessment practices leading to observations conducted during the formal and Informal observation cycle showing an increase in Component 3D (Use of assessment in instruction) by 5% school-wide.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Department team members will examine student work from the 2015-2016 school year to identify and understand gaps in student knowledge and skills to inform the revision of their instructional units.</p>	<p>Teachers</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>Assistant Principals, Teacher Teams</p>
<p>Professional development opportunities agreed upon by pedagogical and</p>	<p>Teachers</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>Assistant Principals, Teacher Teams</p>

supervisory staff and focusing on the strengthening of instructional practice will be offered during monthly conference days, DOE Professional Development days and during the school day.			
Teacher mentoring will be provided for untenured teachers. Additionally, Assistant Principals will continue to work individually or in groups with all untenured teachers to support their instructional practice.	Untenured Teachers	All strategies will be ongoing from September 2015 – June 2016	Assistant Principals, Teachers
New Utrecht has a School-Based Option to implement an alternative Bell Schedule, effective September 2015 thru June 2016 for the purpose of including time for Professional Development, Parent Engagement Activities, Teacher Team Meetings, and other professional work.	Teachers	All strategies will be ongoing from September 2015 – June 2016	Assistant Principals, Teacher Teams, School Wide PD Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SBO for common planning every Wednesday Assistant Principals Supervision - 9 Assistant Principal Guidance/Programming - 1 Teachers - PD Team which meets after school once a week Teacher teams in each content area Assistant Principal and Principal meetings on a bi-weekly basis Professional development sessions at least once a month EngageNY.org as a guide to adjust curriculum Common planning periods strategically organized school-wide to encourage subject specific collaboration to increase assessment strategies.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 1, 2016 70% of staff will have received a rating of effective or highly effective on Danielson component 3D Using Assessment in instruction

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Reviewing the ADVANCE data from the 2014-2015 school year, we have discovered deficits in the areas 3B-Using Questioning and Discussion Techniques, 3C Engaging Students in Learning and 3D Using Assessments in Instruction. Also our last Quality Review noted an area in need of improvement was that teacher practice should consistently reflect rigorous questioning and student-to-student engagement in order to provide all learners with challenging tasks and opportunities for high levels of thinking.</p> <p>The schools priority for this goal is increased rigor in questioning and discussion across all classrooms in all subject areas.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June, 90% of the staff will receive improved evaluations, utilizing the Danielson Framework in 3b, 3c, 3d. The six elements of The Framework for Great schools will serve as the basis for the instructional conversations.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Conduct norming sessions at monthly cabinet meetings and bi-weekly instructional cabinet meetings to assure the the standards of practice are aligned across all subject areas. The instructional cabinet will review Advance data after each term to monitor progress.</p>	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2014-15 school year</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>Instructional Cabinet</p>
<p>At monthly parent events the staff will share the academic vision of the school and how the administration is supporting</p>	<p>Parents</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>Parent Coordinator, Principal,</p>

the teachers to assure that all students have access to a rigorous education.			Assistant Principals
Weekly School Based Option sessions will provide teaching staff with professional development and time for collaboration.	All Teachers	All strategies will be ongoing from September 2015 – June 2016	Instructional AP's, School Wide Professional Development Team
Provide time for teachers to participate in teacher teams, engaging in inquiry to analyze student work to adjust teaching practice and instructional planning. Data binders from teacher teams will reflect shared practices and results.	All Teachers	All strategies will be ongoing from September 2015 – June 2016	Teachers, Instructional AP's

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional development											
SBO Schedule											
Teacher Team Meetings											
Cabinet Meetings											
Title SWP											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Mid-year conference/checkpoints will be held during Regents week.
- By midyear, the data should reveal that 90% of the staff has received improved evaluation ratings in two out of the 3 competencies listed above in the goal.

- On-going monitoring of teacher progress will take place during one-to-one meetings with the content area assistant principals.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>According to our School Survey results 50% of our parents either agree or strongly agree that teachers communicate regularly with parents/guardians. Data has also revealed that our parent participation has increased with nearly 70% of our parents and students enrolled in Pupil Path, increased number of parents at Open School Parent-Teacher Conferences, and attendance at PTA meetings. Our latest Quality Review also applauded the addition of various bi-lingual staff members to be able to better serve our multicultural population.</p> <p>Parent involvement is still an area of concern, especially in terms of teacher outreach, so we have increased our efforts to engage parents by utilizing the steps outlined in the action plan below.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school will increase the level of parent engagement as measured in a 15% increase in parents who agree or strongly agree that their child's teachers communicate regularly with parents/guardians.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Reach out to all parents by developing themed PTA meetings every month. Effectively communicate with all parents through newsletters, phone calls, phone bank messages and Skedula, and our school based website eChalk.</p> <p>The Parent Coordinator will share monthly updates with the Administration on PTA</p>	<p>Parents</p>	<p>All strategies will be ongoing from September 2015 – June 2016</p>	<p>Teachers, Administration, Parent Coordinator</p>

meeting attendance and parental concerns raised.			
Continuous opportunities 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 will be provided for parental involvement and education through outside residencies and guest speakers at PTA Meetings, Special Education, ELL orientation/update meetings, etc .	Parents	All strategies will be ongoing from September 2015 – June 2016	Teachers, Administration, Parent Coordinator
Teachers will make specific parent outreach of students who are absent frequently, not completing assignments or not doing well on class exams in an effort to improve credit accumulation and attendance. Parent outreach will be documented on Skedula and Administration will monitor logs on a monthly basis.	At-Risk Students	All strategies will be ongoing from September 2015 – June 2016	Teachers, Administration
Schedule monthly IEP Annual Reviews and Triennial conferences at a time that is convenient for parents, so that they can play a larger role in the planning of the appropriate supports for improved student outcomes.	Parents of SWDs	All strategies will be ongoing from September 2015 – June 2016	ISS Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Coordinator
Guidance Counselors
School Leadership Team

ISS Staff

Assistant Principals

Coordinator of Student Affairs

Title I SWP Funds will be used to maintain Skedula and E-chalk Accounts .

