



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **15K462**

**School Name:**                       **SECONDARY SCHOOL FOR LAW**

**Principal:**                           **ONEATHA SWINTON**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Secondary School for Law School Number (DBN): 15K462  
Grades Served: 9-12  
School Address: 237 7<sup>th</sup> Avenue, Brooklyn, NY 11215  
Phone Number: 718-832-4250 Fax: 718-499-3947  
School Contact Person: Oneatha Swinton, Principal Email Address: OSwinto@schools.nyc.gov  
Principal: Oneatha Swinton  
Bonnie Varon  
UFT Chapter Leader: Jenine Corneal  
Parents' Association President: Ellen Keating  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jenine Corneal  
Cavani Diggs  
Student Representative(s): Deloris Soto  
\_\_\_\_\_

**District Information**

District: 15 Superintendent: Karen Watts  
1396 Broadway, Room 110  
Superintendent's Office Address: KWatts@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: 718-455-4684 Fax: 718-455-4684

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
131 Livingston Street, Room 501, Brooklyn, NY 11201  
Director's Office Address: \_\_\_\_\_

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BFitzge2@schools.nyc.gov

Director's Email Address:

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718-935-3954

718-455-4684

Phone Number:

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)
Oneatha Swinton	*Principal or Designee	
Bonnie Varon	*UFT Chapter Leader or Designee	
Jenine Corneal	*PA/PTA President or Designated Co-President	
Ellen Keating	DC 37 Representative (staff), if applicable	
Jenine Corneal	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Cavani Diggs	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Deloris Soto	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Fabiola Nunez-Castillo	CBO Representative	
Nadia Hyppolite	Member/ Parent	
Carina Hedglin	Member/Staff	
Angelina Ramos	Member/Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stephen Martin	Member/Parent	
Tracy Soto Smith	Member/Parent	
Marisa Ratto	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.

1. Secondary School for Law: Located in the heart of Brooklyn's historic Park Slope community, Secondary School for Law prepares students for leadership as Global Citizens in the 21<sup>st</sup> century.

Mission Statement: With a strong commitment to the ideals of justice and equity, Secondary School for Law aspires to empower students to think critically, write analytically, and speak passionately.

Extracurricular Activities and Partnerships:

Secondary School for Law has a wide range of extracurricular activities that Prove to be an asset in developing student character: Art Club; Saturday Academy; Spanish Club; Student Government; Tutorial; Weight Lifting Club; Zumba; Caribbean Club; Cheerleading; Dance Team; Mock Trial Team; Regents Test Prep; Running Club.

We have spent years fostering our partnerships to be experiences in which students are provided with the networking skills necessary to compete in today's Global Market: Arts Connection; Nyack College; Bloomberg Communications; Paul Hastings Law Firm; Pencil; CHAMPS Swimming; Project Reach Youth (PRY); Creative Connections; Red Hook Community Justice Center; Deloitte; Mercy College; The Leadership Program; NYU; Urban Arts.

2. Supporting Students with IEP's in the area of reading comprehension and strong writing skills: Align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs through collaboration. One hundred percent of core teachers will teach two CCSS aligned units across the curriculum aligning with Common Core Learning Standards and Depth of Knowledge questioning creating cohesive and coherent environments for higher order thinking school wide.
3. As a community, we have made great gains in creating a **supportive environment** for our students and Law community at large. The key area of focus for this year is supporting and driving Rigorous Instruction. To that end we will:

2.4: Develop a prioritized schedule of targeted observations that inform professional development for teachers which will be geared towards supporting staff to take ownership on the next stage of their development as pedagogues.

3.4: Improve teacher meeting times across grades and content areas to develop interdisciplinary units of instruction that incorporate the arts, technology, multiple entry points and other enrichment areas and monitor through inter-visitations to enable all students to discover and create exemplary work products in the classroom.

4.3: Deepen and expand consistency across classrooms in developing self-reflection protocols for all students to reflect upon and assess their own progress.

5.5: Collect and analyze data to identify and support the social and emotional developmental needs of students. Use the data to inform a strategic plan to address student needs and promote student success.

## 15K462 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	351	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.8%	% Attendance Rate			87.6%
% Free Lunch	77.4%	% Reduced Lunch			6.7%
% Limited English Proficient	1.8%	% Students with Disabilities			12.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			66.1%
% Hispanic or Latino	24.9%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	4.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.76
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	74.9%	Mathematics Performance at levels 3 & 4			50.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	87.3%	% of 2nd year students who earned 10+ credits			70.8%
% of 3rd year students who earned 10+ credits	82.5%	4 Year Graduation Rate			84.5%
6 Year Graduation Rate	87.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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	YES	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	YES				
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	YES	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	YES				
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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	NO				
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			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	E
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.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>88% graduation rate for 2015 graduating class - Student Achievement</li> <li>One of 12 city school partnered with the CUNY PERC program for math and science success - Rigorous Instruction</li> <li>Partnered with several universities to accumulate college credit while in high school - Rigorous Instruction</li> <li>Uniform teacher team meeting structures (by grade, content and across MS and HS), highly collaborative working environment - Collaborative Teachers</li> <li>Professional development to support individual teacher development and overall need of school, conducted by administrators and coaches - Collaborative Teachers</li> <li>Curriculum maps and unit plans developed by teachers, which embed CCLS and International Baccalaureate benchmarks - Rigorous Instruction</li> </ul>		

- School-wide use of assessment rubrics to evaluate student work across subjects - Rigorous Instruction
- Use of Test Wizard and Grade Cam, online assessment tools which align assessment questions to CCLS, share resources, and disaggregate data to inform instruction - Rigorous Instruction

**DATA**

- Scholarship Reports
- Professional Development Plan
- Common Core Aligned Curriculum Maps
- Regents Weighted Pass Rates
- NYSESLAT
- of these populations.
- Designing on going assessment both formative and summative LAB-R
- SESIS Data

**NEED**

- The need to strengthen the success of black and Latino males: an area concern highlighted by the state. More choices for flexible programming options would address individual mandates as well as enrichment opportunities to address the particular strengths and talents

**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 of 2016, the Law literacy initiative: Law Reads, Law Writes, Law Speaks will privilege student literacy as a priority in every classroom. Teachers will create and promote opportunities for students to speak, write and perform both within the classroom and within the broader community. By providing teachers with structures and strategies our students grow as independent readers, writers and thinkers.

**Part 3 – Action Plan**

a. School-wide use of annotations, Cornell Notes, Socratic Seminars as typical pedagogy.

b. Literacy focus: Romeo and Julie taught in 9th and 12th grades. First ever school-wide production of Romeo and Julie in partnership with Urban Arts.

c. Classroom Libraries allows teachers to advocate reading to individual students based on their knowledge and preference.

Building the Culture-Poetry Out Loud Competition, National Shakespeare Competition, Drama Club-Spring Oral Interpretation of "The New Jim Crow."

