

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**15K463**

**School Name:**

**SECONDARY SCHOOL FOR JOURNALISM**

**Principal:**

**FELICIA HOLTZMAN**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP 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 Journalism School Number (DBN): 15K463  
Grades Served: 9-12  
School Address: 237 Seventh Avenue  
Phone Number: 718-832-4201 Fax: 718-832-0273  
School Contact Person: Marc Williams Email Address: Mwillia30@schols.nyc.gov  
Principal: Marc Williams  
UFT Chapter Leader: Deirdre Quinn  
Parents' Association President: Annette Renaud term expires 6/30/15  
SLT Chairperson: Aquila Jordan for 2014-15  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Anthony Kilgore  
Student Representative(s): Ceara Dixon  
Tia Hunte

**District Information**

District: 15 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway Brooklyn NY 11221  
Superintendent's Email Address: kwatts@schools.nyc.gov  
Phone Number: 718-455-4684 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
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 Comprehensive Educational Plan (CEP) 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)
Marc Williams	*Principal or Designee	
Deirdre Quinn	*UFT Chapter Leader or Designee	
Annette Renaud	*PA/PTA President or Designated Co-President	
Anne Marie Cinardi	DC 37 Representative (staff), if applicable	
Anthony Kilgore	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Tia Hunte Ceara Dixon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Aquila Jordan	Member/ parent	
Mary Mayers	Member/ UFT	
Ronald Williams	Member/ parent	
Louise Rankin	Member/ parent	
Ehrin Kauapirura	Member/ parent	
	Member/ parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP Overview

Develop a narrative summary that includes:

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

The Secondary School for Journalism is located in Park Slope, Brooklyn, on the John Jay campus, along with four other schools. The demographics and metrics for the school sit at approximately the city average. This positions us to move the school into a range of above average achievement. We are especially focused on improving the graduation rate, college readiness, and college entrance. Subsidiary goals to accomplish these ends include strong course-passage rates, strong Regents passing rates, strong college readiness as measured by Regents', PSAT, SAT, ACT scores, and evaluation of student writing.

The school's mission is to graduate college-ready students who are self-disciplined and strong community members.

According to the school's Quality Review conducted in April, 2015, SSJ's strengths are a curriculum aligned to the Common Core and teacher teams who work and learn together as the school strengthens its model of distributed leadership.

A key focus for us this coming year is to strengthen our culture that emphasizes college preparation for our students on every level, including academic and personal. By working with data on the school, discussing it, and planning from it, we can move together as a school community and through strengthening curriculum and instruction. In addition, we are working to re-brand ourselves as a high school to prepare students for college, so we discuss both the explicit requirements for college, and the rigor necessary in classrooms. In 2015-16, we will establish an academic council to provide strong academic leadership. The planned instructional focus for 2015-16 will be writing throughout the curriculum, and our focus on non-academic skills will be on high expectations and developing leadership among our students.

## 15K463 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	287	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	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	2	# Drama	N/A
# Foreign Language	16	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.1%	% Attendance Rate			83.4%
% Free Lunch	81.6%	% Reduced Lunch			7.0%
% Limited English Proficient	13.7%	% Students with Disabilities			20.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			46.1%
% Hispanic or Latino	37.3%	% Asian or Native Hawaiian/Pacific Islander			10.0%
% White	4.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.21	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			9.38
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	69.6%	Mathematics Performance at levels 3 & 4			59.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	20.0%	% of 2nd year students who earned 10+ credits			52.5%
% of 3rd year students who earned 10+ credits	64.7%	4 Year Graduation Rate			60.6%
6 Year Graduation Rate	73.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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	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	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	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	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			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	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	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	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	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				

**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.

**Part 1 – Needs Assessment**

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

Based on our Quality Review and data from teacher observations as constructed within the Danielson Framework, classrooms in our school demonstrate inconsistent rigor and engagement.

For 2015-16, as a school we need to increase the rigor of classroom work on all levels, and assure through student leadership and intellectual quality of instruction a deeper engagement of students within classes and courses.

**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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By October 1<sup>st</sup>, 2015, curriculum for all courses will be reviewed for rigor and alignment. A system of systematic review of lesson plans being enacted will be in place beginning September 2015.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <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?</i></p>
<p>Curriculum Review</p>	<p>Teachers</p>	<p>Start September 2015/</p>	<p>Principal, Assistant Principal</p>

		Phase 2 January 2016	
Establishment of principles for lesson planning, “non-negotiables”, and systematic review through observations and spot-check of lesson planning	Teachers	Start September 2015/ End June 2016	Principal, Assistant Principal, Instructional Coach
Special Education Teachers will implement tracker for student IEP goals, updating at least 2x per week for each student.	Teachers	Start September 2015/ End June 2016	SPED Teachers, Assistant Principal, Principal
Development of a parent lending library to include curriculum materials.	Parents	Start September 2015/ End June 2016	jk

#### **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.											
Time of above listed staff											
Funding for Parent Lending Library from Title I 1% parent funds											
<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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<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.
By September 30 <sup>th</sup> 2015, all teachers will have received feedback and adjustments to submitted curriculum, Term 1.
By January 31, 2016, all teachers will have received feedback and adjustments to submitted curriculum, Term 2.
By September 30 <sup>th</sup> 2015 all teachers will engage with central principals of lesson planning as collaboratively agreed
By October 15 <sup>th</sup> 2015, parents will be familiar with the lending library
<b>Part 5b.</b> In <b>February 2016</b> , 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.