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Data will be collected throughout the year in terms of the number of parents attending school events and conferences as well as parent outreach by teacher. The Parent Coordinator will monitor the number of participants and the progress in achieving this goal. A mid-year check using a survey monkey through Skedula will take place during the last week of January with the appropriate staff members and parent leaders to assure that at least 60% of our parents are actively engaged in either PTA functions or conversations with the child's teachers about their academic development.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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)	School-wide Lowest Third, ELL's, SWD's , summative and formative assessments	Tutoring, Targeted Tutoring for Special Needs Students and ELLs, Regents Preparation, Brain Pop	Small group instruction, tutoring	Both during the school day and after-school
Mathematics	School-wide Lowest Third, ELL's, SWD's , summative and formative assessments	Tutoring, Targeted Tutoring for Special Needs Students and ELLs, Regents Preparation, Brain Pop	Small group instruction, tutoring	Both during the school day and after-school
Science	School-wide Lowest Third, ELL's, SWD's , summative and formative assessments	Tutoring, Targeted Tutoring for Special Needs Students and ELLs, Regents Preparation, Brain Pop	Small group instruction, tutoring	Both during the school day and after-school
Social Studies	School-wide Lowest Third, ELL's, SWD's , summative and formative assessments	Tutoring, Targeted Tutoring for Special Needs Students and ELLs, Regents Preparation, Brain Pop	Small group instruction, tutoring	Both during the school day and after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from Counselor/Teacher	Workshops for students, CBO's providing additional support to our at risk students. Social Worker support groups.	Small group and one to one counseling sessions.	Both during the school day and after-school

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
Create and maintain a recruitment strategic planning team, develop marketing and outreach strategies, form partnerships with traditional teacher education institutions and alternative licensure programs, evaluate current hiring processes, provide financial incentives, and grow our own; develop New Utrecht High School Academy. We staff only licensed content specific teachers. There is very little teacher turnover due to the support from the Teacher lead school wide Professional Development team and the school's administration. Highly skilled teachers are given assignments to support our lower performing students. Professional Development is planned for the year both school wide and individually by department to support teacher growth and to improve student outcomes.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
New Utrecht High School will continue to participate in professional development for all staff with an emphasis on low achieving areas. School staff will continue to attend academic and administrative Borough office meetings on a monthly basis. New Utrecht High School will continue to fund a School Wide Professional Development Team to address the CCLS, Framework for Great Schools initiative and the Danielson Framework for teaching

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/information, early intervention services, etc.).
NA

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.
Teacher Team consultations along with Town Hall Meetings with teachers will be used to actively discuss types of assessments that the school will use to measure achievement as well as to analyze the success of the assessments and how the data will be used moving forward.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	2,391,120.00	x	5 A, B, C, D, E
Title I School Improvement 1003(a)	Federal	0	x	
Title I Priority and Focus School Improvement Funds	Federal	0	x	
Title II, Part A	Federal	0	x	
Title III, Part A	Federal	79,292.00	x	5 A, E
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	18,428,372.00	x	5A,B, C, D, E

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

Your school's Title I Parent Advisory Council (PAC) 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)

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

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

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

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

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

New Utrecht High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>New Utrecht High School</u>	DBN: <u>20K445</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>12</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

expectation is to produce quality activities that allow students to perform and achieve at high levels.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #3:

ESL Living Environment/Earth Science and Chemistry Regents Prep: The instructional program will involve ELLs in Cohort Q who have not passed or taken the regents. It will serve 20-30 students in the cohort. The instructional focus will be to build literacy skills and develop strategies to pass the regents. The group will meet four times a week for 8 hours on M/T/TH/F from 3:15 – 5:15 PM. The program will begin October 2014 and end June 2015. The service providers will be one (1) certified Science teacher, (1) certified Bilingual teacher, and an ESL teacher will teach collaboratively with the content area teachers. The ESL teacher will also plan collaboratively and infuse ESL strategies in the instruction in order to make content comprehensible for the ELL students in the classroom. The language of instruction will be English and Chinese. The teachers collaborate during the sessions. The ESL and Science teachers scaffold the instruction and implement comprehension strategies. They discuss and practice the strategies during the Title 3 Pd sessions. The teachers will assess students and give differentiated instruction since students will be on different levels. The teachers will have paper, markers, composition notebooks, and chart paper. The Bilingual Guidance Counselor will recommend students who are struggling in science. They will also monitor attendance and have parental outreach. The anticipated measurable outcome should be progress in literacy skills and passing the science regents.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #4:

ELA Regents Prep. After School: This program is designed for ELLs taking the ELA Regents in January/June. There will be 20-30 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort Q, class of 2015, who have failed or not taken the ELA Regents. The students are 11th and 12th graders or repeaters. The instructional focus will be on the ELA Regents Tasks I-IV. Teacher will integrate ESL and ELA standards that will support their daily ESL and ELA instruction. The instructional program will begin October 2014 and end in June 2015. The group will meet four times a week for 8 hours on M/T/TH/F from 3:15 -5:15 PM. The service providers will be 2 certified ESL teachers and 1 ELA teacher who teach Regents prep during the day. The language of instruction will be English and all students will have access to bilingual dictionaries. The Bilingual Guidance Counselor will provide parent and student outreach. They will monitor students at risk since the students need the ELA Regents to graduate and receive 75% or better for college readiness. The teachers will have paper, chart paper, and composition notebooks. The instructional materials will be past Regents exams with Barron's ELA, "The New Comprehensive English Examination." In addition, books that student read during the year, "Outsiders", "Tuesdays With Morrie", "The Alchemist", and "House on Mango Street." The measurable outcomes are that students practice, apply and work in improving their chances in passing the ELA Regents. Students will be responsible for supplemental assignments and class presentations.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITY #5:

ESL Global and U.S. History Regents Prep.: This program is designed for ELLs taking the Regents in January/June. There will be 20-30 students who have failed the regents, repeating the class, and for students who need to graduate. This is for cohort Q, class of 2015, who have failed or not taken the any History Regents. The students are 11th and 12th graders or repeaters. Teacher will integrate ESL methodologies and strategies to support class work and regents preparation. The instructional program will begin October 2014 and end in June 2015. The group will meet four times a week for 8 hours on M/T/TH//F from 3:15 -5:15 PM. The service providers will be 1 certified History teacher and one certified bilingual history teacher with an ESL teacher who will teach collaboratively with the content area teachers. The ESL teacher will also plan collaboratively and infuse ESL strategies in the instruction in order to make content comprehensible for the ELL students in the classroom. to assist the content teachers. The language of instruction will be English and all students will have access to bilingual

Part B: Direct Instruction Supplemental Program Information

dictionaries. The Bilingual Guidance Counselors will provide student and parent outreach. They will also monitor their attendance. Students will practice with past regents exams. Teachers will have paper, chart paper, composition notebooks and markers for the class. The measurable outcomes are that students practice and work in improving their chances in passing the History Regents. Students will be responsible for supplemental assignments and class presentations.

GUIDANCE ACADEMIC INTERVENTION & COLLEGE READINESS:

Guidance Counselors will conference with students to inform them on career and college readiness. They will also play a role in informing parents in their native language about the importance of Title 3 programs and education. Furthermore, they will have conversations on credit accumulation, study habits, and student transcripts. Guidance will meet twice a week for two hours from October 2014 and end in June 2015. The service providers will be 2 certified bilingual guidance counselors. The measurable outcome will be that more ELLs will take and pass NYS Regents exams and graduate.

Part C: Professional Development

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

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

Begin description here: _____ Professional Development Program

INTRODUCTION OF PROFESSIONAL DEVELOPMENT

The Professional Development will be ongoing book studies by all Title III Teachers and Administrators. This will be a way to improve instruction and develop new strategies so that we can improve students' outcomes. During PD teachers will model learning and instructional strategies from "Scaffolding Language and Learning", "Mosaic of Thought", and "Teaching Vocabulary to ELLs". Then the teachers will discuss and make adjustments before utilizing the PD experience in the classrooms and after school. The PD sessions will impact their planning and preparation for their day classes. Our 2014-2015 PD will have a focus on literacy with elements of comprehension strategies, academic vocabulay, text complexity, and differentiation. Also, the PD will involve the school's focus on questioning and discussion techniques. The school supervisors will oversee and monitor the PD on all levels.