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Cycle review of targeted CCLS assessments in grades 9-12</p>	<p>Black &amp; Latino Males, Lowest 1/3</p>	<p>9/15-6/16</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> </ul>

			<ul style="list-style-type: none"> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
Promote STEM connections by increasing opportunities to include the PERC program in all math and science classes.	Highest 1/3, IEP's	9/15-6/16	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
Weekly professional development focused on Inquiry (HS) and review of CCLS assessments and next steps of instruction	Lowest 1/3, Black & Latino Males	9/15-6/16	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
<p>Parent Involvement</p> <ul style="list-style-type: none"> <li>• Transcript reviews with parents</li> <li>• Open school during Parent Engagement time on Tuesdays</li> <li>• Progress Reports and Report Cards</li> </ul>	<ul style="list-style-type: none"> <li>• All students</li> <li>• Parents</li> <li>• Peer Support</li> </ul>	9/15-6/16	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> </ul>

<ul style="list-style-type: none"> <li>• Skedula and Phone Messenger to enhance Communication</li> <li>• Student Recognition Awards</li> </ul> <p>Family Focused Events and Worksh</p>			<ul style="list-style-type: none"> <li>• Peer Support</li> </ul>
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Data tools such as Castle Learning to design, administer, and Skedula to create item analysis and disaggregate CCLS aligned assessment student performance data</li> <li>• Professional Development funding for Data Analysis</li> <li>• Planning time to review data and formulate action steps</li> <li>• Professional Development funding for Advance Placement courses</li> <li>• Planning time for teachers to develop curriculum in alignment with increased rigor and multiple entry points for increased access for student participation</li> <li>• Enhanced books, instructional materials, audio/visual, and similar items to provide advanced level curriculum</li> <li>• Additional SPED and ESL Teachers</li> <li>• Funding for instructional Coaches</li> </ul> <p>Appropriate staffing to meet the requirements of action plan</p>
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<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p> <ul style="list-style-type: none"> <li>• December Mock Regents and AP Mock Exams</li> <li>• Performance Task Assessment</li> <li>• Feedback</li> </ul> <p>Engage in Tuning Protocol to assess Instructional Goals and examine January Regents Data.</p>
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Teacher Performance on Evaluation supported by observations and targeted interventions.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	€
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.	€
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.	€
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.	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Strength</b></p> <ul style="list-style-type: none"> <li>Targeted tone and discipline to help support a safe learning environment - Supportive Environment</li> <li>Development of student led Leadership program - Student Achievement</li> <li>Four members of staff dedicated to the socio-emotional support of students and families - Supportive Environment</li> <li>Network support from Attendance Teacher - Collaborative Teachers</li> <li>Weekly Attendance Team Meetings - Collaborative Teachers</li> <li>Uniform policy to enhance culture of inclusion into our family - Supportive Environment</li> <li>School Messenger and Skedula to regularly communicate with families - Supportive Environment</li> <li>Saturday school in January to provide additional support to students through assessments - Rigorous Instruction</li> </ul>		

**Data**

- ATS Attendance Reports (RSAL, RMAO, RDAL, RISA, RPYA)
- Regular conferences with Guidance Department and Teacher Teams
- City Year Data

**Need**

- Increase attendance participation rates for students who have been absent 20 days or more
- Highlight improvements in student attendance rates
- Increase parent, staff and student awareness of attendance expectations

Family incentive outings

**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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, student attendance, specifically students who were absent 20 or more days the previous year will increase by 10%.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Formation of an attendance intervention program led by the Guidance Department and supported by classroom teachers.</p>	<p>Students who were absent 20 or more days the previous year.</p>	<p>9/15-6/16</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>

Attendance incentive activities will be awarded to students and be inclusive of families for students who reach attendance benchmarks	Students who were absent 20 or more days the previous year.	9/15-6/16	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
Saturday school for students to provide additional opportunities for instruction and support through assessments with Fordham University tutors	At risk students	9/15-6/16	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
Teacher teams will review weekly attendance data for students in grade, conduct outreach during the parent engagement block, and record progress of communication in school-wide Google doc	Students who were absent 20 or more days the previous year.	9/15-6/16	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>

**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.

Funding for incentive trips and family activities.

Funding for Saturday program using Fordham University tutors

Community Assistant

Planning time for attendance team

Additional time to meet w/ families to action plan

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

X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century	X	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.

- School-wide Attendance Rate (ATS REPORT RSAL)
- Individual Student Attendance Rate Comparison (ATS REPORT RMAO)
- Student Feedback with Guidance Team
- Weekly Attendance Meeting

Guidance intervention and targeted counseling check-

**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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	E
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.	E
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).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Strength</b></p> <ul style="list-style-type: none"> <li>Common Planning Time for horizontal teams embedded in the school day and during Professional Learning - Collaborative Teachers</li> <li>All teachers have submitted curriculum maps and have received feedback from the Principal and Coaches Effective School Leadership</li> <li>Teachers deliver extended day programming, which includes AIS and enrichment activities - Rigorous Instruction</li> <li>Teachers use SKEDULA and ARIS for data verification, grade reporting, and analysis - Supportive Environment</li> <li>Read, analyze and interpret various sources of data with teachers to support action plans and student achievement outcomes - Supportive Environment</li> <li>Ongoing onsite and offsite professional development - Collaborative Teachers</li> <li>Strategies and best practices are shared amongst teams - Collaborative Teachers</li> </ul>		
<p><b>DATA</b></p>		

- Baseline Assessments
- NYSESLAT
- Regents Exams
- Classroom Assessments
- Attendance
- Scholarship and Regents Data
- Curriculum Maps

**NEED**

- Planning time for inquiry meetings and data analysis
- Planning time for analyzing student work products and formulating action plans
- Skedula

**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.

By June 2016, 20% of teachers will lead a professional development session based on a proven instructional strategy with evidence of successful student outcomes.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Selected teachers will plan and implement PD throughout the year and gather feedback of effectiveness</p>	<p>Grade Team Leaders, Department Team Leaders</p>	<p>9/15-6/16</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Dept. Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
<p>Weekly professional development focused on analysis of student work, inquiry, and analysis of</p>	<p>All Teachers, Guidance</p>	<p>9/15-6/16</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• All Teachers</li> </ul>

assessments. Special teams such as ICT, Athletics, ESL, and Arts will meet bi-monthly to capture the needs of the entire school community			<ul style="list-style-type: none"> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• Athletic Director</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
Annual June retreat recaps year and provides for a prolonged period of time to engage in school-wide planning and community building	All Staff	9/15-6/16	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• All Staff</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Funding for annual Staff Retreat</li> <li>• Appropriate staffing to meet the requirements of action plan</li> <li>• Planning time for inquiry meetings and data analysis</li> <li>• Planning time for analyzing student work products and formulating action plans</li> </ul> <p>Skedula</p>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> 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.