**Part 1 – Needs Assessment**

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

The school has a baseline of expectations for students; however these were often not enforced or enhanced. The school lacks an overall framework for social/emotional development. This needs to be identified and embedded within the culture.

**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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By October of 2015, the school will begin making explicit use of an integrated discipline, youth development, and cultural elements embedded within a leadership development framework. The results will be that disciplinary anecdotes and infractions leading to consequences will decrease by 20% between September 2015 and June 2016.

**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 in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School personnel will be entirely transparent and fair during any disciplinary processes, emphasizing developmental discipline practices that seek growth within students. Parents will be deeply involved with conversations regarding their children’s work and behavior in school, emphasizing their role and the school’s role in developmental guidance.</p>	<p>Students, Parents</p>	<p>Start September 2015/End June 2016</p>	

Data on patterns of disciplinary referrals and suspensions will be reviewed monthly to understand where further progress needs to be made. High expectations will be enforced through a ladder of discipline.	Administration, Faculty	Start September 2015/End June 2016	
Transparent processes and systems for tracking and addressing behavior issues will be developed collaboratively with faculty and parents. Overall principles will be developed for working with students that include a clear discipline ladder, close work with parents and guardians, mediation, counseling and support for students, and academic planning. A manual on these processes will be developed and published for September, 2015.	Administration, Faculty, Parents	Start September 2015/End June 2016	
The school will adopt a positive development framework. In particular, the school will adopt Restorative practices /Restorative circles to support youth development and positive community building	Youth Development/Discipline Team	Start September 2015/End June 2016	

**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.											
Time from personnel listed above.											
Summer per session for the development and publishing of a discipline handbook and advisory curriculum that includes restorative circles practices and mediation.											
<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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<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.
By September 2015, students and parents will have a school handbook.
By December 2015 the school will have implemented and reviewed an advisory program that includes restorative practices, conflict resolution.
By December 2015, each student will have articulated goals that are reviewed and re-developed periodically.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

### Part 1 – Needs Assessment

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

The school needs to develop a standard practice for teacher groupings by academic departments and inquiry teams. In 2014-15, the school had a range of teams around specified functions such as programming, youth development, and schoolwide inquiry. For 2015-16, this needs to be expanded to include inquiry teams and academic teams with leadership that combines to create an instructional cabinet in order for further development of distributed leadership.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will be able to demonstrate the progress of inquiry groups around the instructional focus (writing) by showing improvement in student work over the course of the school year.

By June 2016, an instructional cabinet will have collaboratively developed instructional planning for the following year.

By September 2016, teachers will have a co-planning schedule for ICT classes and a method for reporting and accountability related to co-planning.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <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>• Strategies to promote teacher-parent collaborations to improve student achievement.</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?</i></p>
	Lead Faculty	Start September 2015/End June 2016	
	Teachers in all content areas	Start September 2015/End June 2016	
	Faculty	Start September 2015/End June 2016	

**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>										
<p>Time from above personnel.</p>										
<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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	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>
<p>By January 2015, the school will have implemented routines and have records for team meetings, cabinet meetings, and ICT/ELL coplanning meetings that will demonstrate specific planning for instruction and the results of that planning.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## 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.

### **Part 1 – Needs Assessment**

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

For 2015-16, the Principal and Assistant Principal need to take a stronger role guiding curriculum development and ensuring that adequate planning occurs in classrooms.

### **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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Scope and Sequence, Unit and Lesson planning will be carried out according to defined frameworks. For lesson planning, teachers must demonstrate particular elements in lessons that are observed.

### **Part 3 – Action Plan**

<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>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<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>			
Teachers will begin the summer of 2016 with teaching assignments.	Faculty	June 2015	
Teachers will submit scope and sequence for courses according to a specified framework.	Faculty	September 2015, January 2016	

Teachers will submit unit plans according to a specified framework evidencing backwards planning and understanding by design.	Faculty	Begin September 2015/End June 2016	
The importance of lesson planning will be emphasized through the collaborative development of non-negotiables and accountability through observation.	Faculty	Begin September 2015/End June 2016	

**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.											
Time from personnel listed above.											
<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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<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.
By October 2015, teachers will submit and receive feedback on scope and sequence and unit plans.
By January 2016, teachers will submit and receive feedback on at least 3 lesson plans.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

**Part 1 – Needs Assessment**

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

The school seeks to increase trust between parents, parent leaders, school staff, and school leadership. A critical goal for the 2015-16 school year must be to build relationships in order to foster a more collaborative school community.

