



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

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

**14K474**

**School Name:**

**PROGRESS HIGH SCHOOL FOR PROFESSIONAL CAREERS**

**Principal:**

**WILLIAM JUSINO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PROGRESS HIGH SCHOOL School Number (DBN): 14K474  
Grades Served: 9-12  
School Address: 850 Grand Street, Brooklyn, NY 11211  
Phone Number: 718-387-0228 Fax: 718-782-0911  
School Contact Person: W. Jusino Email Address: wjusino@schools.nyc.gov  
Principal: William C. Jusino  
UFT Chapter Leader: Kevin Wilkinson  
Parents' Association President: Pamela Hicks  
SLT Chairperson: Pamela Hicks  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Christina Rivera  
Student Representative(s): Raymer Ramos  
Gabriel Reyes

**District Information**

District: 14 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11211  
Superintendent's Email Address: KWatts@schools.nyc.gov  
Phone Number: 718-455-4635 Fax: 718-455-4684

**Borough Field Support Center (BFSC)**

Brooklyn West  
BFSC: Regional Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street Brooklyn, NY 11201  
Director's Email Address: Bfitzg2@schools.nyc.gov  
Phone Number: ( 718) 935-3954 Fax: 718 935-2382

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	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	
	Member/	

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

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP Development**



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## **Accountability Tools and the Framework for Great Schools**

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

### **NYSED's Six DTSDE Tenets**

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

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

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

### **NYCDOE's Quality Review (QR)**

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

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

## **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

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

## 14K474 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	1100	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	14	# SETSS	11	# Integrated Collaborative Teaching
				37
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	21	# Drama
				1
# Foreign Language	20	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.1%	% Attendance Rate	78.4%	
% Free Lunch	85.0%	% Reduced Lunch	3.3%	
% Limited English Proficient	15.3%	% Students with Disabilities	17.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American	31.7%	
% Hispanic or Latino	66.4%	% Asian or Native Hawaiian/Pacific Islander	1.0%	
% White	0.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	17.34	# of Assistant Principals (2014-15)	8	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
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)	0.7%	Average Teacher Absences (2013-14)	7.11	
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	50.4%	Mathematics Performance at levels 3 & 4	55.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	66.7%	% of 2nd year students who earned 10+ credits	66.6%	
% of 3rd year students who earned 10+ credits	69.4%	4 Year Graduation Rate	59.2%	
6 Year Graduation Rate	82.8%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	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			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>HEDI Ratings – Pending</b></p> <p>Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?</p> <p>Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?</p> <p>We have continued our effort to ensure that our curricula aligns to the common core standards and citywide instructional expectations and structures are in place to modify them as needed based on feedback from assessments and students’ work products. Our priority needs include:</p> <ul style="list-style-type: none"> <li>All teachers involved in inquiry work during C6 period and Friday modified schedule.</li> <li>Common Assessments – to be administered in all core courses the weeks of October 19, December 14, February 22 and April 26.</li> </ul>		

- Teacher teams will make revisions to curricula using GoogleDocs.
- Modifications for SWD and ELLs will be added to each unit of study.
- Cabinet meetings, common planning, inquiry meetings and pre/post observation conferences will include the analysis of student work.
- Assistant Principals and teacher leads will participate in structured professional development around analyzing student work.

We have continued to improve instructional practices across classrooms to ensure that diverse learners are consistently provided multiple entry points, strategic scaffolds to support their learning and opportunities to extend their learning with tasks that consistently yield student work products and discussion that reflect higher order thinking. Our priority needs include:

- Designing the school’s professional development plan includes monthly offerings around UDL, discussion techniques and other areas related to the school’s instructional focus. Offerings are added to include areas of need surfaced throughout the year.
- Teachers attend differentiated PD based on areas of need.
- Cabinet meetings revolving around improving the quality of administrative feedback take place.
- Lesson plan template that includes entry points, modifications and pivotal questions.
- Ongoing professional development for all instructional staff on questioning and discussion techniques (Danielson 3b, school belief on how students learn best).
- Teacher-lead instructional walk-throughs scheduled every Wednesday to highlight and share best practices with regards to modifications, higher order thinking skills and class discussions.

## **Part 2 – Annual Goal**

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

By June 2016, all disciplines (English, Social Studies, Mathematics, Science, Physical Education, and Foreign Language) will have a ***functioning inquiry team*** that will follow the established cycle of inquiry. Collaborations between administration and teacher leadership will determine inquiry groups for a minimum of three (3) identified sub-groups including the school’s instructional focus by the end of September 2015 based on data from the 2014-2015 academic year.