December 15, 2015 Grade Teams will assess progress made during Mock Regents Exams and Performance Task Assessments.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
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.	€
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).	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Building relationships for strategic partnerships - Effective School Leadership</li> <li>Read, analyze and interpret various sources of data with teachers to support action plans and student achievement outcomes - Collaborative Teachers</li> <li>Common Planning Time Teachers to engage in collaboration across teams - Collaborative Teachers</li> <li>Ongoing onsite and offsite professional development - Collaborative Teachers</li> <li>Individualized instructional support and coaching with Administrators - Supportive Environment</li> <li>Strategies and best practices are shared amongst teams - Collaborative Teachers</li> <li>Team Building Activities - Collaborative Teachers</li> </ul>		

- Recruitment and retention of teachers and staff - Effective School Leadership

**Data**

- Strategic partnerships in place
- Teacher evaluations Advance Report – School level indicator report
- Individual teacher observations
- Student performance mid-year and end year state and city exams

**Areas of Improvement**

- Greater opportunities for teacher leadership development

Broadening the impact of services gained from strategic partnerships to a greater number of students and families

**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–Effective School Leadership. 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, 10% of effective teachers will engage in leadership development opportunities which strengthen the school community

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Develop leadership capacity in key staff</p>	<p>Cabinet Team</p>	<p>9/15-6/16</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Cabinet Team</li> <li>• Grade Team Leaders</li> <li>• Dept. Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
<p>Teacher leaders will participate in targeted professional opportunities</p>	<p>Cabinet Team</p>	<p>9/15-6/16</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Cabinet Team</li> </ul>

to develop leadership capacity			<ul style="list-style-type: none"> <li>• Grade Team Leaders</li> <li>• Dept. Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
Specific teacher leader role to focus on the needs of ELL's and SPED's	ELL Teachers , SPED Teachers, Guidance	9/15-6/16	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• ELL Teachers</li> <li>• SPED Teachers</li> <li>• Grade Team Leaders</li> <li>• All Staff</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>
Leverage strategic partnerships to provide additional training and development in coaching and leadership	All Staff	9/15-6/16	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Dept. Team Leaders</li> <li>• All Staff</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>

**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.

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

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> 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.

- Funding for the College Bound Initiative
- Funding for NY Cares
- Appropriate staffing to meet the requirements of action plan
- Leadership Development conferences
- Planning time for teacher leaders principal and coaches

Release time for teachers who show promise in the area of leadership, curriculum and teacher practices

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>Strengths</b></p> <p><u>Community Events</u> such as</p> <ul style="list-style-type: none"> <li>Giving Thanks Gathering,</li> <li>Talent Exhibition,</li> <li>Awards Ceremonies,</li> <li>Parent Publications</li> <li>Skedula</li> <li>School messenger</li> <li>School website</li> <li>Parent publications</li> </ul>		

**Data**

- Learning Environment Survey
- Parent Request for workshops and training programs

**Areas of Improvement**

- Increase participation in student survey

Increase attendance by families at school sponsored events

**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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

To support and strengthen our community ties with both our families and the neighborhood community

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Support Parent Coordinator with professional development training to enhance parent outreach</p>	<p>Family and Community</p>	<p>9/15-6/16</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Grade Team Leaders</li> <li>• Dept. Team Leaders</li> <li>• Attendance Coordinator</li> <li>• Guidance</li> <li>• PD Providers: Creative Classroom Solutions</li> <li>• CBO: Project Reach Youth</li> <li>• Parents</li> <li>• Peer Support</li> </ul>

Creating partnerships with community agencies to enhance college awareness to students and families	Family and Community	9/15-6/16	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Grade Team Leaders</li> <li>Dept. Team Leaders</li> <li>Attendance Coordinator</li> <li>Guidance</li> <li>PD Providers: Creative Classroom Solutions</li> <li>CBO: Project Reach Youth</li> <li>Parents</li> <li>Peer Support</li> </ul>
Provide parent workshops on a variety of pertinent topics	Family and Community	9/15-6/16	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Grade Team Leaders</li> <li>Dept. Team Leaders</li> <li>Attendance Coordinator</li> <li>Guidance</li> <li>PD Providers: Creative Classroom Solutions</li> <li>CBO: Project Reach Youth</li> <li>Parents</li> <li>Peer Support</li> </ul>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Saturday Academy funding</li> <li>Appropriate staffing to meet the requirements of action plan</li> <li>Funding to create school sponsored events to promote school, family and community relations</li> </ul> <p>School website</p>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> 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.

- Parent Coordinator Reflections and Feedback

- PTA/SLT Meetings

Learning Environment Surveys

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Regents, NYSESLAT, Scholarship Report, Formative class assessment data, grade team inquiry data, parent feedback	Regents Preparation, Formative Assessment, After School ELA Tutoring, Creative Connections, Book Club, Spoken Word/Poetry Club	Small group instruction, one to one tutoring and computer aided instruction	Thursdays after school, during the school day at lunch time, some Saturdays
<b>Mathematics</b>	Regents, NYSESLAT, Scholarship Report, Formative class assessment data, grade team inquiry data, parent feedback	Regents Preparation, Formative Assessment, After School Tutoring, Regents Prep, PERC	Small group instruction, one to one tutoring and computer aided instruction	Wednesdays and Thursdays after school, during lunch time and some Saturdays
<b>Science</b>	Regents, NYSESLAT, Scholarship Report, Formative class assessment data, grade team inquiry data, parent feedback	Regents and State Preparation, Formative Assessment, After School Tutoring, Regents Prep.	Small group instruction, one to one tutoring and computer aided instruction	Wednesdays and Thursdays after school, during lunch time and some Saturdays
<b>Social Studies</b>	Regents, NYSESLAT, Scholarship Report, Formative class assessment data, grade team inquiry data, parent feedback	Regents Preparation, Formative Assessment, After School Global Tutoring, Global Movie Club, Tier II RTI, Global Kids	Small group instruction, one to one tutoring and computer aided instruction	Wednesdays and Fridays after school, during lunch time and some Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher Recommendation, Scholarship Report, Attendance Data, Crisis Intervention, Parent Request, etc.	Pull-Out, Classroom Workshops, Individualized Counseling, Family Counseling, Referrals, LGBT Support, Mentoring, Girls Group, SWAG	Small group counseling, small group through content area literature, one to one tutoring	During the school day and after school

		Mentoring Program for Young Men, PRY Counseling		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
We actively recruit teachers based on needs, program changes, and the attrition of staff. In partnership with multiple teacher pipeline organizations and the DOE, we select candidates based on qualifications and staff you are the best fit for our population and who believe in our mission. Once teachers are hired, they receive ongoing mentoring and coaching support. Professional Development is based on teacher needs and school goals. Ongoing professional development both off-site and in house and is aligned to the mission of our school. Assignments of teachers are based on student need and teacher license area.

**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).
Teacher and administrator professional development; teacher workshops on common core, unit planning and lesson development; staff support and paraprofessional development; Creative Classroom Solution; Learning and Leading Together.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).
N/A

**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.).
N/A

**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.
<ul style="list-style-type: none"> <li>Teachers receive professional development around the use of curriculum, instruction, and assessment</li> <li>Our school has a comprehensive assessment plan</li> <li>Teachers receive feedback on classroom level assessments</li> <li>Teachers and administrators analyze state assessments to understand strengths and instructional gaps that students may have to help target instruction</li> <li>Teachers also review student assessments and student work products during team meetings to improve instruction</li> </ul>

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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	347,563.00	X	17
Title I School Improvement 1003(a)	Federal	16,979.00	X	22
Title I Priority and Focus School Improvement Funds	Federal	67,044.00	X	12
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	1,886,578.00	X	27
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**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** 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.