SUPPLEMENTAL PROFESSIONAL DEVELOPMENT ACTIVITIES #1-5

All teachers will work as a group in book studies where there will be time to discuss and present. The instructional activities will support teachers so that teachers can utilize their PD activities in class. This will be a process where we will see better student outcomes and progress for our ELL population. All Title 3 teachers of ESL, Math, Science, and History. The ESL Assistant Principal will provide the PD. The book study will involve teachers presenting, modeling, writing, planning lesson plans and units, and summarizing what was read and then have an open discussion to develop ideas. Teachers will be monitored by the ESL Assistant Principal. It will be per session for 2 hours a month during the week or after school. The professional materials will be books that practice instructional strategies for ELLs. They are: "Mosaic of Thought", "Teaching Vocabulary to ELLs", and "Scaffolding Language Scaffolding Learning." The Title 3 teachers will take what they learned and practiced during the Pd sessions to their classes and enhance their teaching approach for all learners. Teachers will be familiar with ELL students by developing more of an awareness. The teaching approach of reading and comprehension strategies will allow learning to take place where all learners understand the content. The research based strategies improve student learning and comprehension significantly. All these books will be purchased with our Title III funds. Extra materials to purchase will be loose-leaf and chart

Part C: Professional Development

paper. The measurable outcome will be: Improving instruction that is meaningful to all students and improve Regent scores by 5%.

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: ESL and Computer Technology for ELLs and their parents. Parents will be invited to come once a week and spend time with the Bilingual Guidance Counselors and teachers. This is a two hour instructional program during after school for parents and students. Parents and students need to work as partners in attaining proficiency in English. They will be involved with (1) hour of ESL Instruction, and (1) hour of computer technology. The common goal will be for all to achieve English proficiency. The providers will be 2 teachers; 2 certified ESL teachers, 1 certified bilingual guidance counselor. This process should continue in the home where NLA is transitioning into English. Materials will be ESL Books, computers, English and NLA materials for parents. The measurable outcome is to increase English language skills at home and school, and also to make parents aware of ESL methodologies. Our NLA teachers are involved in translating information for our ELL parents whenever necessary. Passing rate should increase by 5% for ELLs that do attend with parents. Quarterly presentations and festivities will also be included in the program during after school.

Part E: Budget

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

Allocation Amount: \$_____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 445
School Name New Utrecht High School		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Maureen A. Goldfarb	Assistant Principal Giacomo Rutigliano
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher John Pearson	School Counselor Yan Yu Lin
Teacher/Subject Area Dr. Chie Soong/Science	Parent type here
Teacher/Subject Area Clement Tian/HLA	Parent Coordinator Anna Mineo
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Michael Prayor	Other (Name and Title) Lisa Gretano, AP-Data

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	11	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	5	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	3672	Total number of ELLs	650	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										14	9	8	3	0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	650	Newcomers (ELLs receiving service 0-3 years)	400	ELL Students with Disabilities	101
SIFE	110	Developing ELLs (ELLs receiving service 4-6 years)	153	Long-Term (ELLs receiving service 7 or more years)	97

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	234	45	0	89	10	0	10	6	0	0
DL										0
ENL	166	30	12	64	14	19	87	5	70	0
Total	0	0	0	0	0	0	0	0	0	0

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 ch										41	37	21	13	0
SELECT ONE cn										38	35	22	14	0
SELECT ONE mn										50	29	17	16	0
TOTAL	0													

**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																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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										74	36	15	16	0
Chinese										11	9	7	4	0
Russian										15	6	7	6	0
Bengali										1	1	1	0	0
Urdu										16	4	3	3	0
Arabic										18	12	6	4	0
Haitian										1	1	0	0	0
French										0	0	1	0	0
Korean										0	0	0	0	0
Punjabi										0	1	1	0	0
Polish										0	0	2	0	0
Albanian										3	1	0	0	0
Other										15	6	9	4	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										36	8	2	1	0
Emerging (Low Intermediate)										28	13	10	8	0
Transitioning (High Intermediate)										26	15	7	8	0
Expanding (Advanced)										86	56	26	21	0
Commanding (Proficient)										73	53	27	6	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total												8	12	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										102	91	79	39	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	69		15	
Integrated Algebra/CC Algebra	42	252	25	204
Geometry/CC Algebra	92		73	
Algebra 2/Trigonometry Math _____	25		15	
Chemistry	23		15	
Earth Science	7	41	1	11
Living Environment	41	246	10	180
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	31	160	6	80
Geography				
US History and Government	14	71	2	42
LOTE	54		54	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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	8	7	35	342				

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The early literacy assessment tools available are the NYSESLAT/NYSITELL/Spanish LAB. When the student is admitted, the student is interviewed by the A.P. ESL. This is where initial placement happens. The AP interviews and receives a writing sample. Then the student is tested within 2-5 school days. The ENL teachers monitor every student in class and examine if the student needs literacy intervention. In addition, we utilize our Title 3 and 1 funds for literacy intervention during after school. Currently our ELL population according to the NYSESLAT is broken up into four categories. We have 17% Entering, 17% Emerging, 17% Transitioning, and 49% Expanding. This tells us that about 66% is close to obtaining English Proficiency, and about 34% will need two or more years in an ENL setting. With our focused PD we will more have more ELLs testing out and being served for up to two years, and also more ELLs moving up or within the levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After receiving the proficiency levels and grades, we see that our ELLs are performing at an Transitioning/Expanding levels(66%) and Entering/Emerging (34%) on the NYSESLAT. Our newcomers on the NYSITELL are performing on a (En/Em) levels. Many students in the (EN) level (17%)are newcomers and SIFE ELLs. These students may need two years of intensive English instruction before they advance. ELLs on the (Tr) level to (Ex) levels have the abilities to test out within two years. The (Ex) level for 11th and 12th grades are low since students have difficulty attaining English proficiency. By the 12 grade, we only have 10% who have not attained English Proficiency. This school year 215 ELLs attained English proficiency according to the 2015 NYSESLAT. Our 9th and 10th grades currently have the most Emerging students.
 Many newcomers are scoring En/Em on the NYSITELL. Those who score Entering level show low skills in reading writing, listening, and speaking. Last year we tested 110 newcomers: 14 tested out and 96 became ELL entitled. All entitled ELLs need academic intervention in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