**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 Rigorous Instruction and the Common Core 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? (include school, educational consultants and/or CBO staff)</b></p>
<p>Established Cycle of Inquiry protocol will be reviewed and follow by all stakeholders. The PHS school community will also be made aware of cycle of the inquiry schedule as well as specific group focus (including subgroups).</p> <p>Using data from the 2014-2015 inquiry team as well as common assessment data, groups will be established to explore and identify proven</p>	<p>As determined by inquiry group focus</p> <p>Ex. Subgroups, Males, SWD, ESL, Lowest third, students identified in specific class rotation</p>	<p>10/2015-6/2016</p>	<p>Inquiry team leads, department leaders, coordinators, and administration</p>

methods to address student achievement			
<p>Inquiry Team findings will be reported to the PHS community utilizing department meetings, targeted professional development, PD “intensives”, and whole group Friday Modified Schedule time allocation</p> <p>Inquiry teams will utilize department administered common assessments to establish a baseline focus (looking at student work to identify strengths and weaknesses and to establish what instructional adjustment will be implemented)</p> <p>The instructional adjustment will then be implemented and monitored through student and teacher work product</p>	<p>As determined by inquiry group focus</p> <p>Ex. Subgroups, Males, SWD, ESL, Lowest third, students identified in specific class rotation</p>	10/2015-6/2016	Inquiry team leads, department leaders, coordinators, and team members
<p>Key personnel will share and reflect with the school community- How can you share your work with your colleagues and share practices that have resulted in increased student achievement?</p> <p>Time allocations will include Friday Modified Schedule, Department meetings, co-planning sessions, whole group PD, and inquiry team “intensives”</p>	<p>As determined by inquiry group focus</p> <p>Ex. Subgroups, Males, SWD, ESL, Lowest third, students identified in specific class rotation</p>	10/2015-6/2016	Department curriculum development members, GoogleDoc team members
<p>Key personnel will review qualitative and quantitative data to establish what refinements will be made to PHS curriculum to reflect best practices that elicited student achievement of at least 80%.</p>	<p>As determined by inquiry group focus</p> <p>Ex. Subgroups, Males, SWD, ESL, Lowest third, students identified in specific class rotation</p>	10/2015-6/2016	Department curriculum development members, GoogleDoc team members.

**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.											
Participating personnel will include Inquiry team leads, department leaders, department coordinators, PHS administration members, inquiry team members, and PHS support personnel.											
Stakeholders will monitor evidence of implementation of inquiry/instructional adjustment. Each marking period will have dedicated professional development, common planning, or professional period time to participate in the inquiry cycle steps. During “intensives” team leaders will have the opportunity to troubleshoot and model best practices when engaging in the inquiry cycle process. Teachers will have the opportunity to model and “fishbowl” best practices, problem solve and review authentic student/teacher work product as well as qualitative and quantitative data.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>	X	<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**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.
To track and monitor progress, <b><i>PHS has developed a feedback loop consisting of a range of evidence</i></b> :
<ul style="list-style-type: none"> <li>• We have defined a staff outcome goal of reviewing qualitative and quantitative data to establish what refinements will be made to PHS curriculum to reflect best practices that elicited student achievement during the after the first semester (fall 2015).</li> <li>• We have several leading indicators. (One related to CCSS implementation, for example, is the retention rate of teachers involved in inquiry work.</li> <li>• We have created a project with milestones and deliverables for each of the projects, with an explicit estimate of the contribution that successful completion of each project will make toward student outcome goals.</li> <li>• Our schools CCRPP committee has developed benchmark implementation goals to guide their work. Monthly debriefing sessions have been scheduled.</li> </ul>
<b><i>School leaders will monitor for evidence of the impact of the inquiry process on student work products through formal and informal observations.</i></b> Teacher leads and mentors will use the walkthrough process to identify areas of strengths and weaknesses and recommend strategies based on observations, student work and inquiry meetings. This feedback will inform adjustments to strategies being used.
<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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our priority needs include:</p> <p>Maintaining a nurturing, supportive and respectful environment that is conducive to the academic and personal growth of faculty and students. (QR 1.4)</p> <p>School leaders, parents, and students alike cite the maintenance of a safe environment and the building of school culture as a high priority in the school community. Across classrooms and professional collaborations, respectful language and tones are observed. Students cite influence over several initiatives in the school community, including <b>the revision of the scope and sequence of college exposure</b>. Parents cite the modified Friday schedule, freshman academy, and Saturday and PM school, as initiatives that reflected school leadership had “listened” to them and implemented. As a result, all school constituents feel they have a strong reciprocal communication and influence on key elements of the school community. We are now positioned to increase activities that align with our college and careers initiatives.</p> <p>In student interviews, many students cited leadership as a school value and cited the various ways that students were pushed to be leaders, ranging from self-advocacy at the classroom level to opportunities to participate in programs and student council. As a result, students feel that there is a focus on supporting them in gaining the ability to demonstrate behaviors that will help them succeed in the world beyond high school.</p>		

**Part 2 – Annual Goal**

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

Ensure that all students are **college and career ready** by first developing attitudes and aptitudes that promote college and career readiness in the 9<sup>th</sup> grade. Students will plan their high school experience to enhance their opportunities to meet their goals and fulfill their full potential beyond high school. By September, 2015 in our freshmen academy classes major initiatives will commence to equip students with knowledge and skills required for success in college and the workforce.