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**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. **Secondary School for Law**, 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. **Secondary School for Law** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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 <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>462</b>
School Name <b>Secondary School for Law</b>		

### 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 <b>Oneatha Swinton</b>	Assistant Principal
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Rena Chicklas</b>	School Counselor <b>Angelina Ramos</b>
Teacher/Subject Area <b>Sharon Anthony/ELA</b>	Parent <b>Jenine Corneal</b>
Teacher/Subject Area <b>Alana Gross/Math</b>	Parent Coordinator <b>Denise Copeland</b>
Related-Service Provider <b>Carina Hedglin/SpEd</b>	Borough Field Support Center Staff Member <b>Camilla Holmes</b>
Superintendent <b>Karen Watts</b>	Other (Name and Title)

### 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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> 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)	374	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b>										0	0	0	0	0
<b>Dual Language</b>										0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	10	<b>Newcomers</b> (ELLs receiving service 0-3 years)	6	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	6	2	0	4	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

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

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

\* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section 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										1	1	0	1	0
Chinese										1	0	0	0	0
Russian										0	0	0	0	0
Bengali										1	0	1	0	0
Urdu										0	0	0	0	0
Arabic										0	0	1	0	0
Haitian										1	2	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other HG										0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										0	0	0	0	0
<b>Emerging</b> (Low Intermediate)										1	0	1	0	0
<b>Transitioning</b> (High Intermediate)										1	2	0	1	0
<b>Expanding</b> (Advanced)										2	1	1	0	0
<b>Commanding</b> (Proficient)										0	1	3	4	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										0	0	0	0	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										0	1	3	4	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	5		4	
Integrated Algebra/CC Algebra	8		4	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____	6		5	
Chemistry				
Earth Science	1		1	
Living Environment	12		5	
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	9		5	
Geography				
US History and Government	4		1	
LOTE				
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								

**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.

Assessment tools to identify early literacy skills of ELLs include Fountas and Pinnel, Wilson Reading System and Design Your Own Assessment. A combination of these tools is used to determine literacy skills of each ELL depending on their level and their grade. This data reveals that over 90% of ELLs read below grade level. This information helps inform our school's instructional plan for ELLs as we use it to concentrate on reading in the ESL classes. Student achievement is supported by the modeling of reading strategies, targeted practice with reading strategies, and the use of leveled texts. In addition, an ENL teacher was hired to collaborate with content area teachers and support ELLs in all subject areas.

A close examination of the 2014-2015 New York State English as a Second Language Achievement Test (NYSESLAT) sub-test scores in each of the four language modalities indicates that some of our ELLs need to improve their reading and writing scores in order to meet the rigorous state and city standards. 2014-2015 NYSESLAT subscores in speaking and listening modalities showed that the majority of our ELLs are proficient in this area but that their reading and writing still requires development. This data drives instruction in the ESL classes where reading across content areas is the focus. Student achievement is supported by the modeling of reading strategies in the content courses, targeted practice with reading strategies, scaffolded writing assignments, and collaboration between the ELA and social studies departments.

We currently use periodic assessments. Success of our ELLs is evaluated using both quantitative and qualitative data. Design Your Own Assessment test results, classwork and homework completion, oral and written presentations, research projects and class participation are all modes of assessment used to measure success. Each spring we evaluate the NYSESLAT scores and track each ELL's progress through the levels of proficiency.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? The results from the 2014-2015 NYSESLAT and NYSITELL reveal that the most challenging sections of the exam are the writing sections. This pattern is prevalent across grades and performance levels. The data show that there continues to be a need for a strong focus on helping students to synthesize information and cite evidence from complex texts. Overall, students showed strength in

speaking skills, demonstrating that they are developing the ability to produce academic language aligned to content-based tasks.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the data from AMAO 1 to guide our decisions regarding services for ELLs for the school year and to assess our ELLs as they progress toward these objectives. It is difficult to find trends in the data when the number of ELLs is so small. Most students advance one proficiency level from one year to the next. However, the data show that some students score at the advanced or expanding level for several years. These students may require extra accommodations and supports. In addition to communication with parents via telephone, we send progress reports and notifications of failure to progress to students' parents when the data warrant it. We use the data from AMAO 2 to target students who need extra supports. The data show that students with an IEP have difficulty achieving a proficient or commanding level on the NYSESLAT and require extra accommodations and supports. Participants in grade team meetings discuss how best to support ELLs in the lowest third and keep parents informed of progress.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

ELLs for the most part opt to take content area tests in English while native language tests are offered to them. ELLs utilize glossaries and dictionaries as well as looking at translations of test questions in their home language although they typically answer in English. Students at the entering or emerging level occasionally make use of translation software or a bilingual teacher who can help them frame their response to answer questions on content area tests. The data show that most students in the lower third in middle school are currently meeting objectives in their content areas, but there are exceptions who require targeted supports. Currently our school is not using ELL periodic assessments as our ELL population is 2.41% of our enrollment.

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](#).]

N/A

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

Consultation is ongoing between the ESL teacher and content teachers and is supported by administration. Content teachers and ESL plan together as a means to supporting ELLs. Differentiation and scaffolding strategies are incorporated into lesson planning as well as unit planning. Teachers employ strategies, such as vocabulary mapping, previewing text, graphics, graphic organizers, and cooperative learning to ensure that the entering/emerging student can access content material as well as develop the academic language required for that content area. Furthermore, strategic grouping is used in class to ensure that language development is a focus. English language learners are paired with students who share the native language, so that they can access the content while acquiring structures and vocabulary in the new language.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

We evaluate the success of our programs for ELLs through various measures, including the NYSESLAT, Regents exams, class grades, and progress in language development as measured through formative assessment throughout the school year. Formative assessments, including journal writing, Socratic seminars, and literary and argumentative writing are evaluated based on rubrics that include language-based as well as content-based criteria.

## 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.

Our intake process begins with parents completing the Home Language Identification Survey (HLIS), which identifies students who are eligible for NYSITELL testing. A licensed pedagogue, the ENL teacher, who is trained in cultural competency, language development,

and the needs of ELLs, assists with this intake interview. Interpretation services are made available to parents through the DOE Translation Unit when they are filling out the HLIS. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS.

If it is determined that the student's home language is not English, then further determination must be made to decide whether or not the student is eligible to take the NYSITELL. The school then administers a more in-depth interview with the student, reviews his/her school work, and reviews the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility.

Once eligibility is determined, the school prints NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS through the attendance scanner within 10 school days of enrollment.

Students whose home language is Spanish will also take the Spanish LAB exam.

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).

Within 30 days, the ENL teacher interviews newly enrolled ENL students about their educational history, including how many years of schooling they have had previously, the last grade they attended, and the courses they took. Students are given informal assessments on alphabetic and decoding skills as well as basic math in order to determine academic skill level. They also take Home Language assessments.