**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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By October 2015, Parents and Students are trained on using Pupil Path to track assignments, grades, course completion, Regents Scores, and progress towards graduation, as a centerpiece of trust, transparency, and accountability. Tracking of usage will demonstrate that 65% of parents and 95% of students are logging in to Pupil Path by June, 2016.

**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>• 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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Workshops for parents on how to utilize PupilPath as a tool for tracking student progress and communicating with both students and parents.</p>	<p>Parents</p>	<p>Start September 2015/End June 2016</p>	

Workshops for students on how to utilize Pupil Path to track their work, attendance, credit accumulation, and test scores.	Students	Start September 2015/End June 2016	

**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.											
Time from personnel listed above											
Space within the school for workshops											
Datacation Software											
<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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<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.
By December 2015, 40% of parents will be enrolled in PupilPath.
By December 2015 65% of students will be actively using PupilPath.
<b>Part 5b.</b> In <b>February 2016</b> , 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 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>	Course Grade of 70 or below.	Clinically-based and data driven interventions specific to students' needs	Small group and one-to-one tutoring	During lunch; after school; targeted Saturday school
<b>Mathematics</b>	Course Grade of 70 or below.	Clinically-based and data driven interventions specific to students' needs	Small group and one-to-one tutoring	During lunch; after school; targeted Saturday school
<b>Science</b>	Course Grade of 70 or below.	Clinically-based and data driven interventions specific to students' needs	Small group and one-to-one tutoring	During lunch; after school; targeted Saturday school
<b>Social Studies</b>	Course Grade of 70 or below.	Clinically-based and data driven interventions specific to students' needs	Small group and one-to-one tutoring	During lunch; after school; targeted Saturday school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Referral by teachers.	Evaluation of needs, and resources provided through tutorials for academics and	Small group and one-to-one tutoring. Group or one-on-one counseling and intervention.	During school.

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<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.
Teachers experience weekly professional development and/or team meetings in academic departments. Classroom observations are followed up with conversations and written feedback aligned with the Danielson Framework. Principal creates a fluid, open door policy for issues, and maintains a positive relationship with union representatives. All license areas and assignments are reviewed to ensure HQT.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development for teachers occurs in several different forms. 1) Every Monday, we have a professional development session focused on one of two questions, or the two combined: "How do we use data to plan instruction?" and "What does a college preparatory program look like?" These goals are meant to lay the groundwork for intensive and extensive use of data of all kinds, and for the staff to discuss the characteristics of a rigorous college preparatory program within the context of the Common Core Standards. 2) Classroom observations are frequent and followed up with conversation and written feedback. Each commentary includes strengths and suggestions, as well as ratings guided by the Danielson Framework. Each rating includes concrete steps for improvement and resources. 3) Teachers attend professional development outside of the school, including lab sites and PD offered by the network, by the DOE, and by other organizations relevant to the subject matter taught by the teacher.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

--

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The use of assessment to plan instruction is woven throughout our professional development this year. The academic cabinet will determine the use of schoolwide assessments, with DOE Performance Assessment Schools, Mock Regents, and focused, fine-grained literacy and mathematics competency assessments proposed by the Principal.

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <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	205,764.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,631,464.00		

### **<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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Secondary School for Journalism**, 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 Journalism** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**Secondary School for Journalism**, 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 Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Secondary Schl for Journalism</u>	DBN: <u>15K463</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>31</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our intention is to use the Title III monies to assist our ELLs in 1) developing academic language, and 2) supporting their achievement in the core content areas. The focus of our Saturday and before school programs will be on providing college prep skills and developing strong literacy skills. This type of program is important for our ELLs because they need extra support in reaching the standards set out by the Common Core. In addition, students will have the opportunity to attend two field trips. The purpose of these trips is to enable our students to gain proficiency in the English language through experiential learning; in particular, the focus will be on acquiring academic language related to the content areas. Students will engage in reading and writing activities based on the field trips. The literacy activities will focus on all skills, listening, speaking, reading and writing.

Targeted population:

Newcomers/Beginners

- B) After school: Reading and writing skills/college prep

1. Every Wednesday from 3:00 to 4:00 p.m. (December 3 -- May 25)

Language of Instruction: English

Teachers: 1 ESL teacher and 1 ELA teacher

There will be two teachers working in the Title III afterschool program. The duration of the program will be one hour a week for 20 weeks.

- 2. Saturday sessions: Reading/writing for the common core

Language of instruction: English

Teachers: 1 ESL teacher, 1 ELA teacher, 1 History teacher

There will be three teachers working in the Title III Saturday program. The program will have 2 sections: Section 1: 9:00 - 10:30 am for Reading and Writing for the common core, and Section 2: 10:30 - 12:00 pm for Literacy in History/ Social Studies

Dates, January/February: 1/10, 1/17, 1/24, 1/31, 2/7, 2/28

Dates, May/June: 5/2, 5/9, 5/16, 5/23, 6/6, 6/13

- Rationale

Our English learners need intensive instruction in developing skills that are commensurate with common core standards, including word identification, academic vocabulary, reading strategies, and understanding complex nonfiction text. The purpose of the Saturday program is to focus on assisting our ELs in developing proficiency in these areas.