**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>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>♣ Collaborative Team Teaching ensures that students master specific skills and concepts in the general education</p>	<p>All students</p> <hr/>	<p>9/15-6/16</p> <hr/>	<p>All teachers</p> <hr/>

<p>curriculum, as well as ensuring that their special education needs are being met including meeting annual goal and curriculum goals.</p>	<p>All students</p> <hr/> <p>All students</p> <hr/>	<p>9/15-6/16</p> <hr/> <p>9/15-6/16</p> <hr/>	<p>All teachers</p> <hr/> <p>Department AP's</p> <hr/>
<p>♣ Curricula in core subject areas will include Universal Design for Learning (UDL) strategies and modifications to their existing curricula. Lesson plan template will include a components for; UDL, modifications, differentiation, role of the paraprofessional or co-teacher and entry points.</p>	<p>SWD</p> <hr/> <p>SWD</p> <hr/> <p>All Students</p> <hr/>	<p>9/15-6/16</p> <hr/> <p>9/15-6/16</p> <hr/> <p>9/15-6/16</p> <hr/>	<p>Special Ed. AP</p> <hr/> <p>Special Ed. AP</p> <hr/> <p>AP's</p> <hr/>
<p>♣ Teachers will receive intensive professional development on different co-teaching models, UDL and differentiation strategies on a weekly basis beginning September, 2015.</p>			
<p>♣ Have high expectations for students with disabilities. Meet the student's needs to enable the student to ACCESS, participate and progress in the general education curriculum to the maximum extent possible. Ensure that parents have meaningful opportunities to participate in the development, review and revision of the individualized education program (IEP). Ensure that families have meaningful opportunities to</p>			

participate in the education of their children at school and at home.

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♣ Ensure that special education is a service, rather than a place where students are sent. Provide appropriate special education services and supplementary supports and services in the general education classroom, whenever appropriate. Provide effective systems of school-wide, classroom, small group and individualized systems of academic/behavior supports. Ensure that all those who work with students with disabilities have the skills and knowledge necessary to help such students to meet academic and functional goals. Prepare students for their transition to Higher Education, adult living, working and learning to lead productive independent adult lives to the maximum extent possible.

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Our vision for a single, seamless and unified service delivery system for all students, especially the lowest 1/3, ELLs, and SWD which embraces the firm legal mandate to educate students with disabilities alongside their non-disabled peers to the maximum extent appropriate. It establishes the requirement

that all students be held to high academic and behavioral standards.			

**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.											
Participating personnel will include Inquiry team leads, department leaders, department coordinators, PHS administration members, inquiry team members, and PHS support personnel.											
Stakeholders will monitor evidence of implementation of inquiry/instructional adjustment. Each marking period will have dedicated professional development, common planning, or professional period time to participate in the inquiry cycle steps. The principal, AP Supervisor Special Education and Instructional coaches will collaborate with teachers to co-construct and <b><i>articulate a shared vision around citywide instructional expectations and Danielson framework.</i></b> Danielson Framework, Domains and competencies will be articulated during department, faculty, common planning periods, in observations and informal feedback, and in the new instructional professional development weekly newsletter, <i>PROGRESS Newsletter</i> . Lead Instructional Teachers will support CCLS, Teacher Effectiveness (Charlotte Danielson) and pedagogies that support special populations in a once a week after-school one-hour session.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<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.
Teachers will provide direct, explicit strategy instruction daily, which consists of: <ul style="list-style-type: none"> <li>• identifying text for instruction, which include both information and literary texts;</li> <li>• giving explanation, modeling, scaffolding, and helping students practice to become independent in the use of the strategy;</li> <li>• assuring students record outcomes of strategy use in their personal portfolios/work folders, (e) have students collaborate within teams and the whole class for outcomes of strategy use and comprehension activities.</li> <li>• Provide opportunity for student discussions</li> </ul> <p>To track and monitor progress, <b><i>PHS has developed a feedback loop consisting of a range of evidence</i></b> :</p> <ul style="list-style-type: none"> <li>• We have defined a student outcome goal of increasing the number of students that effectively utilize close reading strategies to cite evidence during discussions by 500 students in the 2014-15 school year.</li> <li>• We have several leading indicators. (One related to CCSS implementation, for example, is the retention rate of teachers with fewer than five years of service in grades 9-12).</li> </ul>

- We have created a project with milestones and deliverables for each of the projects, with an explicit estimate of the contribution that successful completion of each project will make toward the student outcome goal.
- Our schools CCRPP committee has developed benchmark implementation goals to guide their work. Monthly debriefing sessions have been scheduled.

***School leaders will monitor for evidence of the impact of the instructional focus on student work products through formal and informal observations.*** Teacher leads and mentors will use the walkthrough process to identify areas of strengths and weaknesses and recommend strategies based on observations, student work and inquiry meetings. This feedback will inform adjustments to strategies being used.