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).

When an IEP student with a home language other than English enters the school, our Language Proficiency Team (LPT) organizes to review evidence of the student's language development. The LPT team consists of a school administrator, ENL teacher, Special Education teacher, and the student's parent or guardian. If the LPT finds that the student should take the NYSITELL, then the student takes the exam and continues the identification process as all students do. However, if the LPT does not recommend that the student take the NYSITELL, then that recommendation is sent to the principal for review. The principal makes the decision within 20 days of receipt. If the principal determines that the student should take the NYSITELL, then the identification process continues as with all students. However, if the principal agrees that the student should not take the NYSITELL, then that recommendation is sent to the superintendent or designee, who recommends either that the student take the NYSITELL or that the student not take it. The superintendent makes the decision within three days of receipt and notifies the parent.

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.

Within 5 school days after the NYSITELL is scored and scanned and ELL status is determined, the school mails an entitlement/non-entitlement letter to parents in the parents' preferred language. The ENL teacher and/or the IEP coordinator are in charge of sending out the entitlement/nonentitlement letter.

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).

A parent has the right to appeal ELL status within 45 days of enrollment. When the entitlement letter or non-entitlement letter is sent home, it will include a notification of the parent's right to appeal the entitlement decision. The parent may then send a letter to the principal requesting that there be a re-identification process. The principal ensures that this process is completed within 10 days of receipt of written notice. All correspondence is communicated in the parents' preferred language.

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.

To ensure informed parent choices, our outreach plan begins with the teacher of the freestanding ENL program sending home a letter in the parents' preferred language within the first 10 days with several possible dates for parent orientation appointments. Then, parents inform us of when they can attend the orientation, and the date is scheduled. At the parent orientation meetings, parents view the Orientation Video for Parents of Newly Enrolled English Language Learners in their preferred language, which explains the various ELL program choices in the New York City school system. The video details the three program choices available in New York City schools: Transitional Bilingual, Dual Language, and Freestanding ESL. A bilingual pedagogue assists with the question and answer session which follows the viewing. Parents then fill out the Parent Survey and Program Selection Form, indicating which type of program they prefer for their child. Over the course of the past two years, the trend in parent requests has been for students to be enrolled in a free-standing ESL program. Most of our incoming ELLs have come from another NYC school through the middle school and/or high school articulation process. Their records indicate that their parents have chosen a free-standing ESL program for them in

their previous school. Our ESL program is aligned with parental requests since free-standing classes in ESL have been the primary selection that families of ELLs have made in recent years. Therefore, we are honoring parent choice. When the family of a child new to the NYC school system chooses either a TBE or DL program, they are informed that the student may apply to schools that have such programs. If no space is available at a school with these programs, the parents will be informed when a space becomes available. If the quorum of requests for a TBE or DL program is reached, the school will begin to offer these programs. All notifications occur in the preferred language of the family.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parents receive a letter in their preferred language and are contacted by phone in their preferred language in order to ensure that the Survey forms are returned in a timely manner. The Survey forms are kept in a file cabinet in the ENL classroom and are monitored for parent choice. The default program for ELLs is bilingual education if the form is not returned as per CR Part 154.2.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL teacher monitors the return of Parent Survey forms and contacts parents in their preferred language to ensure that the Parent Survey forms are returned. Parent Survey forms are stored in a locked file cabinet in the ENL classroom.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL teacher distributes placement notification letters in the parents' preferred language to students to be delivered to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL teacher stores all ELL documentation in a locked file cabinet in the ENL room. Documentation is accessible to the principal, assistant principal, and the ENL teacher.
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.  
The ENL teacher consults ATS reports including the RLAT and RELC to learn which students reported a home language other than English on the Home Language Survey or have not yet achieved a score of Proficient or Commanding on the NYSESLAT or NYSITELL. These students and their parents are informed of the exam several weeks in advance of the exam. Students are reminded in class of the importance of taking the exam. Flexibility is used when choosing dates for each of the four components of the exam, so that every student has the opportunity to take each section of the exam. Students are tested individually on the Speaking component and in larger groups on the other three components when possible. Any students who miss the scheduled dates are tested at a later date within the deadline. The ENL teacher proctors the Listening, Reading, and Writing components and is present for the Speaking component. The ENL teacher administers the Speaking component while another teacher who has been trained in NYSESLAT procedures scores the exam. Other teachers are also trained to aid in scoring the Writing component of the exam. The ENL teacher also contacts parents in the preferred language to ensure that students are in attendance for the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ENL teacher distributes entitlement and transitional support letters in the parents' preferred language to students to be delivered to parents.
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).  
Over the last five years, we have had 2 requests for a bilingual program and none for dual language. There was one request for Chinese bilingual and a second request for Spanish bilingual. Overall, the requests have been for the ESL program. The requests are aligned with the model currently offered at our school, which is ENL. According to the Aspira Consent Decree, students are legally entitled to bilingual instruction, so we continue to ensure that if 10 or more students request bilingual instruction, our school will provide such.

## 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.

We have a freestanding ENL program, which includes some programmed pull-out classes, push-in support, and some co-teaching of content courses programmed with ELLs taught by an ENL teacher and a content teacher. Entering ELLs receive 540 minutes of ENL, emerging ELLs receive 360 minutes, transitioning and expanding ELLs receive 180 minutes. Programming decisions are made based on student NYSESLAT scores.

Currently, there are two programmed pull-out classes, consisting of , and a co-teaching class, which includes a heterogeneous group (transitioning through expanding) of ELLs.
  - b. TBE program. *If applicable.*  
N/A
  - 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 school ensures that the mandated number of instructional minutes is provided according to proficiency level through a combination of programming, using push-in and pull-out models. Students at the entering and emerging levels receive 2 units of study in the standalone ENL program and 1 unit of study in ENL/ELA. Students at the Transitioning level receive 1 unit of study in the standalone ENL program and 1 unit of study in ENL/ELA. Students at the Expanding level receive 1 unit of study in ENL/Core Content Area, and students at the Commanding level receive .5 unit of study in ENL/Core Content Area .
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.