All ELL and Title 3 After School teachers are informed with current data. Currently, every year we make progress on attaining English proficiency and movement within the levels. The AMAO 1 shows 85% of ELLs are making progress. According to the AMAO 2 31% have attained English Proficiency. This helps us plan for the school year, and it provides PD ideas for the year. The PD focuses on Comprehension Strategies, Academic Vocabulary, Informational Text, and Complex Reading Text.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - A. Students do well on native language exams. The ELA Regents poses the greatest difficulty since it involves a reading and writing component based on ELA standards. ELLs generally score high on math and foreign language exams. With the common core being aligned with the ELA Regents, we are preparing our ELLs for the 2015-16 ELACC.
 - B. No periodic assessment was administered this year. We use NYSESLAT and NYSITELL to evaluate their reading and writing scores. This also determines in which ENL level to be placed. The assessments show that ELLs reading and writing skills need to improve. Although, they are signs of improvement. This is even greater when students arrive in the upper grades with very low literacy skills.
 - C. No Periodic Assessment will be administered this year. This trend is also noted in the NYSESLAT Exam. Native Language is used for the HLA teachers to introduce informational literature and literary elements. This support will help the ELLs transition into English at a faster pace when they will take the ELA Regents prep. In addition, Native Language is used in their mandated HLA and Bilingual classes according to the LAP. The school leadership meets during cabinet meeting to discuss progress and academic intervention for the ELLs. The school's leadership and teachers are involved in encouraging students to attend after school programs. Plus to have non- ELL teachers visit ELL teachers' classroom to observe a lesson on scaffolding language and learning. Teachers need to learn strategies on how to break up something complex into something meaningful.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
The students receive more instructional time in their daily schedule for ENL-ELA-HLA classes than required. Our after school Title 3 and Literacy programs offer the students the opportunity to improve their English skills and make up any lost time. As the students progress by NYSESLAT level, they will receive more English language in their bilingual classes. Our Entering students receive 75% native language instruction and 25% English instruction. As the students advance in levels they receive more English and less native language. The Bilingual Progressions in student performance will show that students are able to compare/contrast, synthesize and Evaluate the information presented by the Expanding level where more English is used. The data gathered from the ELA Regents and NYSESLAT indicate that ELLs are behind in reading and writing. Students have difficulty in comprehension and vocabulary. Therefore, the writing process is a difficult task as well. We can include that some students are two years behind in their native language about 10% of the ELL population. This makes learning English more difficult since they are delayed in their native language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate success through the NYSESLAT. We monitor their 3 year progress. Furthermore, we monitor ELA Regents exam and yearly graduation rate. In addition to instructional changes, we recommend students to attend after school regents tutorials.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

When completing the HLIS, the guidance counselor, parent coordinator, and AP of ENL, along with the appropriate language translator (English, Spanish, Chinese), work as an informational team to help the parents understand what ELL programs and options are offered at the school. The HLIS form with the help of a teacher asks the parents' questions on the language they speak at home most of the time and with other family members. If the students only speaks the native language at home and no English, then the student will take the NYSITELL. The student and parents are interviewed by the guidance staff, AP, and a teacher. We determine which ENL level to place the student before the NYSITELL. We have a Foreign Language teachers in the same area. Therefore, the families have language support in Chinese, Spanish, Russian, Arabic, and Italian. This year 2015-16 we will have The Language Proficiency Team (LPT) in place so that it can review the students' language development. The team recommends if students should take the NYSITELL. If the recommendation is not to test, then the principal reviews and determines. Finally, the superintendent will decide whether to take or not to take the NYSITELL. During the intake process, the parents are given the HLIS by the Guidance Counselor in their native language, and then the student has an oral interview with the Guidance Counselor to see their academic language, and then with the ENL Assistant Principal for placement until the NYSITELL is administered. While the parents are present, we ask questions regarding schooling and familiarity with the English Language. This will determine the initial placement into regular ENL or ESL Literacy classes. The program selection form is also given to the parents since many parents never return. This informs the school staff where their child should be placed before the NYSITELL. After the exam all parents are informed via mail, regarding their child's entitlement and placement. Currently, our school offers two programs for ELLs as follows: ENL Freestanding and Chinese-Bilingual. If the parent doesn't select any program, after the informational session, then the parent has the option of requesting a transfer to a school that offers the desired program. Students new to the NYC system are administered the NYSITELL for entitlement and placement. This is all done within the first 10 days of school. The Assistant Principal of ENL administers the NYSITELL and the a certified Spanish teacher administers the Spanish LAB once a week either on Tuesday or Thursday. The NYSITELL consists of speaking, listening, reading, and writing. For each grade level, there is a cut score which determines ELL eligibility. For Hispanic students who do not meet the cut score on the NYSITELL, they are given the Spanish LAB to determine proficiency in their native language. Parents are informed about the state's annual NYSESLAT Exam for which data is collected regarding progress with scores and modality breakdown. This helps the school determine and prepare on how to improve and inform instruction for every ELL. The school uses ATS reports to determine continuation of eligibility. Every Spring all ELLs are administered the NYSESLAT. They are tested in the four components. The speaking is administered individually, and the other three components/sessions are administered in their ENL classes. By earlier August, the scores are released to the school.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

All entering ELLs are interviewed and do a writing sample with the AP of ENL and guidance counselor. The written sample asks the student to describe and explain any hobbies, compare and contrast where they live now, what they do during their free time, and what they want to be in the future. Then we look at student work and performance in class. In addition, the NYSITELL shows how the student performs in the four communication modalities. If the student's class performance is low, then we place the student in a SIFE/Literacy level class. Our Milestones text in the literacy level has an assessment piece which will show if the student needs literacy intervention.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