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<p><b>Tenet 4 Statement of Practice (SOP) Addressed</b></p>		<p><b>HEDI Rating</b></p>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We have continued to improve instructional practices across classrooms to ensure that diverse learners are consistently provided multiple entry points, strategic scaffolds to support their learning and opportunities to extend their learning with tasks that consistently yield student work products and discussion that reflect higher order thinking. Our priority needs include:</p> <p>– Designing the school’s professional development plan includes monthly offerings around UDL, discussion techniques and other areas related to the school’s instructional focus. Offerings are added to include areas of need surfaced throughout the year.</p> <p>– Teachers attend differentiated PD based on areas of need.</p> <p>– Cabinet meetings revolving around improving the quality of administrative feedback take place.</p> <ul style="list-style-type: none"> <li>Lesson plan template that includes entry points, modifications and pivotal questions.</li> <li>Ongoing professional development for all instructional staff on questioning and discussion techniques (Danielson 3b, school belief on how students learn best).</li> <li>Teacher-lead instructional walk-throughs scheduled every Wednesday to highlight and share best practices with regards to modifications, higher order thinking skills and class discussions.</li> </ul>		

**Part 2 – Annual Goal**

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

**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 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school instructional focus is to provide explicit instruction in close reading and constant exposure to a wide variety of text to determine what the text says explicitly and to make logical inferences from the text; cite specific textual</p>	<p>All students</p> <hr/> <p>All students</p> <hr/>	<p>9/14 – 6/15</p> <hr/> <p>9/15 – 6/16</p> <hr/>	

<p>evidence when writing and speaking to support conclusions drawn from the text. Strategies and activities to be employed include :</p> <p>1. All disciplines will administer baseline and regular common assessments to measure the impact of the instructional focus on student achievement.</p> <hr/> <hr/> <hr/> <p>2. Continuation of instructional strategies that have contributed to overall improved student achievement, including the <b><u>implementation of a modified schedule</u></b> to allow students to participate in intervention and enrichment courses on Friday afternoons.</p> <hr/> <hr/> <hr/> <p>3. Teachers will meet during the 3 hour block on Fridays to <b><u>identify best practices for targeted subgroups which will include English language learners (ELL) and Students with disabilities (SWD)</u></b>. Teachers will participate in targeted professional development, professional learning intensives and whole group professional development sessions for three hours each Friday.</p>	All students	9/15 – 6/16	
	Students with IEP's	9/15 – 6/16	
	ESL	Monthly	
	All students	9/15-6/16	

<p>4. Faculty conference time has been restructured to allow for <b><i>teacher team share-out of best practices and strategies for various student sub-groups including ELL's, and SWD.</i></b> Best practices and strategies identified through teacher teams will be summarized in a monthly newsletter to the school faculty.</p>			
<p>5. Castle Learning will be offered to targeted students as part of a continued effort to support the ESL curriculum and Instructional Focus.</p>			
<p>6. Teachers and educational paras will reinforce the instructional focus of close reading and literacy across all disciplines. The goal is to have students cite textual evidence for their class discussions and writing pieces.</p>			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The principal, AP Supervisors and Instructional coaches will collaborate with teachers to co-construct and ***articulate a shared vision around citywide instructional expectations and Danielson framework.*** Danielson Framework, Domains and competencies will be articulated during department, faculty, common planning periods, in observations and informal feedback, and in the new instructional professional development weekly newsletter, *PROGRESS Newsletter* . Lead Instructional Teachers will support CCLS, Teacher Effectiveness (Charlotte Danielson) and pedagogies that support special populations in a once a week after-school one-hour session.

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

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

### Part 5 – Progress Monitoring

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

To track and monitor progress, ***PHS has developed a feedback loop consisting of a range of evidence*** .

- We have several leading indicators. (One related to CCSS implementation, for example, is the retention rate of teachers with fewer than five years of service in grades 9-12).
- We have created a project with milestones and deliverables for each of the projects (January, 2016), with an explicit estimate of the contribution that successful completion of each project will make toward the student outcome goal.
- Our schools CCRPP committee has developed benchmark implementation goals to guide their work. Monthly debriefing sessions have been scheduled.

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

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>To be college and career ready, students must master a wide range of knowledge and a diverse set of skills that range from specific content knowledge in certain academic and technical areas to knowledge of college and work trajectories, environments, and eligibility requirements to collaboration skills and resilience. School staff will consider all dimensions when developing plans to improve college and career readiness.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Ensure that all students are college and career ready by first developing attitudes and aptitudes that promote college and career readiness in the 9<sup>th</sup> grade. Students will plan their high school experience to enhance their opportunities to meet their goals and fulfill their full potential beyond high school. By September, 2015in our freshmen academy classes major initiatives will commence to equip students with knowledge and skills required for success in college and the workforce.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Detailed below are the actions and strategies our school will undertake for 9<sup>th</sup> year students:</p> <ol style="list-style-type: none"> <li>1. Students will develop a ten year plan</li> <li>2. Students will learn how to use the U. S. Department of labor’s informative career website to comprehend the best careers for which to prepare. This is the best website for the student research because it is</li> </ol>			

complete, concise and easy to use

3. Students will practice developing an Education Plan that is career path specific in preparation for the creation of a comprehensive post-secondary Education Plan in the 12<sup>th</sup> grade

4. Students will visit at least two campuses. One Independent College and one Public College.

5. Students will have at least two college speakers

6. Seminars will be conducted in freshmen academy to explore the various college and post-secondary options there are. They will be exposed to a wide variety of internet resources

7. Students will learn how to conduct on-line research with respect to college and careers.

8. Students will be given one college and career project

9. Student seminars will be provided to foster an understanding of college requirements. The workshop will assist students to understand that the core academic skills required of college are the same skills expected for work and family support.