Targeted population:

Longterm ELLs

Newcomers

- Purpose:

The purpose of the program is two-fold:

1. to develop language skills: reading, writing, listening and speaking
2. to develop literacy in history/social studies

- Service providers and qualifications:

Teachers certified in ESL/bilingual: 1 ESL teacher

## Part B: Direct Instruction Supplemental Program Information

Teachers certified in content areas: 1 Social Studies teacher; 1 ELA teacher

- The ESL and content area teachers will teach together and create a cohesive set of lessons that address academic and college prep skills required for ELs to succeed.

For section 1 (9:00 - 10:30 am), the ESL and ELA teacher will team teach a class on reading strategies for fiction and nonfiction, as well as academic vocabulary. For section 2 (10:30 - 12:00 pm), the social studies teacher and ESL teacher will team teach. Students will be exposed to historical texts and documents and will develop skills needed to understand and write papers about these documents.

-  
-  
-  
Our newcomers are in the early stages of English language acquisition. Their NYSESLAT and state exam scores indicate that more development is needed in all language skills – listening, reading, writing and speaking. The field trips provide tangible experiences which encourage oral language proficiency as well as vocabulary development. Furthermore, teachers then provide specific writing structures based on the trips, which enable our students to write meaningfully about their experiences. In addition, the field trips provide an orientation to New York City for our newcomers; this helps them to become acclimated to American culture as well as to the city. It is our intention to take a field trip to the Museum of Natural History; we will connect the work we do there to our students' Living Environment and Earth Science classes as well to their ELA classes. The second trip will be to the 911 memorial and the Wall Street area, where students will make connections around the history of New York City.

The language of instruction is English.

Experiential Learning: There are two trips in the budget for the spring semester, to be held Saturdays on March 14 and May 9 2014. There will be four teachers, one ESL teacher, one ELA teacher, one History teacher, and one Spanish teacher as well as parents accompanying the students. The duration of the trips is 5 hours, from 10-3 pm. The Title III Saturday instructional program will be connected to the field trips. Prior to the field trip to the 911 memorial, Title III instruction will include discussion of historically significant events in New York and how these are related to U.S. and world current events. Furthermore, before the trip to the Museum of Natural History, students will study the early origins of man and civilization and will then link this understanding to museum exhibits. These trips will help students understand the content of history.

Materials:

We intend to purchase differentiated books for our content area classrooms in order to assist our sub-groups of ELLs, including our SIFES and newcomers, in acquiring content area skills and information. We also plan to buy leveled books for independent reading, bilingual dictionaries/glossaries and other supplies. We will buy supplementary materials for the EDGE series, a research-based, common core aligned program demonstrated to assist ELLs in gaining proficiency in literacy skills. We also intend to purchase leveled social studies textbooks from ACCESS/Great Source publishers.

Data Analysis

We keep track of student progress through consultation with ARIS as well as with mainstream teachers. Furthermore, we use student portfolios to track progress in targeted areas. NYSESLAT results are analyzed as another method for understanding individual student progress.

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: \_

The ESL teacher and Title III content area teachers will participate in a Study Group which will meet for 8 sessions, February through June 2015.

Rationale:

To develop content area and ESL teachers' ability to scaffold instructional materials while developing ELLs literacy skills. This will enhance English Language Learners' language acquisition skills and knowledge.

Participating teachers

5 teachers: TESOL certified, ELA certified, Social Studies certified, Mathematics certified, Living Environment certified

Dates: 2/12, 2/26, 3/12, 3/26, 4/23, 5/14, 5/21, 6/11

Time: 3:00 - 4:00 PM

Topics:

Sessions 1: Developing Literacy in second language learners

Session 2: Effective Literacy Teaching for English-Language Learners

Session 3: The Socio-Cultural Context in which Children Acquire Literacy

Session 4: First- and Second- Language Literacy

Session 5: Second Language Oral Proficiency and Second Language Literacy

Session 6: Cross-Linguistic Relationships

Text: Developing Literacy in Second Language Learners, ed. by Diane August & Thomas Shanahan, 2006

Session 7: Introducing the Cognitive Academic Language Learning Approach (CALLA)

Session 8: Learning Strategy Instruction in CALLA

Text: The CALLA Handbook, Anna Uhl Chamot and J. Michael O'Malley, 1994

-  
-  
-  
-

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ We will use Title III funds to hold parent meetings at which we will discuss common core standards, and give information to parents as to how they can support their children in reaching standards.

Type of program: Informational

4 Workshops

Targeted number of parents attending: 20

Language of services: English/Spanish

Rationale: When parents are involved with their children's education, children are more likely to be successful. Engaging parents of English learners in the process of helping their children develop skills necessary for success in academic settings will be the focus of these workshops.