Core content is delivered in English; however, when necessary students are supported in accessing content (either through peer or teacher) in the native language. To meet the demands of the Common Core Learning Standards, ELLs are provided with supports to make content comprehensible. Supports include adapting course materials, using leveled texts, displaying images, and native language support. To foster language development, students are given explicit vocabulary instruction, taught to use vocabulary and semantic mapping, and taught grammar through context. ELLs' ability to participate in Socratic seminars and class discussions is enhanced through the use of sentence stems and discussion techniques that allow students to participate at their own pace. Instruction includes various techniques, including direct instruction, cooperative learning, and student-generated questioning. The ENL teacher may assist content area teachers in adapting materials, creating scaffolded activities, or finding supports. The ENL teacher also uses methods such as translation software and scribing to allow ELLs to participate more fully in class discussions and in the completion of assignments.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We review ATS reports such as the RLEC, which has ELLs' home language survey results. ELLs are often provided with assignments in their home language and allowed to respond in their home language if they feel more comfortable doing so. A teacher who speaks the home language or a teacher using translation software scores these assignments. ELLs taking Regents exams are provided with a copy of the exam in the home language in every subject for which it is available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Every ENL lesson incorporates tasks and informal assessments that address the four modalities, listening, speaking, reading, and writing. Students are given the opportunity to enhance their listening comprehension and speaking skills through dicta-comp exercises, cloze passages, viewing documentaries pertaining to content area curricula, and participating in Socratic seminars. Peer evaluation is an important part of the process when students are practicing and developing their listening and speaking skills. We use both student- and teacher-created rubrics to help students gain strong expressive and receptive skills. Students read and write about a variety of genres, including the various types of non-fiction. Daily journal writing is an important aspect of the ENL program as well and is evaluated daily. The writing process is adhered to, so students revise drafts, conduct peer evaluations, and present their writing to the class. Similarly, an important focus of the class is citing textual evidence gained when reading complex texts. Students are trained in the skill of citing evidence in both oral and written expression, and they learn how to evaluate their own work as well as others'. These informal assessments allow the ENL teacher to assess students' English acquisition on a daily basis. Formal assessments such as completed drafts, timed essay writing, and exams also occur in both the ENL class and the ELLs' content classes on a weekly or biweekly basis. Content teachers consult with the ENL teacher about the results of both formal and informal assessments in content classes. The NYSESLAT is administered to all ELLs on a yearly basis.
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

Instruction is differentiated for different sub-groups of ELLs. SIFE students participate in extended day and after school enrichment activities. Focus is on differentiated instruction in order to assist students in reading and writing skills. In-class work focuses on strategies, such as graphic organizers and outlining techniques, to help students with reading comprehension. In addition, cloze exercises and dictation passages are used to help students improve in writing and listening skills. For our newcomers, the focus is on immersion in reading, writing, speaking and listening in English. To this end, we employ a variety of techniques and strategies in class, including vocabulary mapping, cloze and dictation exercises, previewing for reading comprehension, retelling, writing about films and photographs, dialogue practice, and learning English structures. Students are also given scaffolded instruction and practice for NYS examinations, with an emphasis on reading short passages, filling out graphic organizers, multiple choice answer strategies, and writing short responses. For ELLs who have been here for 4-6 years, we employ techniques that emphasize group work and differentiated instruction. We use the Access series, which uses scaffolded activities to help students with reading in the content area. Students create vocabulary maps as a means of expanding vocabulary and aiding in reading comprehension. Long-term ELLs have focused essay-writing strategy sessions to assist them in writing for state examinations; they learn to use graphic organizers and highlighting of text to help with their writing. Students with special needs choose from a variety of high-interest accessible texts and work with graphic organizers to help them improve in their reading and writing skills. The ENL teachers provides former ELLs with support in content classes as well as intervention and support in tutoring as needed and in consultation with content area teachers. ELLs and former ELLs are allowed extended time and the use of bilingual dictionaries on all exams in content classes and on Regents exams. Regents exams in the home language are provided when allowed, and exams in content classes are provided in the home language as needed.

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.

Within 6-12 months after the re-identification has been established, the principal reviews the decision to ensure that the student’s academic progress has not been adversely affected. The principal consults with a qualified staff member, the parent, and the student in order to determine if the student has been adversely affected. If it is determined that the student’s academic progress has been impeded, then the principal provides support services as per CR Part 154-2.3(j) and may reverse the re-identification decision. In this case, the principal consults with the superintendent on the reversal. If the superintendent agrees, then a final decision is made. Final decision notification must be in writing to the parent, guardian, and/or student in the parent’s preferred language within 10 school calendar days.

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?

Teachers use graphic organizers, adapted materials, text previews, film, and leveled texts as pre-reading activities, which support the ELL-SWD who is confronted with a challenging grade-level text. Scaffolding of the materials is essential in providing support to the ELL-SWD. Language development is accelerated through a focus on learning vocabulary tier 2 and tier 3 vocabulary items. Grade-level materials include literary texts, content textbooks, and primary source documents. Texts and assignments are provided in the home language as needed, and some native language texts are available for ELLs who wish to develop their reading skills by reading in the native language. Programmers, school administration, and the relevant staff meet to ensure that ELL-SWDS receive mandated services such as counseling, speech, occupational therapy, and programming recommendations according to their mandated IEP. ELL-SWDS whose IEP mandates ESL instruction receive ENL services. Our school does not have bilingual instruction at this time.

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?

Teachers use instructional strategies such as Socratic seminars, cooperative learning, heterogeneous grouping, graphic organizers, student-led discussion, sentence frames, exits slips, and frequent and ongoing assessment as a way of providing access to academic content as well as accelerating English language development. Teachers use grade-level materials, scaffolded through direct vocabulary instruction and annotation strategies. For our ELL/SWDs, there is curricular, instructional, and scheduling flexibility in order to meet diverse needs within the least restrictive environment. Curricular: Access to content through Access (Great Source) series and Visions series. Both series allow for modification of academic tasks to meet the needs of each student. Instructional: Students are engaged in multi-sensory activities and work with high-interest material. Teachers use graphic organizers and chunking of text to aid in reading comprehension. Scheduling: Students are scheduled flexibly. All

Chart

diverse ELL-SWDS are given a flexible program in the least restrictive environment. These students are placed in ICT classes according to their mandated IEPs.

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

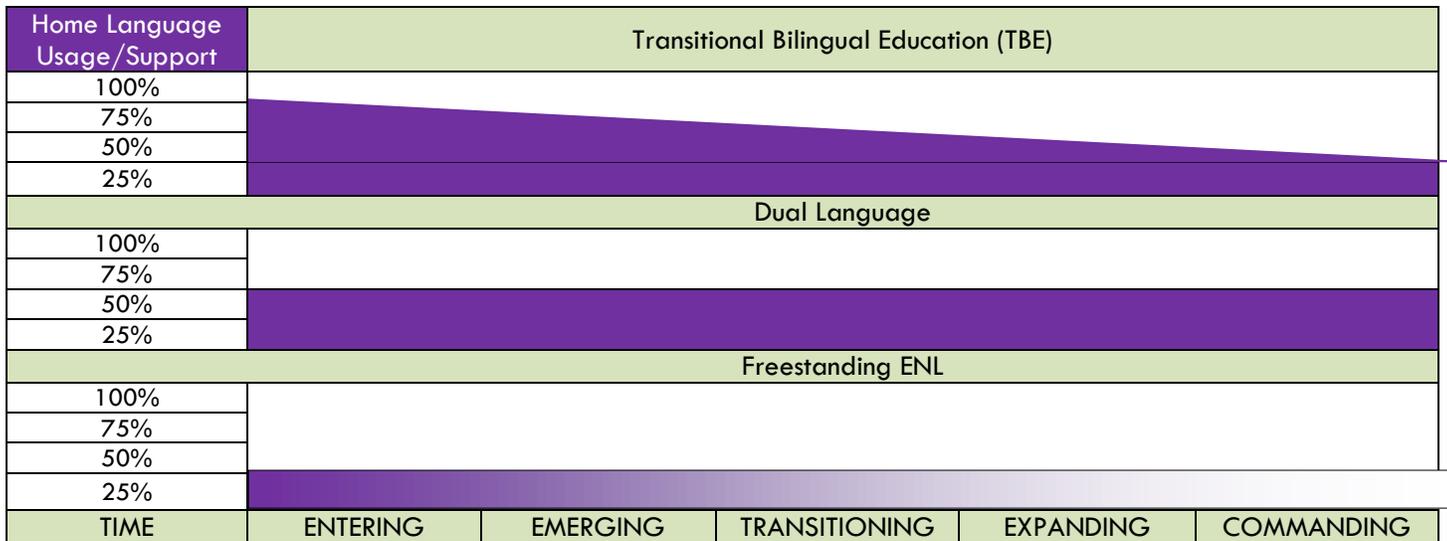


\*Note: “other approved services” does not apply to New York City at this time.