10. In the spring term students will update their ten year plan

11. Students will experience navigating college websites			

**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.											
Participating personnel will include Inquiry team leads, department leaders, department coordinators, PHS administration members, inquiry team members, and PHS support personnel. Funding will be provided to cover all costs related to college readiness supports, college visitations and application fees (based on need). Additional support will be provided to students and families during parent workshops, seminars and planning sessions.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<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>First, our planning team will consider the performance targets set for the prior academic semester and year. If the target was met <b>by January 31, 2016</b>, the team will consider: Is this worth celebration? Was the target(s) rigorous enough? If the target was not met, the team will consider whether or not the same focus will be a priority concern for the current and next year. Next, the planning team will review current performance as described in the school Quality Review and Learning Survey reports. The school performance frameworks provide information about school performance based on four key performance indicators: academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness</p> <p>Teams will answer the following questions:</p> <ul style="list-style-type: none"> <li>• In which indicator areas did the school not at least meet expectations?</li> <li>• In which sub-indicators did the school not at least meet expectations?</li> <li>• What is the magnitude of the school’s performance challenges?</li> <li>• Does performance (achievement and growth) differ across content areas? Is there one content area in which performance is weaker?</li> </ul> <p>Identifying performance trends involves collaboratively analyzing and interpreting the data to describe the performance of the school. Data analysis will consider each of the performance indicator areas: student achievement (status), student academic growth, gaps in growth by disaggregated student groups, and, postsecondary/workforce readiness.</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.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**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)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>

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

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

**Part 5 – Progress Monitoring**

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

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

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>		<p>Incoming freshmen scoring level one and two on their junior high school ELA NY State exam are scheduled with a second English course.</p> <p>Students that have failed the ELA Regents are scheduled for an English Regents review course.</p> <p>PM (after school) school is offered to students needing extra help and regents review.</p> <p>“Lunch and Learn” Interested English teachers offer and or are assigned to tutoring during their circular six assignment.</p>	<p>Additional Course – Reduced Class Size. Use of Castle Learning and ilearn.</p> <p>Additional Course – Reduced Class Size. small group</p> <p>one-to-one, and small group</p> <p>tutoring</p>	<p>Meeting 45 minutes daily with the aim of improving reading comprehension and writing skills.</p> <p>This course meets daily for 45 minutes and is scheduled in each student’s program</p> <p>Two times per-week.</p> <p>Periods 3 and 6</p>
<b>Mathematics</b>		<p>Incoming freshmen are grouped according to their 8<sup>th</sup> grade NY State Math exam scores and are scheduled for a second math course. Math teachers use this second math course to diagnose</p>	<p>Additional Course – Reduced Class Size. Use of Castle Learning and iLearn.</p> <p>Additional Course – Reduced Class Size</p> <p>one-to-one, and small group tutoring</p>	<p>Meeting 45 minutes daily with the aim of improving reading comprehension and writing skill</p> <p>This course meets daily for 45 minutes and is scheduled in each student’s program</p>

		<p>and address student deficiencies.</p> <p>Students failing the algebra regents are assigned to a four term algebra curriculum. Teachers review the algebra regents results, use acuity and common assessments to identify students areas of weakness and target those areas throughout the semester.</p> <p>“Lunch and Learn” Interested Math teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>Saturday Academy is offered from 9-12 to all students in need of extra help, remediation and regents review</p>	<p>small group tutoring</p>	<p>Two times per-week.</p> <p>Weekly</p>
<p><b>Science</b></p>		<p>Students who did not meet the Regents’ requirements for science are scheduled for a review class that meets daily for 45 minutes.</p> <p>“Lunch and Learn”, Interested Science teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>Saturday Academy is offered from 9-12 to all students in need of extra help,</p>	<p>Additional Course – Reduced Class Size. Use of Castle Learning and iLearn.</p> <p>one-to-one, and small group tutoring</p> <p>small group tutoring</p>	<p>This course meets daily for 45 minutes and is scheduled in each student’s program</p> <p>Two times per-week.</p> <p>Weekly</p>

		remediation, regents review and lab make-up		
<b>Social Studies</b>		<p>Students who did not meet the regents' requirements for U.S. History and or Global Studies are scheduled for a support/elective class that meets daily for 45 minutes.</p> <p>"Lunch and Learn", Interested History teachers offer and or are assigned to tutoring during their circular six assignment</p>	<p>Additional Course – Reduced Class Size. Use of Castle Learning and iLearn.</p> <p>one-to-one, and small group tutoring</p>	<p>This course meets daily for 45 minutes and is scheduled in each student's program</p> <p>Two times per-week</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Attend PPT meetings; crisis intervention in emergency situations; provides assistance and mediation between student-parent, student-teacher, student-student relationships; connects parents and students to recreational, educational, medical, and self-empowering programs and services; conducts parent outreach and makes appropriate referrals	Individual, group and family counseling	Monthly