Schedule: 1/16/15, 6:00 - 7:00 pm: 1 ESL teacher; 1 Spanish teacher

3/11/15, 6:00 - 7:00 pm: 1 ESL teacher; 1 Spanish teacher

4/17/15, 6:00 - 7:00 pm: 1 ESL teacher; 1 Spanish teacher

**Part D: Parental Engagement Activities**

5/14/15, 6:00 - 7:00 pm: 1 ESL teacher; 1 Spanish teacher; Guidance Counselor

Providers: Deirdre Quinn, ESL; Marina Ulloa, Spanish

Parents will be notified with a flyer and phone call home

- 
- 
- 
- 

Activities:

Workshop #1 1/15 workshop: ESL Curriculum -- EDGE series

Parents will be provided with an outline of the curriculum used in ESL class, as well as a sampling of the texts and projects that students have been working on during the year.

Workshop #2 3/15 workshop: Language Acquisition: How do we learn a new language?

Information will be provided about the process involved in learning a new language. Parents will share their experiences and the challenges they have faced learning English.

Workshop #3 4/17 workshop: 10 things parents can do to help their children succeed in school.

Ideas and strategies that can help ELs succeed in school will be discussed. Specifically, parents will be given information as to what they can do at home to further their child's language development.

Workshop #4 5/14 workshop: Understanding graduation requirements

Parents will be provided with information regarding graduation requirements and what their children will need to graduate. They will be provided with their children's transcripts as a means of helping them to determine what students need for graduation.

- 
- 

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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>463</b>
School Name <b>Secondary School for Journalism</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>Marc Williams</b>	Assistant Principal <b>Sharon Evans</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Deirdre Quinn</b>	School Counselor <b>Mayleen Cummings</b>
Teacher/Subject Area <b>Kim Williams/ELA</b>	Parent <b>Annette Renaud</b>
Teacher/Subject Area <b>Rosie Monroe/Math</b>	Parent Coordinator <b>Susan Stein</b>
Related-Service Provider <b>Arlene Rives</b>	Borough Field Support Center Staff Member <b>Tatyana Ulubabova</b>
Superintendent <b>Karen Watts</b>	Other (Name and Title) <b>type here</b>

### 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)	262	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

# 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>	19	<b>Newcomers</b> (ELLs receiving service 0-3 years)	9	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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

	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>	9	0	0	5	0	3	5	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										5	5	0	2	0
Chinese										0	0	0	2	0
Russian										1	0	0	0	0
Bengali														0
Urdu														0
Arabic										1	0	1	2	0
Haitian														0
French										0	0	0	0	0
Korean														0
Punjabi														0
Polish														0
Albanian														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)										3	1			0
<b>Emerging</b> (Low Intermediate)												1	2	0
<b>Transitioning</b> (High Intermediate)										2			1	0
<b>Expanding</b> (Advanced)										3	2	1	1	0
<b>Commanding</b> (Proficient)											5	1	2	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													1	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										1	0	2	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	8		2	
Integrated Algebra/CC Algebra	1	1	1	0
Geometry/CC Algebra	2		0	
Algebra 2/Trigonometry Math _____	1		0	
Chemistry	0		0	
Earth Science				
Living Environment	1	1	0	0
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	4		0	
Geography				
US History and Government	1	1	0	0
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.  
 Students are given the oral interview questionnaire to determine whether or not they have a gap of two or more years in schooling. If it is determined that students have a two-year gap, and they are Spanish speakers, then they take the LENS. Our school uses teacher-based tasks to assess early literacy skills of non-Spanish ELLs. These tasks consist of written work as well as assessment of students' decoding and comprehension skills. Students are tested specifically on phonemic awareness through minimal pairs tasks. The writing assessment asks students to write about their favorite time of year. These data provide important insights regarding our ELLs readiness for reading complex texts and engaging in high level writing tasks. The data also provides school staff with information about computational and mathematical understanding. ELLs who require further support in literacy are provided with after school tutoring opportunities as well as assistance in the ENL class. The instructional plan of the school takes into account student literacy needs. Teachers provide scaffolds for our low-literacy learners to assist them in acquiring the content while also developing literacy skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The results from the 2015 NYSESLAT 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. The NYSITELL data reveal that students are at the entering level in English. They require scaffolding in each content area course, bilingual support and materials when available, and a freestanding ENL program with clear language and content objectives. Instruction is aligned with the data from the most recent NYSESLAT and NYSITELL results. Students are programmed according to the level they attained on these exams, and appropriate modifications are provided in their classes according to their proficiency levels.
- 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 AMAO tool to measure ELL progress in language development. We examine NYS exam (math and ELA) performance and growth percentile data and this informs our instructional decisions for our ELLs. The AMAO tool also informs us of students who are at risk of not achieving in school. ELL instructional support is based on results taken from the AMAO tool as well as other reports. The data reveal that we exceeded our AMAO 2 target with 37.7% of students testing as proficient. AMAO 1 is not currently available.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Across performance levels and grades ELLs are not passing exams at a high rate. This past June, very few ELLs took exams in the home language, and overall they did not fare well in the home language exams. In our ENL program, the home language is used to support content learning. Students are provided with translated material, and peer support is provided when available. As much as possible, ELLs are programmed with other ELLs of the same home language background in subject area classrooms. This allows students to access content through interaction with each other at varying language levels. Teachers group ELLs who have a common home language around collaborative tasks, which allow for interaction in the home language among peers. Our school does not utilize ELL periodic assessments; instead, all students take the NYC Performance Assessment in the fall and spring. School leadership and teachers learn about ELLs' ability to understand complex texts and synthesize evidence from text to form a response.