This year 2015-16 we will have The Language Proficiency Team (LPT) in place so that it can review the students' language development. The LPT consists of an ESL Administrator, Certified ESL Teacher, Special Education AP, and the student's parent. The team recommends if students should take the NYSITELL. If the recommendation is not to test, then the principal reviews and determines. The timeline to accept or reject the LPT recommendations is 20 days. Finally, the superintendent will decide whether to take or not to take the NYSITELL. During the intake process, the parents are given the HLIS by the Guidance Counselor in their native language, and then the student has an oral interview with the Guidance Counselor to see their academic language, and then with the ENL Assistant Principal for placement until the NYSITELL is administered.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All entitlement and non-entitlement parent notification letters are mailed to their home address within 5 school days, and we keep one on file in their folders in Rm 534 with the ELL secretary. The AP instructs the secretary after the NYSITELL is scanned to inform the parents with a Placement Letter. The guidance counselors is updated on the NYSITELL results and informs the student. The guidance counselor will notify the parents via phone and/or email of the results.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents and students 18 and older will be notified during the intake meeting with the AP, teacher and ELL Secretary regarding the right to appeal ELL status with 45 days. If a parent chooses to appeal, then the parent must submit a written request to the principal. The request may also come from a student's teacher or a student of 18 years of age and older.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- After viewing the video on program selection in their native language, the parents fill-out the forms. The forms are returned to the guidance counselor, and then the ENL AP evaluates the forms and adjusts student programs to satisfy their needs with proper placement. We have two programs available. They are: Chinese Transitional Bilingual Program and ENL Freestanding Program. During this process the student is interviewed by the ENL AP for placement and administered the NYSITELL. Parents are informed by mail in their native language and the Parent Coordinator will call parents for special events or for academic intervention services. Between 1-3 school days, a student is placed in a program selected by the parents. The staff involved in this process are the: Guidance Counselors, AP of ENL, and AP of Math. If a parent does not complete the parent survey, the default placement is the Chinese Bilingual program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- All parents fill out both forms the same day their child is admitted. Sometimes they return the next day to finish. Therefore, all forms are completed 100%. Entitlement letters are mailed with contact information so that parents may call for clarification. Copies are kept in Room 534 which has a secretary who is supervised by the ENL AP. The TBE program is always available. We plan for this based on yearly trends of incoming students. We monitor parent choice by reviewing their official classes and evaluating their programs. The AP oversees this process by checking the ELPC and BNDC reports.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The selection form is done on site before the parents leave. The AP, teacher, and ELL secretary make sure the Parent and Program Selection forms are all completed. In case the forms are not complete the student will default in a bilingual program.
9. Describe how your school ensures that placement parent notification letters are distributed.
- All parent notification letters are mailed to their home address and a copy is kept on file. In addition, the letters are in their native language with all the contact information. The ELL Secretary mails them out under the supervision of the ENL AP.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELLs have a file with all of their documents in room 534 in a closed file cabinet. The files are in a secure area. Only the ENL AP and secretary have access to them.
11. 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.
- Once all students are identified in ATS (RLER) and check their classes, then we begin to organize the administration of the exam. We prepare four envelopes per class for each modality. All teacher have CD players for the Listening part. The AP of ENL has PD for the administration of the NYSESLAT. ELLs take the speaking part in the auditorium with the class and in school offices. Other teachers administrator the speaking part to the students. Since our classes are self contained, all three sessions are administered in their classes. Usually the listening will take 20 minutes, and the reading and writing up to 90 minutes(2 periods). After the official administration, there is a make-up period for the students that were absent.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- All parent notification letters are mailed to their home address and a copy is kept on file. In addition, the letters are in their native language with all the contact information. The AP of ENL collaborates with the AP of Data and Programming to make sure all students are being served. The ELL Secretary mails out the letters under the supervision of the ENL AP.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Parental requests in our school lean towards the ENL Freestanding and Bilingual programs. We receive many newcomers with the home language as Chinese throughout the year. Furthermore, some ELL's are transfer students who arrive with the HLIS status already completed from the regional office or their JHS. The last two years has marked a increase in the area of Chinese-Bilingual students, currently at 425 students. The ESL Freestanding at 250 students which has also increased. This demographic shift has been considered and programs have been modified as described elsewhere in this narrative. The trend for Chinese TBE is growing and we foresee this trend growing. We monitor parent choice when the parents submit the forms after viewing the video on the three choices. These forms are kept by grade level, native language , and program selected. Each year we store the forms in the proper folder. The folders show Chinese Bilingual program with an increase each year. Therefore, the Chinese TBE is expanding since parents feel the importance of having their child in a TBE program. Non-Chinese natives choose ENL Freestanding since many come with some knowledge of English and want to continue with English. All records and completed forms are kept in Room 534 with the assigned secretary under the AP of ENL's supervision. According to the ASPIRA Consent Decree, if we have two consecutive levels of 20 or

more requests for a bilingual program by the parents' request, then the school will need to put a bilingual program in place.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
The model is self-contained. ELLs are placed according to NYSESLAT and NYSITELL scores. The Entering Level will receive 2 blocked periods of Standalone ENL. The Emerging level will receive one period of Standalone ENL. All Entering and Emerging students will have one integrated ELA class with ESL teachers. The group is ungraded and homogenous with the same proficiency level. All students will receive an ELA class with content and ESL certified teachers. Students will also receive a foreign language, ESL Math and Science classes.
 - b. TBE program. *If applicable.*
The TBE model is self-contained. ELLs are placed according to NYSESLAT and NYSITELL scores. The Entering Level will receive 2 blocked periods of Standalone ENL. The Emerging level will receive one period of Standalone ENL. All Entering and Emerging students will have one integrated ELA class with content and ESL teachers. The group is ungraded and homogenous with the same proficiency level. All students that are Tr, Ex and Cm will receive an ELA class and ESL certified teachers. Plus students will receive an HLA class and TBE Math and Science classes. Students will be exposed to more English as the students move up levels or test out.
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The Assistant Principal with the guidance staff carefully evaluate NYSESLAT and NYSITELL scores to determine the instructional minutes. Our instructional time per week for ELLs go beyond the required time under CR Part 154. This includes ENL, ELA, and HLA instruction. A. Each class period is 48 minutes. The Entering level receives 645 minutes of services per week; the Emerging level receives 435 minutes of services per week, and the Transitioning, Expanding, and Commanding levels receive 225 minutes of ESL services per week. Instructional time is calculated per amount of period per day times 5 days. In addition, bilingual students receive 225 minutes of HLA instruction per week.
3. Describe how core content is delivered in each program model. 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.
The content area classes are transitional bilingual and ENL freestanding using ESL methodology (mainly through scaffolding). The instruction has to be planned, and also how to deliver instruction for every ELL must also be planned and practiced. This happens during our school-wide PD sessions, inquiry teams, and common planning time. The instruction has to be rich in literacy and content. The language development must be scaffold; therefore, tapping into their prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in the outside world. The materials used are texts that they can read and connect with, bilingual dictionaries, plenty of visuals, leveled readers for students to explore, charts, graphic organizers, and posters. Teachers are using informational and complex text to their daily planning (CCLS R 1-4). Also teachers are infusing persuasive and argumentative writing (CCLS W 7-9). In many bilingual content classes, teachers are using academic vocabulary and infusing English which is align with the LAP (CCLS L 5-6). The HLA teachers in class are beginning to incorporate literary elements which are aligned with their ELA classes and ELA Regents. The teachers enrich and reinforce academic vocabulary that is essential in comprehending content knowledge. All ESL teachers will integrate reading comprehension, writing and vocabulary strategies in their daily planning with the history teachers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The HLA classes are by grade level. The HLA teachers evaluate the students with an entrance exam to see their literacy level in their first language. The teachers will use this to differentiate their instruction. At the end of the year, the Chinese Bilingual students are given the CRT and a Chinese Regents. The other languages in the ESL Freestanding program take the language regents as well. ESL and HLA teachers meet to discuss student performance and ways to introduce content knowledge in their daily instruction.

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

ELL teachers use NYSITELL and NYSESLAT data. The NYSESLAT has a three year trend to determine which modalities they are and/or not succeeding. Teachers daily instruction has the four modalities embedded in their lessons. The Milestones texts has a test preparation section that integrates all the modalities. Teacher exams and test prep materials in the Milestones monitors their progress throughout the year as well. Teacher keep notes and meet with students who are not making progress. We encourage all ELLs to participate in the after school program.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

A. We have SIFE in our after school program. We identify ELLs that have had an interrupted formal education. They are placed in a self-contained/blocked program, 5 times-per-week for 96 minutes. This class is an ESL Literacy class which focuses on phonemic awareness, academic vocabulary and comprehension strategies. All ESL levels 1-2 will have a double period block in which teachers will be able to implement the readers and writer's workshop and some components of the RU Models. Students will explore and develop literacy skills. The students also have one ELA class with ELA/ESL teachers where they are exposed to literature and literary elements in anticipation of the ELA Regents. Classes are equipped with leveled libraries. There is also an after school program for daily academic work. The grant will involve a CBO who will help us with career and college readiness. Also they will be involved with community organizations and parental outreach.