## 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.
<p>The PHS Professional Development Plan supports goals of our schools Comprehensive Development Plan and the NYC Department of Education's Citywide Instructional Expectations. Our overarching goal is to improve student achievement and school climate:</p> <ul style="list-style-type: none"> <li>• Student Achievement - Assessment: Develop or implement formal data collection methods at each grade level and in each curriculum content area that are consistent within the grade level or consistent among those teaching the same curriculum content.</li> <li>• Student Achievement - Curriculum: Develop units of study at each grade level and in each curriculum content area that are consistent (and common core aligned) within the grade level or consistent among those teaching the same curriculum content.</li> <li>• Student Achievement - Instruction: Develop a system of tiered instruction and train staff in differentiating instruction to ensure that students are reaching the standards set by their grade level, course of study or individualized plan.</li> </ul> <p>School Climate: Train staff to implement a social curriculum that improves classroom climate to allow students to learn and teachers to teach in a healthy, safe and structured environment. Establish the internal capacity to perpetuate training in the future to achieve school-wide implementation of the social curriculum.</p>

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Our professional development plan aims to use research based instructional techniques to support and improve student learning and help our students meet the demands of the Common Core Learning Standards. Professional Development will take place through school-wide PD, Department PD, Mentoring and Department Meetings. The themes of Student Engagement through discussions, Rigor and Literacy will be interwoven through all facets of Professional Development. These focus areas will allow faculty to improve student learning by increasing teacher effectiveness. In addition to these focal points teachers will also engage in developmental opportunities based on Danielson's Framework and the Common Core Learning Standards.</p>

Using available data, information from instructional rounds and observations a strategic Professional Development plan will address the Citywide Instructional Expectations and the Instructional Shifts as they relate to individual disciplines. External resources such as Network Institutes and internal resources such as teacher expertise will be used to provide differentiated professional development opportunities. Using our modified school schedule teachers will meet twice a month for a three hour block of time to attend Professional Development sessions intended to; strengthen teacher competency in elements of the framework for teaching, deepen teacher understanding and knowledge of the Common Core Learning Standards and assume best practices for implementation.

Our School Monthly Professional Development Focus will be established by a team of administrators and teachers to design Professional Development activities based on Danielson’s Framework for Teaching. The monthly focus will be evident in Teacher Teams, Monthly Assessments, Professional Walk-Though, Grade team Meetings and Inter-visitations. The cabinet will review and revise the professional development plan on a monthly basis to assess progress and make any changes necessary based on data collected.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

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

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

### **Part 4: SWP Schools Only**

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

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

#### **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.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its

Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	1,021,445.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,232.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,857,803.00		

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP) 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. **Progress HS**, 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. **Progress HS** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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>PROGRESS HIGH SCHOOL</u>	DBN: <u>14K474</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>170</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>4</u>
# of content area teachers: <u>0</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: \_

### 1. Rationale

One of the school's goals is to raise student achievement by providing the students the skills, strategies and confidence to meet proficiency levels in all content areas by passing regents exams and accumulating credits. It also aims to help our ELLs strengthen their English skills in order for them to do well on all subject area classes, including math, science, and Social Studies. Language acquisition is the primary goal with an emphasis on the rhetorical modes of writing. We also work on building students academic language so they can navigate the demands of the content areas.

The primary focus of these sessions is to provide effective guidance so that students will be able to grasp the content, concepts, and skills needed to develop their English language skills – skills they will need to pass all classes and Regents exams across subject areas. The students will then be given the option to take the other content area exams in their native Spanish language. The English Regents being the only exception.

As to the process, students are identified as ELLs upon enrolment via their last NYSESLAT score or their home language identification survey. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent's program of choice. When a student is new to the New York City Public School system, parents complete a home language identification survey where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within five days by our Bilingual/ESL program coordinator (certified ESL teacher) to identify if they are indeed ELLs. The ESL coordinator gives parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice.

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam.

Students in our bilingual program receive ESL classes along with core classes. The Math department provides five classes of bilingual Math. The Social Studies department provides five classes of history instruction. The Science department provides five classes of science instruction.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, soccer, wrestling, volleyball teams, school orchestra, choir, as well as participating in student government, yearbook, and various student committees.

### 2. Subgroups and Grade Levels

The ESL program is not organized by grade level, but by proficiency level as identified by the latest NYSESLAT score. There are 2 classes for each of the beginning, intermediate, and advanced levels. The different subgroups are: Students with Disabilities (SWD), Bottom 1/3, By gender, Hispanics, Other

## Part B: Direct Instruction Supplemental Program Information

### Language Groups

-  
3. A. After School - 46 sessions- Tuesdays and Thursdays in the Computer Room 297 (3:00-4:30 pm) focusing on United States and Global History using the A Plus computer program.