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:

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

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, 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.

1. 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).

The ENL teacher interviews newly enrolled ENL students using the oral interview questionnaire. They are asked how many years of schooling they have had previously, the last grade they attended, 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.

For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the school administers the Literacy Evaluation for Newcomer Sife (LENS).

Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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 NYSEITELL, then that recommendation is sent to the principal for review. 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 has 10 days to recommend whether the student should take the NYSITELL or not take it. Furthermore, the parents must be notified within 3 days if the principal has determined that the student should not take the NYSESLAT. Once ELL status is determined, schools must inform parents of the results of NYSITELL results and ELL status within 5 days.

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 ENL teacher mails a entitlement/non-entitlement letter to parents in their preferred language.

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. Letters are kept in the child's cumulative folder. Copies of the letters are kept on file in the ENL office in a file cabinet, and a record is kept in a separate notebook regarding re-identification appeals.

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 sending a letter home 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 native 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. The ENL teacher and Spanish teacher assist 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. If a parent would like to

enroll in a TBE/DL program, which is not currently available at our school, we keep a record of the parent's name and contact information in case these programs become available. When a previously chosen TBE/DL program becomes available, parents are re-contacted and informed of the availability of the program for their child. If a parent survey is not returned, the default placement is a bilingual program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parents receive a letter and phone calls in their preferred language in order to ensure that the Survey forms are returned in a timely manner. The parent survey and selection form is kept in the child's cumulative folder in the main office of the school. Copies of 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. Parents receive a letter in their preferred language if and when a TBE/DL program becomes available at the school in the event that they would like their child to participate in that program.
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. She sends letters home in the parents preferred language to ensure that the Parent Survey forms are returned. The Parent Survey and Program Selection forms are collected by the ENL teacher and are stored in the cumulative folder of each student.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL teacher distributes placement notification letters in the parent's preferred language to students, which are 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). ELL documentation is stored in a file cabinet in the ENL room. The ENL is responsible for maintenance of records. The principal and assistant principal have access to ELL documentation.
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.  
Students and parents were informed of the exam several weeks in advance of the exam. Students were reminded in class of the importance of taking the exam. Flexibility was used when choosing dates for the exam, so that every student had the opportunity to take each section of the exam. Phone calls were placed to parents as well to ensure that students were in attendance for the exam. The RLER is generated to ensure that all students who are eligible to take the NYSESLAT do take the exam. The test coordinator and ENL teacher work together to ensure that all students listed on the RLER sit for the exam. The test coordinator arranges for eligible students to sit for each section of the NYSESLAT. Scheduling and room assignments are made by the test coordinator to allow for students to have the necessary time to complete each section.
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 to students to be delivered to parents. These letters are delivered in the parent's preferred language.
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.
    1. We have a freestanding ENL program, which includes some programmed classes, some pullout and some co-teaching with the ENL and content teachers. Entering ELLs receive 540 minutes of ENL, emerging students receive 360 minutes, transitioning, expanding students receive 180 minutes commanding 90 minutes. Programming decisions are made based on student NYSESLAT scores. Currently, there are two programmed/pull-out transitioning classes, a heterogeneous class of entering through transitioning, and a co-teaching class, which includes a heterogeneous group (transitioning through expanding) of ELLs.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?
    2. 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. Entering students receive 3 units of ENL instruction. 1 unit is ENL standalone instruction, the second unit is integrated English as a new language in ELA instruction, and the third unit can be either ENL standalone or integrated ENL/ELA instruction. Emerging students receive 2 units of ENL instruction. At least .5 of a unit is ENL stand alone instruction; 1 unit in integrated English as a new language in English language arts instruction, and .5 of a unit in either ENL stand alone or integrated English as a new language instruction. Transitioning students receive 1 unit of instruction, .5 of a unit is for standalone ENL, and the other .5 is for integrated ENL/ELA. Expanding students receive 1 unit of instruction in integrated English as a new language in English language arts. Commanding students receive .5 of a unit of study in integrated English as a new language in English language arts instruction for two years after receiving commanding on the NYSESLAT.
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.  
Paste response here: 3. 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, 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. ENL teachers use common core aligned curricula, which are content-based. The ENL teacher uses content and language objectives in lesson and unit planning to ensure that students are provided with the support they need to access content matter. ENL teachers provide content teachers with glossaries, dictionaries and translated material to support the ELLs in their content area classes. Furthermore, they use scaffolds, such as graphic organizers, sentence starters and text previews to engage ELLs in the content.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Paste response to question here: N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here: 5. Every ENL lesson incorporates tasks 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'. The school does not use a diagnostic assessment tool at this point to evaluate all four modalities of English throughout the year.
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

Paste response to questions here: 6. 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 our 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 students 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. Former ELLs are programmed for up to two years after exiting ELL status for integrated ENL/ELA or ENL/other content area totaling 90 minutes per week. All ELLs and former ELLs (up to two years after exiting ELL status) receive test accommodations, including bilingual glossaries, time extension, separate location, simultaneous use of English and alternate language editions of exams, oral translation for low-incidence language exams (except English exam).