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.

Our targeted intervention programs for ELLs in ELA:

Newcomers: Teachers will use various strategies to focus on reading and listening comprehension skills, including graphic organizers, outlining techniques, cloze exercises and dictations. Student will do self-paced work on Rosetta Stone.

SIFE: Students will participate in Academic Advantage tutoring after school. In class, focus will be on developing skills in making inferences, identifying main ideas, and making predictions during reading.

Developing ELLs: Focus will be on teaching students to annotate, outline, and paraphrase while reading. Students will create vocabulary maps and work on understanding word parts, such as suffixes and prefixes.

SPED: Students will attend extended day programs for work on reading and math skills.

Longterm ELLs: Focus will be on using graphic organizers in pre-writing, creating a template for identifying key parts of a paragraph, and creating mini-lessons on grammatical topics.

Our targeted interventions for ELLs in Math:

Newcomers: Students will be engaged in multi-sensory activities that utilize student strengths.

SIFE: Teachers will use task analysis to teach concepts in small, meaningful steps.

Developing ELLs: In-class interventions include assigning a classwork/homework review buddy.

SPED: Teachers will create shorter assessments with fewer problems on page.

Longterm ELLs: Students will attend after school programs. Student strengths will be used to remediate weaknesses.

Our targeted interventions for ELLs in Science:

Newcomers: Teachers will provide manipulative and concrete/tactile materials.

SIFE: Teachers will utilize visual and auditory aids.

Developing ELLs: Students will be taught to use highlighters to identify key words, phrases, and scientific words.

SPED: Tasks will be analyzed so that concepts can be broken down and taught in small chunks.

Longterm ELLs: Students will be taught organizational skills and techniques for writing up lab reports.

Our targeted interventions for ELLs in Social Studies:

Newcomers: Materials will be chunked into manageable portions; teachers will adapt written text to student level.

SIFE: Students will be provided with shorter assignments and given writing templates to help develop writing in social studies.

Developing ELLs: Students will be teamed with class buddies to help them with material.

SPED: Teachers will use the arts and technology to reinforce concepts.

Longterm ELLs: Teachers will make historical events accessible to students through the use of technology and multi-media projects.

Intervention services in our school include the guidance counselor and PRY. These services are conducted in English or Spanish.

Transitional support will be provided for ELLs for up to 2 years after testing out of ESL services. Content area and ESL teachers work cooperatively to ensure that transitional students are supported through differentiated assignments. The ESL teacher supports the students in understanding content area work.

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 program is effective at supporting our students in content areas. Students participate in all aspects of the core curriculum and course material is made accessible. Simultaneously, language structures are acquired through the CALLA (Cognitive Academic Language Learning) approach during content courses. Teachers are given a list of all ELL students in their classes. ELLs are given both formal assessments, including the NYSESLAT, Regents and mock Regents exams, essay writing, and exams in content classes and the ENL class, and informal assessments, including exit slips, participation in Socratic seminars, and class assignments, to assess their progress. Teachers review ELL progress during weekly grade team meetings and grading baseline assessments four times per year.

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

One improvement for the coming year will be the use of the newly updated research-based EDGE series with our ELLs. This series includes a rigorous approach to language acquisition, with high-interest, scaffolded activities that parallel most ELA curricula.

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

There are no programs or services for ELLs that will be discontinued.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
 ELLs participate in all after school and Saturday programs offered. They participate in activities related to the 21st Century grant as well as Regents Prep classes on Saturdays and after school. They are also involved in PSAL and other sport-related activities. ELLs receive the same invitations to these programs that other students receive as well as a version in the home language as needed. The ENL teacher is available to help ELLs during Saturday tutoring programs.
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/content area materials include:  
 All students: Smartboards in content classes to allow students to view images that will help them understand content  
 Newcomers: Rosetta Stone software, Visions series, interactive ESL websites, texts and assignments in the native language in content classes, native language texts to develop reading skills, computers in content classes to allow students to translate their answers  
 SIFE: Access (Great Source) series for U.S./Global History  
 Developing ELLs: Edge series, High Point series, Azar Grammar series  
 SPED: High Point, ESL Lab website  
 Longterm ELLs: Edge series, Azar Grammar series
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
 In our ENL program, students are given access to native language materials to aid in content area understanding. ELLs are also paired with native language speaking peers in content classes, who provide support through interpretation.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
 Our support services for ELLs include our guidance department staff, who are available to see all students. Because we are a small school, our guidance department is able to get to know our students on an individual basis, and to assist them with any issues that arise. Guidance staff and the social worker support students based on their grade/age. In addition to guidance, the following services are available to all students, including ELLs: additional special education services if necessary based on a full educational evaluation, nurse, speech, resource room, social worker, and psychologist.
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).  
 Activities are provided to assist newly-enrolled ELLs in becoming acclimated to our school, our city, and our country. The goal of these activities will be to enable the newly-arrived student to become comfortable in our school. Some of the activities include: newcomers' breakfast and student buddies in their content area classes. We also provide summer orientation sessions for our entering 9th grade classes. In the summer, the school has a summer orientation for incoming ninth grade students and their parents. At the orientation, students and parents have the opportunity to meet with their teachers, engage in curriculum exploration, and become familiar with the culture of the school. All students, including ELLs, are invited to participate.
19. What language electives are offered to ELLs?  
 The language elective offered to all students, including ELLs, is Spanish and French.
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## 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.)  
We will engage in those activities which support our ENL teacher and the general education teachers in providing the necessary adaptations and strategies for ELL students. The ENL teacher will attend professional development meetings through the OELL. The teacher will turn-key all information at PD sessions to assistant principals, paraprofessionals, subject area teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and the parent coordinator.
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?  
All teachers will be involved in professional development on implementing the CCLS, and in particular on adapting course materials, so that ELLs have access to grade level content information.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
School leadership and guidance support staff in assisting ELLs as they move from one school level to the next in the following ways: 1) School staff receives lists of ELLs, their levels, and schedules during the first two weeks of school. 2) Staff/ENL teacher confer about needs of individual students. 3) Grade teams confer with each other on ways to help ELLs transition to the new grade, e.g., with curricular or instructional modifications.
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.