B. All newcomers and/or those who score (Emerging) on the NYSESLAT are placed in a double period language development class and a daily ELA class with an ESL/ELA teachers. Students in every ENL class will have a leveled library with high interest fiction and non-fiction books for independent reading. Furthermore, classes will have class sets of novels for guided reading and read alouds. ELLs will have exposure to text and ELA. The annual NYSESLAT will determine if the ELLs are progressing. Moreover, we have an on-going after-school program funded by Title III. All ESL teachers will have training on comprehension strategies with a focus on academic vocabulary, the use of leveled classroom books, and literary elements. This is also aligned and reinforced in HLA and ELA classes. Instruction is differentiated by using leveled text and Dept of Knowledge Levels. DOK has four levels which range from recall to extended thinking. Some activities may be: describe the features of a place or people, describe cause/effect of a particular event, support ideas with details examples, and describe how common themes are found across texts from different cultures.

C. Developing students have difficulty in reading and writing skills. Therefore, our efforts have been to strengthen their comprehension and to expose them to texts. Students have daily reading with a guided activity that the teacher models. Usually, the activities reflex activating prior knowledge and making connections to their daily lives. All ESL teachers will have training on comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This is also aligned and reinforced in HLA and ELA classes.

D. Long-Term ELLs who are six years or more in an ESL /Bilingual program demonstrate that they are taking more than the prescribed amount of time to gain proficiency in English. These students continue with services until they test out with the NYSESLAT. These ELLs are also recommended to attend the after-school instructional program and the Saturday program. This year, we are tracking students by using available data to see if they are passing classes and making progress by using NYSESLAT scores. These students receive Academic Intervention Services from Title III Instructional programs that range from ESL Literacy to Regents Prep. All ESL teachers will have training on comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements. Along with texts we have integrated ELL instructional strategies that will strengthen their knowledge of English. Some strategies are: vocabulary and language development, guided interaction, universal themes, modeling, graphic organizers and visuals.

E. The English Proficient students still receive support in their ELA classes with an ESL or Dual Certified teacher for two years after exiting ELL status.. Their testing accommodations still remain intact. The guidance counselor monitors their progress. These students usually graduate with their cohort. Many EPs still continue with a foreign or native language.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The principal must review the Re-identification Process decision to check the student's academic progress. The principal will consult with parent, AP of ENL, and student if the student has been affected. If the student has been affected, then the principal has to provide additional support services to the student and may reverse the determination. The student remains in program selected by the parent if the student has not been affected. The guidance counselor will monitor the student's progress by speaking to teachers and receiving report cards. Teachers will be aware and consult with ESL Administrator and guidance counselor.

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

The ELL teachers are using comprehension strategies from their PD book "Mosaic of Thought". The strategies incorporated are: visualizing, inferencing, making connections to texts, and determining importance. We are strengthening reading strategies for classroom instruction which are predicting, sequencing, modeling, summarizing and questioning. Moreover, we have included also writing strategies which are: semantic webs, information grid, modeling the text, dialogue journals, double entry journal, novel ideas, and reading with a focus. We are integrating independent and shared reading time into the classrooms. Plus, we have leveled classroom libraries with multilingual dictionaries in every ELL classroom. All of these provide access to academic content areas and accelerate English language development. We have ungraded classes since students are placed according to level and not grade level. The strategies incorporated in the content areas were already mentioned. They are: vocabulary and language development, guided interaction, explicit instruction, universal themes, modeling, graphic organizers and visuals. Students use native language texts that are rich in literature and information. This information will transfer into their ELA classes and prepare them for the ELA CC Regents. The materials may be the following: semantic webs, information grid, print rich text, dialogue journals, double entry journals, novel ideas, leveled readers, and English and Bilingual dictionaries.

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

We have developed curriculum maps for all ELL classes with texts, standards, and strategies that reach out to all learners. Our ELL teacher teams focus on ELLs who are not performing well in class and are at risk for graduation. The diverse strategies mentioned in #8 are effective in all content classes. The strategies that are taught and used in ELL classes should follow the students to their content classes. ELL-SWD will have an ESL teacher in their history content classes. This will reinforce and support all students in comprehension and academic vocabulary. Students placed in an ICT class are placed according to their IEP. The ISS AP collaborates with ENL AP to place a student in an ICT with exam data and grades in classes. (NYSESLAT, NYSTIELL, report cards, and any tests taken that is in the IEP)