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.

Paste response to questions here: 7. 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 supports 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?

Paste response to question here: 8. 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 textbook and primary source documents. ELLs are supported through the use of iPads and smart boards in the classrooms. The administration works with the programmer to ensure that all ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program, including bilingual instruction if mandated.

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?

Paste response to question here: 9. 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 (Great Source)series, 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

Chart

comprehension. Scheduling: Students are scheduled flexibly. Our school has ICT classes across all levels and grades. ELL/SWDs are placed in ICT classes based on their 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.

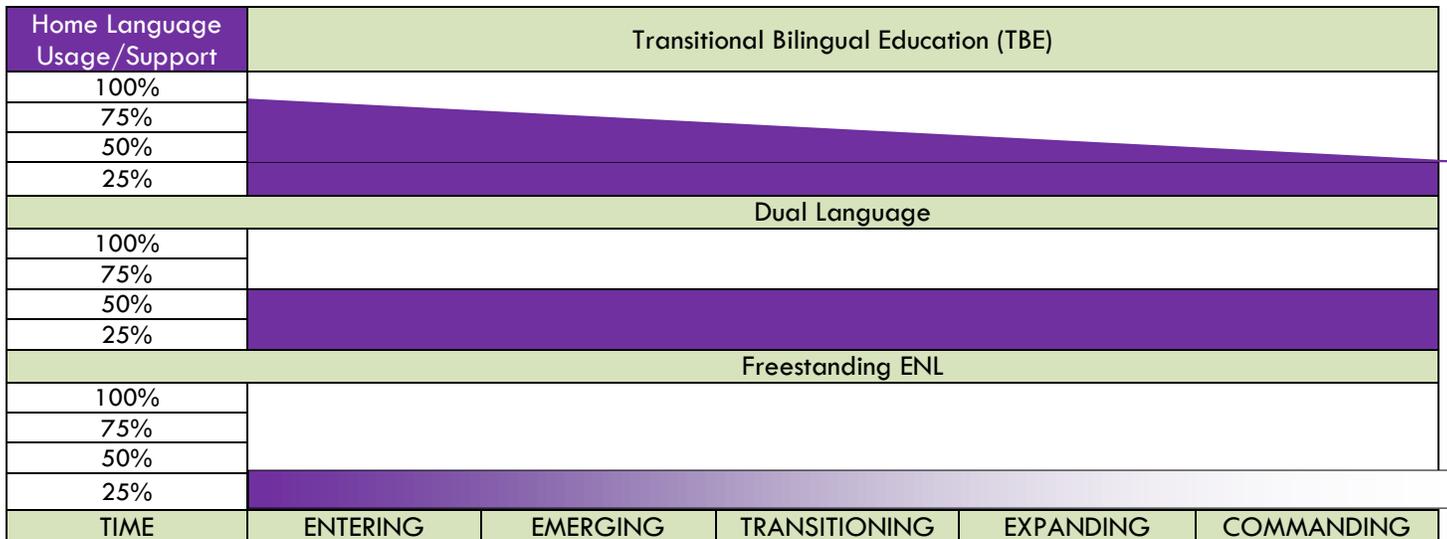


\*Note: “other approved services” does not apply to New York City at this time.

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.

Paste response to question here: 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 idea, and making predictions during reading.

ELLS 4-6: 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: 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.

ELLS 4-6: In-class interventions include assigning a classwork/homework review buddy.

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

Longterm: 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.

ELLS 4-6: Students will be taught to use highlighters to identify key words, phrases, scientific words.

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

Longterm: 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.

ELLS 4-6: Students will be teamed with class buddies to help them with material.

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

Longterm: 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, PRY and SPARK. 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.

Paste response to question here: Our program is effective at supporting our students in the content area. Students participate in all aspects of the core curriculum and course material is made accessible. Simultaneously, language structures are acquired through the content area based on the CALLA (Cognitive Academic Language Learning ) approach. Teachers are made aware that they are all teachers of ELLs through professional development, where the focus is on English language learners. The PD topics include best instructional practices for co-teaching as well as integrating language and content instruction for ELLs. The assessments used are the NYC performance assessment administered in the fall and the spring of each year. The data are reviewed twice a year.

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

Paste response to question here: 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?

Paste response to question here: N/A

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

Paste response to question here: ELLs fully participate in all after school and Saturday programs offered. They fully participate in activities related to the 21st Century grant as well as Regents Prep classes on Saturdays and after school. ELLs participate fully in the National Honor Society and student government. They are also involved in PSAL and other sport-related activities. ELLs are invited to attend through a letter sent home to parents in their preferred language.

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.

Paste response to question here: 15. Instructional/content area materials include:

Newcomers: Rosetta Stone software, Visions series, interactive ESL websites

SIFE: Access (Great Source) series: U.S./Global History

ELLS 4-6: Edge series, High Point series, AZAR Grammar series

SpEd: High Point, ESL Lab website

Longerm: Edge series, AZAR Grammar series

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here: 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.