Our school's professional development plan for all ELL personnel involves two trainings for all staff at faculty-wide meetings. In November 2015 and in April 2016 we will run professional development and train faculty in scaffolding approaches to help support ELLs throughout the content areas. Additionally, staff receives materials and training from our ELL teachers during grade team meetings, which occur weekly. In these weekly meetings, student work is assessed and discussed between the content teachers. Additionally, the teachers set-up inter-visitations and intra-visitations when appropriate for content area teachers to observe purposeful instructional approaches for ELLs. Through this professional development approach, we ensure that all teachers are provided with the required hours of training through meetings, observations, and inter-visitations. Agendas for these professional developments are kept in the office of Ms. Swinton, Principal.

This professional development plan provides ongoing support and training to assist principals, paraprofessionals, counselors, psychologists, therapists, secretaries, the parent coordinator, and all subject area teachers on instructional, compliance, and social issues affecting ELLs.

### 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?

Parents of ELLs are invited to attend an annual individual meeting to discuss the goals of the ENL program, the results of the NYSESLAT/NYSITELL, student's progress in language development, and the student's language development needs in all content areas. Meetings are scheduled during the school day, and a translator is provided. Content area teachers and the ENL teacher as well as support staff (guidance, social worker) attend the meeting.

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.

Parent outreach is made through phone calls, letters, and emails, and the ENL teacher keeps a record of this outreach as well as a record of in-person meetings. ENL teachers make use of staff who speak the home language or DOE translation services to contact parents by phone. Letters and emails are written in the preferred language. Attendance records, staff members present at the meeting, and languages used other than English are recorded in meeting minutes.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs participate in all aspects of the school. Prior to the beginning of the school year, newly enrolled English language learners and their parents are invited to a summer institute, where they have the opportunity to meet with their teachers, engage in curriculum exploration, and become familiar with our school. Furthermore, we hold two parent breakfasts for our ELL parents, at which time they participate in workshops on how they can assist their children's success in school. Parents are also encouraged to accompany their children on the ENL field trips in the spring. The parent breakfasts are a good forum for parents to find out about the workings of our school as well as how they can assist their children in succeeding in their classes.

For parent/teacher conferences, parents of ELLs are provided with services from the Department of Education where they can call in to receive translation of the parent/teacher conference. Throughout the year, parents of our ELLs are invited to attend our grade-level meetings with their child's teachers to discuss student progress and social issues. Translation services are provided at these meetings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Additional Parent/community involvement within the school have included the following workshops and activities: Curriculum Night, Resume Writing, Demystifying the College Application Process, How to Prepare Your Child for the Regents, High School Progress Report Information Sessions, and Awards Night. At these workshops and activities, translation is made available through our school aides and teachers and students fluent in Spanish. Our school's three partners: Paul Hastings, Creative Connections and Project Reach Youth are asked to attend many of these events to help build community in the school and a partnership with parents. Translation is available for SPanish speaking parents at these events.

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

Parent needs are evaluated through a survey form (translated versions) which we send home prior to the parent breakfasts.

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

The survey asks parents to list topics/areas of interest that they would like to see addressed at the parent breakfast. We then tailor the events to fit the needs of our parents. Furthermore, the School Leadership Team and PTA meetings are held monthly, and all parents are encouraged to attend these meetings. Translators or DOE translation services are made use of at meetings as needed.

### 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.

## **Part VI: LAP Assurances**

**School Name:** Secondary School for Law

**School DBN:** 15K462

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)
Oneatha Swinton	Principal		9/10/15
Felicia Holtzman	Assistant Principal		
Denise Copeland	Parent Coordinator		9/10/15
Rena Chicklas	ENL/Bilingual Teacher		9/10/15
Jenine Corneal	Parent		9/10/15
Sharon Anthony/English	Teacher/Subject Area		9/10/15
Alana Gross/Mathematics	Teacher/Subject Area		9/10/15
	Coach		
	Coach		
Angelina Ramos	School Counselor		9/10/15
Karen Watts	Superintendent		
Camilla Holmes	Borough Field Support Center Staff Member _____		
Carina Hedglin / SpEd	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **K462** School Name: **Secondary School for Law**  
Superintendent: **Karen Watts**

### 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](http://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

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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.

The data and methodologies used to assess language preferences of the parent community for both written and oral communication and translation include all families completing the Home Language Identification Survey at registration, informal interviews, review of RLAB, RLAT, RELC reports in ATS, and mandatory completion of Student Emergency Contact cards. Our parents, Assistant Principal, Attendance Coordinator and Spanish speaking Guidance Counselor are a part of this process to ensure timeliness of written and oral translation.

Our intake process begins with parents completing the Home Language Identification Survey (HLIS), which identifies students who are eligible for NYSITELL testing. A licensed pedagogue, the ENL teacher, who is trained in cultural competency, language development, and the needs of ELLs, assists with this intake interview. Interpretation services are made available to parents through the DOE Translation Unit when they are filling out the HLIS. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS.

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 following languages have been preferred by our non-English speaking parent community: Spanish, Russian,, Hatian Creole, French, Urdu, Arabic, and Chinese.

## **Part B: Creating a Communications Calendar**

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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.)

The documents the school typically disseminates that requires translation throughout the school year include: parent teacher confernece announcements, after- school program information, Regents Exam Information, SAT Prep and Exam Information, Parent Workshops, College Trips, Field Trips, Senior Dues and Events, School and Community Anouncements and other critical information. These documents are translated and mailed home to parents and guardians throughout the school year.

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.

Translation services are provided during parent-teacher conferences which will be held on: September 30, 2015, November 19, 2015, November 20, 2015, March 10, 2015, March 11, 2015, and May 10, 2015. In addition, Teachers, Guidance Counselors, Deans and the Attendance Teacher contact parents and set up individual parent conferences when necessary.

## **Part C: Providing Language Assistance Services**

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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.

We determined our foreign language and guidance department will provide translation of school documents for our Spanish and French speaking parents. Written translations for parents speaking other languages will be obtained through 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.

We determined that through strategic scheduling our foreign language and guidance department we will provide translation of school documents and interpretation for Spanish and French speaking parents. Translation services for parents speaking other languages will be obtained through the DOE's Translation and Interpretation Unit.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Staff members are informed of how to use the translation services and the over the phone interpretation services during a staff PD and all protocols are included in the staff handbook.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Parents whose primary language is other than English and who require language assistance services will receive a Parents Bill of Rights and Responsibilities when they visit the school. Translation services will be provided as needed. The school will post in the main office the sign of the covered languages indicating the availability of interpretation services.

According to our safety plan, if a parent or visitor does not speak English, the S.S.A. or staff member should try to determine the language the individual is speaking and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the S.S.A. or staff member on duty should escort the individual to the main office, where a school representative should contact the DOE's translation and interpretation services unit at 718-752-7373 to request telephone translation.

## **Part F: Monitoring and Quality Control**

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

Parents receive a letter and phone calls in order to ensure that they complete a Parent Survey. The Survey forms are kept in a file cabinet in the ENL classroom and are monitored for parent choice.