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

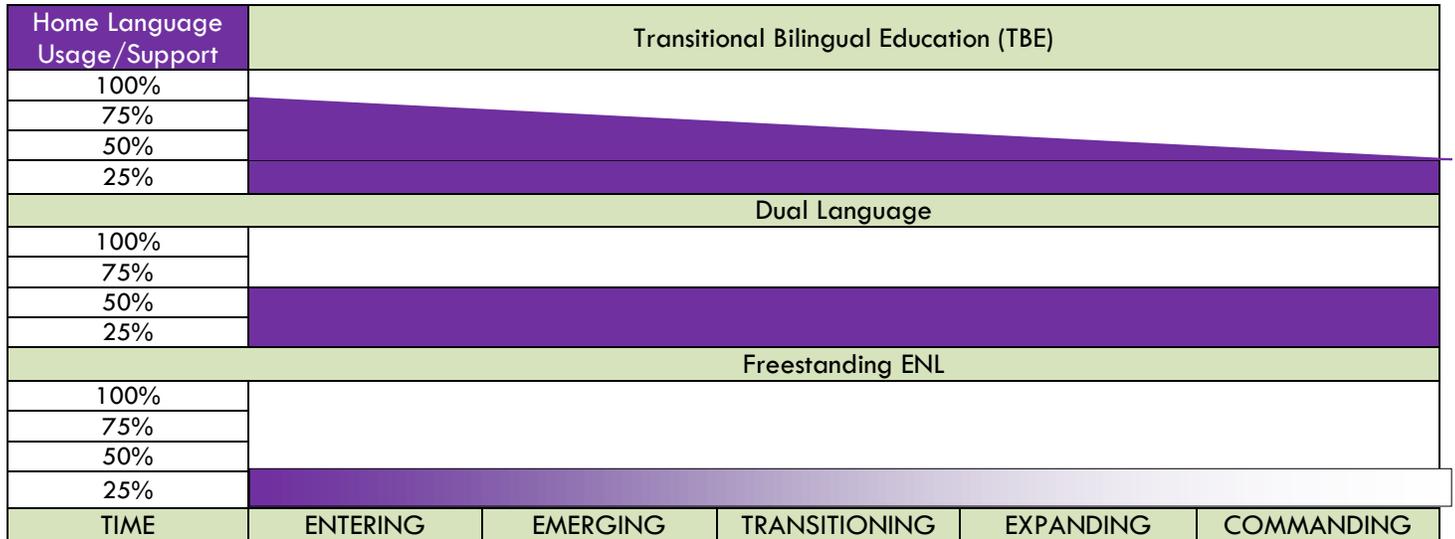


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The targeted intervention programs for ESL Freestanding and Chinese Bilingual students are: Regent Prep. during and after school for all content classes, credit recovery for credit accumulation and Regents Prep. Title 3 and 1 funds are utilized for after school instructional activities and support. The instruction is offered in English and Chinese. We first target cohort ELLs who need to pass regent(s) in order to graduate in June. Our Regents Prep. include: ELA, Living Environment/Biology, Integrated Math, Global History and U.S. History. Literacy is also included in the after school for newcomers and SIFE. This is an extra support to get the students up to speed in English acquisition. Our guidance staff is involved as well to have students participate in the after school program. On staff we have Chinese and Spanish speaking teachers to assist other teachers and students. 60% are Chinese speakers, 30% are Spanish speakers, and 10% are mixed LOTE. All rooms have bilingual dictionaries. Students use their native language if content is unclear; therefore, our after school staff is equipped with teachers that speak LOTE. (Chinese, Spanish, Arabic, Russian, Italian)
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current programs satisfies the need and demand of our ELL population. We have an Asian population and CBO on campus: The Chinese Planning Counsel. The current programs are effective and all students are being served.. All students receive instruction in English, and in their content area the language of instruction ranges from all English to their native language. Students in a TBE program have a HLA component in their schedule. All students are recommended to attend after school programs to strengthen their content and language development. We have monthly meeting and teachers are aware who are ELL. All students have an Official Class. This is how teachers know that they are teaching ELLs. Furthermore, all APs know where ELLs are placed in their content areas.
12. What new programs or improvements will be considered for the upcoming school year?
We are expanding our Chinese TBE program since all parents of incoming students are selecting TBE. We have had a 10% increase for bilingual. Therefore, we hired a Chinese native language arts teacher.
13. What programs/services for ELLs will be discontinued and why?
The Asian Dual Language program is being discontinued. It's hard to find and maintain EP students, and ELLs switch to TBE since they feel comfortable with having more time with their native language. 95% of our DL program students switched to bilingual since 50% of English instruction didn't fit their needs. The students needed more content instruction in their native language.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are included in after school and supplemental services. We have credit recovery after school programs for which they participate in. Our year round Title 3/1 instructional programs are structured for ELLs so that they make gains in attaining proficiency in English. The program gives ELLs access to Regents prep. with literacy support. HLA support is in Regents prep for those who are taking the regents in their native language. Students must fill out a parental consent form. They are invited by teachers and guidance counselors. Announcements are made during the day to inform them, and information is posted in school. During Parent-Teacher conferences we advertise the programs for them to see.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials used to support the learning of ELLs in content areas and language development are with: meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides with overheads and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). Thematic approach is used for the whole class with magazines, newspapers to create stories, cooperative learning/social interaction. The instruction must be modeled with real world materials. There should be read alouds and silent reading involved in the lesson development. Teachers focus on building reading comprehension skills by having a readers and writers workshop with academic vocabulary and complex text in all ESL classes. ELL teachers utilize leveled libraries for reading and writing in the classroom and after school. In addition, some ELL teachers are beginning to utilize SmartBoards in their instruction. All ELL classrooms have Promethium Boards for teachers to utilize in their daily instruction. The Native language materials are texts that are aligned with the ELA (literature, biographies, informational and complex texts), graphic organizers to help them organize content, visuals, and bilingual dictionaries.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
HLA support is delivered through literature in their native language which is aligned with the common core learning standards. Teachers focus on modeling literacy skills in students' native language with thematic readings in an academic context. Teachers use visual and print rich materials to help support learning in their native language. Students are involved an accountable talk and lively discussions in their native language. Once the HLA level goes beyond level 3, there is more of a focus on literary elements and tasks 1-4 which support the ELA Regents.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All ENL classes have mixed grades with mixed ages. Our ELLs are all leveled according to their reading and writing scores on the NYSESLAT and NTSITELL. The integrated content classes only have students with two grade levels. Moreover, teachers differentiate by examining data and informing instruction to their needs. The teacher can group students according to weaknesses and strengths and form work stations where parts of the lesson can focus on their needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Students are encouraged to visit the school during the open house. We have freshman orientation in June for ELLs to come and also late August for ID and programs. School guidance counselors and all APs are present for orientation days. During the summer there is Title 3 programs that help students transition to high school life. The newly enrolled and /or Over The Counter students, we meet once they arrive from the enrollment center.

19. What language electives are offered to ELLs?

We offer 14 Advanced Placement Courses. The language electives are Chinese, Spanish, and AP Chinese.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
This PD plan will also include Subject area teachers, Paraprofessionals, Secretary, Assistant Principals, Guidance Counselors and the Parent coordinator since they are involved and/or participate in delivering instruction to ELLs. The days for PD this year are: 9/30, 11/3, 12/16, 2/1, 2/24, 3/23, 4/20, 5/18.

The workshops are given for the Title 3/1 teachers during after school by the AP of ENL. This allows content are teachers with extra support in comprehension strategies, academic vocabulary, and assessment/data.

1. PD Plan

Literacy Learning and Language Development

- How much reading is enough? (read aloud, silent reading)
- Leveled Readers in class
- Cooperative Learning Activity: Reading, Think-Pair-Share, Sequencing

Reading and writing content towards ELA Regents

- Infusing CCLS in lesson planning with comprehension standards
- Literary Elements in all ESL levels
- Integrating word finds and visuals in daily lessons

Teaching Language through Content

- Why teach language through content?
- New ESL Approaches-English language Development (thematic units)
- Specially Designed Academic Instruction in English (focus is on academic Content)
- Content based Instruction – teaching both language and content with Thematic inquiry (making content meaningful and functional)

Scaffolding Language

- Making meaning Explicit with academic vocabulary
- Learning in group settings
- Engaging students in authentic work
- Leveled libraries with literacy support

Reading and writing in a second language

- Planning for Reading – Developing activities for before, during, and after reading that are meaningful
- Selecting books with universal themes
- Familiarity with genres and complex text– writing for a purpose and to have a particular organizational structure
- How to build knowledge of a topic (scaffolding)
- How to model texts (for group work and independent writing and reading)

Integrating Language and subject learning

- Planning curriculum mapping with thematic units
- Developing essential questions
- UBD – Understanding By Design (backward planning)

The teaching staff has ongoing PD. The school-wide PD will focus on teacher collaboration and student engagement. Teachers in their Common Planning Time will meet once a day.