Paste response to question here: Our support services for ELLs include our guidance department, 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, psychologist and SPARK. All services, including guidance counselor, social worker, speech teacher, psychologist and occupational therapist are adapted for ELL-SWDs to correspond to their ages and grades as well as their cognitive needs.

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

Paste response to question here: Activities will be 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; 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. Students and parents had the opportunity to meet with their teachers, engage in curriculum exploration, and become familiar with the culture of the school. All students, including ELLs, were invited to participate.

19. What language electives are offered to ELLs?

Paste response to question here: The language elective offered to all students, including ELLs is Spanish.

20. For schools with dual language programs:

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

Paste response to question here: 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.)  
Paste response to question here: We will engage in those activities which support our ELL teacher and the general education teachers in providing the necessary adaptations and strategies for the ELL student. 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. Calendar of PD:  
November 23: Co-teaching models  
December 21: Language and content objectives for math and science  
January 25: Language and content objectives for history and ELA  
February 22: Academic language development for ELLs  
March 21: Lesson planning for content and language development for ELLs  
April 18: Formative assessment for ELLs  
May 23: Understanding language acquisition
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?  
Paste response to question here: 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?  
Paste response to question here:  
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/ELL 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) The guidance counselor receives PD on assisting ELLs as they transition from middle to high school.
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.  
Paste response to question here:1. Our school provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is allotted to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. These PDs take place during our mandated PD hours. ENL teachers attend PDs at the OELL in order to fulfill the PD requirement as outlined in CR part 80.

### 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?

Paste response to question here: 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 and 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.

Paste response to question here: The ENL teacher keeps a record of parent outreach through phone calls, letters and emails, as well as a record of in person meetings. Interpretation and translation are provided through the NYC Doe Unit for translation and interpretation, as well as bilingual staff at the school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here: 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 ESL 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: Our school does not partner with other agencies or CBOs to provide workshops to ELL parents.

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

Paste response to question here: 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?

Paste response to question here: 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.

### D. Additional Information

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

Paste response here:

<b>School Name: <u>Secondary School for Journalis</u></b>		<b>School DBN: <u>15K463</u></b>	
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)
Marc Williams	Principal		11/17/15
Sharon Evans	Assistant Principal		11/17/15
Susan Stein	Parent Coordinator		11/17/15
Deirdre Quinn	ENL/Bilingual Teacher		11/17/15
Annette Renaud	Parent		11/17/15
Kim Williams	Teacher/Subject Area		11/17/15
Rosie Monroe	Teacher/Subject Area		11/17/15
	Coach		11/17/01
	Coach		1/1/01
Mayleen Cummings	School Counselor		11/17/15
Karen Watts	Superintendent		11/17/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **15K463**

School Name: **Secondary School for Journalism**

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

---

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.

Language preferences are assessed by examining information from Part III of the Home Language Identification Survey, the Student Emergency Contact cards, the initial interview during the completion of the HLIS and ATS report on Parent Language, and Teacher survey by class.

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.

Oral: Spanish, Mandarin, Russian, Arabic, Hungarian    Written: Spanish, Chinese, Russian, Arabic, Hungarian. Administration will create a report by class and grade that is updated regularly with the languages that parents speak.

### Part B: Creating a Communications Calendar

---

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

Documents that are typically translated to parents are: Parent-teacher conference announcements; Newsletters; Calendars; and after-school program information.

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.

The formal face-to-face conferences that we usually have with parents are: High School Parent conference on September 30 and May 10; Parent-Teachers conferences on November 19 and 20, and March 10 and 11. Monthly SLT meetings from October to June as well as parent outreach throughout the year. The school will request translations from the TIU during the week of February 22 and April 18<sup>th</sup> for the upcoming parent conferences on March and May.

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

---

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

When bilingual staff is not available to assist with conferences, the school uses oral and written translation services provided by the Translation and Interpretation Unit. Translation request to the Translation and Interpretation Unit will be made at least 2 weeks in advance of when materials are needed to ensure that translations are distributed at the same time as English documents. Templates for PTC and other notices will be found from the intranet site:  
[http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/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.

The school uses over-the-phone interpreters via the Translation and Interpretation Unit and in-house staff. A roster of bilingual staff who may be asked to interpret is kept by administration. School funding for interpreters will be used for parent events and PTC. Timely arrangements are made with vendors to ensure event is covered.

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

---

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

Administration will distribute via email to staff Language Palm Cards. Professional development session to be scheduled on using translation and interpretation services.

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

---

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

### Checklist of Notification Requirements

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

The Bill of Parent Rights and Responsibilities, which outlines access to translation services for parents is located in the parent room, 36A of the school. All notification documents can be found on the Translation and Interpretation Unit's intranet site: [http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit).

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

---

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

The school will produce a survey and send translated versions to parents who speak languages other than English. The school will schedule a focus group of parents inclusive of all cultures and languages represented in the school to gather feedback on the quality and availability of services.