Start Date: November 11, 2014 End Date: June 11, 2014

Number of teachers : 1 bilingual teacher certified in Social Studies content area

B. After School -97 sessions of ESL Enrichment and Regents ELA Preparation-Monday to Thursday (2:40 to 4:00 pm)

Start Date: November 10, 2014 End Date: June 11, 2014

Number of teachers: 1 Certified ESL teacher

C. Saturday School - 24 Sessions- every Saturday (9:00 to 12:00 a.m.) focusing on English and Math

Start Date: November 08, 2014 End Date: June 11, 2013

Number of teachers: 1 certified English teacher and 1 bilingual teacher certified in Math content area

-  
4. Language of Instruction - English for ESL afterschool and English Saturday / Spanish and English for Social Studies Afterschool and Math Saturday school

-  
5. Number and Types of Certified Teachers -

3 certified content area bilingual teachers for Social studies, Math, and English afterschool and Saturday school

1 certified ESL teacher for ESL afterschool

-  
Afterschool - A plus program, differentiated materials that are NYSESLAT and Regents-based, use of technology such as promethean boards, computers, RIGOR program, use of software like First Words for ESL designed to teach key English Vocabulary by Essential Skills company, Castle Learning Online, among others.

Our ESL program follows the Common Core Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates UDL and scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. Graphic novels will also be used as well as more abridged versions of literary works, educational DVDs, DOE ELL Video Library, translating dictionaries, other adapted texts specifically geared for the English Language learner, a curriculum focusing on the rhetorical strategies with an emphasis on paragraph and essay composition, as well as an emphasis on response to literature strategies in preparation for the Common Core English Regents. Also, teachers are provided with hands-on manipulatives that will enhance learning in the classroom, such as authentic and computer-based pictures, visuals, film adaptations of books, demonstrations, simplified rubrics, and this year we are incorporating more technology in the classroom via the use of a laptops, computer labs and promethean boards. The emphasis is also on teaching good study skills, more cooperative learning activities, and more frequent use of visuals and real objects to enhance instruction.

## Part C: Professional Development

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

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

Begin description here: \_

1. Rationale

## Part C: Professional Development

To keep abreast with the current teaching and learning effective practices, the teachers will continue to work on ESL presentations and methodologies in teaching ELL students. Professional Development focused on helping ESL teachers align instruction with common core standards to improve students' reading and writing skills will be provided by the school during departmental meetings, and professional development days. ELL teachers will participate in other workshops facilitated by the Department of Education specifically CFN and the DELLS.

2. Teachers to receive training - All ESL and bilingual education teachers

3. Schedule and duration

Every first Monday of the month - Staff meeting

Every second Monday of each month, department meetings for instructional and support staff across subject areas are focused on different areas of language arts instruction to enhance learning for ELLs.

Once a month - other providers

Every Friday is professional development for 90 minutes in the school where all teachers involved in Title III are also participants.

4. Topics to be covered - Dates - Names of Providers

10/03/14 Student Engagement11201 (Rendon & Smith)

10/10/14 Engagement through Questioning and Discussion (Rendon and Smith)

10/17/14 Saving Time with Technology (Barresi &Desai)

10/24/14 Using Assessment in Instruction (Bharat)

10/31/14 Fostering Grit (Wise & Rendon)

11/14/14 Creating Optimal Environment for ELLs (Zabski & Rendon)

Empowering Students to take Ownership of Learning (Moharrem & Ayiehmotsoh)

11/21/14 Creating an Optimal Environment for SWD (Rivera & Wise)

Embedding Higher Order Thinking Skills into Instruction (Rendon)

12/12/14 Using Media to Engage Parents (Barresi & Desai)

12/19/14 Tune into your Individual Student Needs (K Smith & Moharrem)

01/16/15 Real World Connections (Vasquez & Edmission)

Questioning and Discussion Techniques (Rendon)

1/23/15 Assessing Digital Student Work (Desai) Effectively

Integrating Technology into Rigorous & Meaningful Student Work Products (Rendon &

Bharat) 1/30/15

Purposeful Grouping (A. Morales & K Wilkinson) Questioning and

Discussion Techniques part 2

(Rendon)

02/13/15 Practical Tools for

Enhancing Assessment (K. Smith & Bharat)

02/27/15 Technology & the Common Core Standards (Wise) Using Formative Assessments to Drive

Instruction (Bharat & Rendon)

03/13/15 Turning Data into Action (Bharat & Edmission) Designing Summative Assessments (Rendon &

George)

03/20/15 Exciting Students about Writing (Edmission & Vasquez)

03/27/15 Effective Strategies for Engaging Students in Discussion (Aieymohstoh & K. Smith) Socratic

Seminars ( A. George & D. Vasquez)

04/24/15 Rigor Through Empowerment (A. George & N. Ayeimohtsoh) Using Rigor and Relevance to

prepare students for college (A. George & B. Young)

05/08/15 Common Core Modifications for SWD & ELL (Calixto & Zabski)

## Part D: Parental Engagement Activities

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

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

Begin description here: \_

### Rationale

PROGRESS High School recognizes the importance of keeping the parents of ELLs informed of academic issues and events affecting their children, including information about the college application process.