PD Materials will be developed around the following 2 texts:

1. Scaffolding Language, Scaffolding Learning by Pauline Gibbons

2. Mosaic of Thought by Zimmermen

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
During PD teachers practice: comprehension strategies, academic vocabulary strategies, graphic organizers with complex text, how to scaffold instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The support the staff has is informative and instructional. All teachers receive the latest scores on ATS for students that were in middle school and newcomers. The staff has all the latest texts on ELL strategies. This year we are expanding more into vocabulary, complex text, and argumentative writing. The staff has Common Planning Time and teacher Teams where teachers are informed and have discussions on ELLs. We have assemblies with teachers and students. Title 3 programs involve 9th graders to get involved in social and academic activities. We have freshman orientation where students come in early and get familiar with the new school building, and grade level meeting to introduce staff and interventions. Our CBO the Chinese Planning Counsel has yearly activities for 9th graders.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

All staff during their monthly PD sessions include some ELL training. On school-wide PD days the school does focus part of the day on ELL training. Staff is also encouraged to attend outside PD sessions for ELLs. All ESL and Title 3 which includes bilingual teachers have PD 1-2 month on language acquisition with content area instruction. The training includes instructional strategies and materials to assist former ELLs and ELLs in class. This is also part of their CPT where teachers plan lessons together and create curriculum for all students. The schools PD team maintains record of meetings. Records will be kept with time and an agenda for which teachers sign in and participate in the training. Special Education teachers participate in the ELL Pd sessions.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ELL Administrator and ESL teachers will meet to organize a plan for the meetings. We will use our monthly flex day for parents to come, and also one period during the week. Most of our teachers speak a second language. If we need to, we will notify the Interpretation and Translation Unit for assistance. Teachers will discuss progress, areas of needs improvement, and how to receive academic intervention services. All teachers will have a phone log and keep letters in a folder for each students. For the annual meetings, teachers will have a form to fill out with signatures, and a copy of the form will be placed in student's file.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 2.(The response for # 2 is here) All teachers have phone logs for parental outreach which specifies the need and solution. The phone can be found in the AP's office Rm 560. The annual meetings are done twice a year where teacher has a sign -in sheet. This sheet is kept in the AP's office. Parents are invited to come once the teacher requests them to come. All copies of sent letters are kept with the teacher in a folder for parents to view the outreach they attempted.

3. Our Parent Coordinator informs and invites parents to school activities and functions. She is the first person they meet when parents enter the school. PC informs parents on District-wide events. Parents do get involved if called to come and discuss about their child's progress in school. The school is equipped with staff that can assist in translating for parents in any language. When parents admit their child to school, the school staff meets them and offers the support available at our school. Parents come for freshman orientation with their child, and also for the open house. Some parents are in involved in the PTA, College Night, and School Shows.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The partnerships provide workshops for all parents throughout the year. The workshops range from neighborhood - home - school support and issues that impact academic achievement. The CBOs are: Sunset Park Alliance, Chinese Planning Counsel, and Neighborhood Improvement Association. CBO activities are involved in after school activities. The activities are: trips to museums and cultural institutions, tutoring, community service, career planning, career and college readiness, resume writing, and interview skills. Our CBOs offer translation services to the community in Chinese and Spanish. Many of their written communication is in dual language for the families to understand and discuss. When parents come to school, they are accommodated in their native language. Our staff is multilingual. Therefore, communication is not a problem.

5. How do you evaluate the needs of the parents?

The parents have language and academic needs. On site, we always have Chinese bilingual staff members and other languages are available as well to serve all the needs of the parents. During the school year, information is mailed and given to students in English, Chinese, and Spanish. The information is on testing, after school programs, and progress reports. The parents want to see their child succeed academically and socially. Some forms that are sent out in their home language are department progress reports and parent-teacher conferences, for compliance home language forms, DOE ELL program description, parent surveys and selection forms, continuation and placement forms and etc. Parent coordinator works with the staff to reach out to parents regarding special events. Our multilingual guidance counselors help the parent coordinator when it comes to attendance and academic intervention for our ELLs. Our school represents many languages of our city. Finding translators in our school is not a problem.

6. How do your parental involvement activities address the needs of the parents?

The parent coordinator informs parents of school activities and notifies parents on Skedula/Pupilpath of all upcoming events. All information and activities are distributed in parents' native language (Title 3/1 consent forms, Progress Reports). Our bilingual staff supports all parents during school events or when parents visit the school. The school and parents will help improve our efforts for ELLs to gain English proficiency and academic success. The activity will be with ESL teachers and a Bilingual Guidance Counselor to assist in building strong English skills. We hope this becomes a habit to do at home where parents, students, and teachers become partners in language acquisition and social development.

D. Additional Information

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

Paste response here:

School Name: New Utrecht High School		School DBN: 20K445	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maureen A. Goldfarb	Principal		10/21/15
Giacomo Rutigliano	Assistant Principal		10/21/15
Anna Mineo	Parent Coordinator		10/21/15
John Pearson	ENL/Bilingual Teacher		10/21/15
	Parent		1/1/01
Dr.Chie Soong/Science	Teacher/Subject Area		10/21/05
Clement Tian/HLA	Teacher/Subject Area		10/21/15
	Coach		1/1/01
	Coach		1/1/01
Yan Yu Yan	School Counselor		10/21/15
Michael Prayor	Superintendent		10/21/15
	Borough Field Support Center Staff Member _____		1/1/01
Lisa Gretano	Other <u>Data Specialist</u>		10/21/15
Yelena Gulyayeva	Other <u>ISS</u>		10/21/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 20K445 **School Name: New Utrecht High School**
Superintendent: Michael Prayor

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All parents that need documents translated and oral interpretation are referred to school staff. We have our guidance counselors and NLA teachers available for written translations and oral interpretation for all parents. The languages are : Chinese, Spanish, Russian, Polish, and Arabic. Many oral interpretations are done on site when parents admit their children to our school, and occasionally written translations are done with Foreign Transcripts and Documents on site. Parental Notification for school activities and events are done in three languages. ELL eligibility forms and information for the 13 languages are on the DOE website for the AP of ESL to utilize and inform parents. The ATS reports RHLA, RPOB give home language information guides us to see our language needs. Chinese, Spanish, and Arabic languages increase every year.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The languages are in order: Chinese, Spanish, Arabic, Russian, Urdu, Italian.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent teacher conferences letters and phone announcements
After-School Title 3/1 Letters/Consent Forms
NYSESLAT Testing Dates Memo
Letters on Student Progress
Report Cards
Skedula
E-Chalk/School Website

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-teacher conferences: November and March
PTA/SLT Meetings: Second Tuesday of every month
Open House: October 20, 2015
Freshman Orientation: June 15, 2015

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Principal, Assistant Principals, Parent Coordinator and Guidance Staff may ask for student documentation to be translated so that proper programming and placement may be expedited. The designated staff of Guidance and NLA teachers will be notified immediately for written translations. Our in-house school staff will do all the Spanish, Chinese, Russian, Polish and Arabic written translations. Currently, we have three guidance counselors, five NLA teachers, and one Special Education/ENL teacher whose native language is Russian. If a need arises, we will contact the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

School staff may ask for assistance for oral interpretation during the school day and/or before and after school. The designated staff for oral interpretations will be immediately notified. Our in-house staff will do all of the oral interpretations. Currently, we have three guidance counselors, five NLA teachers, and one Special Education/ENL teacher whose native language is Russian to provide the services throughout the school day.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We have a poster posted in the guidance area. Our ELL intake center in Rm 534 has the T&I Brochure posted.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All LEP students and parents will be notified by mail regarding the Translation Services available in our building with a location. All information regarding the services will be posted in the school building. Staff is aware of the services available to assist students and parents during the school day.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will monitor quality and availability of services with parent surveys during parent-teacher conferences.