Research indicates the following:

- Effective programs that engage families embrace a philosophy of partnership between the teachers, parents, administrators, and school community as a whole.
- Studies find that students with parents who are well informed about activities in school are more likely to:
  - have parents who will be more involved in their children's academic life
  - earn higher grades and test scores,
  - pass their classes, earn credits and be promoted,
  - attend school regularly,
  - have better social skills, show good behavior and adapt well to school,
  - graduate and go on to further education

### 2. Schedule and Duration

There will be four ELL Parent meetings- two in the Fall and two in the spring. The location of these meetings will be the school library.

### 3. Topics to be covered

#### Topic 1- Computer and Internet Literacy

Rationale- Parents are crucial stakeholders in teaching children safe and healthy use of internet. It can also help them in other practical ways. Date- December 12, 2014 Time- 12:30 to 2:30 pm Name of Provider- Ms. Esposito ESL Teacher

#### Topic 2- Using the Skedula Account and Navigating ARIS

Rationale- It allows parents to view important student and school information such as attendance records, assignments due dates and grades, graduation eligibility, school announcements and more. Date-Friday January 16, 2015 Time- 12:30 to 2:30 pm Provider-Mrs. Zabski ESL Teacher

#### Topic 3- Navigating Application and Requirements for American Citizenship

Rationale-Demystify the process Date-Friday, February 27, 2014 Time-12:30 to 2:30 pm Name of Provider- Ms. Colon ESL Teacher

#### Topic 4 -Guide in the College Application Process

Rationale- To help parents understand the process and make it more manageable Date - Friday, March 27, 2014 Time- 12:30 to 2:30 pm Name of Provider -Ms. Granovsky ESL Teacher

### 4. Name of Provider - ESL teachers with the assistance of parent coordinator

### 5. How the parents will be notified of these activities

Parents will be notified using English and Spanish languages -

\* by mail

\* by giving the letter to their children

\*by using phone masters

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

Allocation Amount: \$0

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>	_____	_____
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>14</b>	Borough <b>Brooklyn</b>	School Number <b>474</b>
School Name <b>PROGRESS High School</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>Dr. William Jusino</b>	Assistant Principal <b>Alberto Garcia/ AP Supervision</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Jorge Arias/ AP</b>
Teacher/Subject Area	Parent <b>Christina Rivera</b>
Teacher/Subject Area <b>Aisha George/ ENG</b>	Parent Coordinator <b>Pamela Hicks</b>
Related-Service Provider <b>Nelson Roldan</b>	Borough Field Support Center Staff Member <b>Bernadette Fitzgerald</b>
Superintendent <b>Karen Watts</b>	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>2</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>1</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1017</b>	Total number of ELLs	<b>120</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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
<b>Dual Language</b>														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>	120	<b>Newcomers</b> (ELLs receiving service 0-3 years)	63	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	33	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	14	<b>Long-Term</b> (ELLs receiving service 7 or more years)	22

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>	77	12	0	11	14	3	13	3	2	0
<b>DL</b>										0
<b>ENL</b>	5	1	0	4	2	1	7	1	6	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										27	47	15	22	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										26	41	12	17	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Creole										1				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)										5	6	4	3	0
<b>Emerging</b> (Low Intermediate)										6	8	0	12	0
<b>Transitioning</b> (High Intermediate)										5	8	1	5	0
<b>Expanding</b> (Advanced)										10	18	8	0	0
<b>Commanding</b> (Proficient)										3	6	2	4	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

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

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

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

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

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	55		32	
Integrated Algebra/CC Algebra	57		29	
Geometry/CC Algebra	15		9	
Algebra 2/Trigonometry Math _____				
Chemistry	2		0	
Earth Science	27		1	
Living Environment	51		14	
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	57		27	
Geography				
US History and Government	34		19	
LOTE	6		6	
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.
 

We use a combination of strategies to assess the early literacy skills of our ELLs, including the LAB-R in English and Spanish LAB, the NYSESLAT, reading and writing surveys to determine what students' likes and dislikes are in terms of their literacy, and teacher made diagnostics. SIFE Identification Questionnaire, ATS reports on ELA and Math tests, RLAT/RMNR, REDS are also used. Generally, data indicate that ELLs are below grade level in reading and writing. This means that more rigorous instruction in these modalities be provided.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

In the NYSESLAT, the results revealed across proficiency levels are the following:  
 Out of 127 NYSESLAT takers, 19% passed . Of those who didn't pass , 37 % scored in the expanding level, 19% scored in the transitioning, 26% in the emerging level and 18% scored in the entering level. Compared to the past 3 years, majority of the ELLs were in the intermediate level following the old procedure of identifying proficiency levels. With the revised test aligned to Common Core and following the new procedure of of proficiency level determination, the results showed that majority are on the expanding level, almost one fourth takers are emerging, one fifth are transitioning and only 18% are entering. These show that majority are on the higher proficiency level considering that the examination has changed.

For the remaining ELLs, the beginners are spread differently -in 9th-28%, 10th 33% and 11th -22 %and 12 th -17%. The 12 th are mostly new ELLs coming from other countries. Majority of the low intermediates are in the 12th grade-46%, followed by 10th-31%, none in 11th and 9th-23%.For the transitioning level students, majoriity are 10 th graders which is 42%, with equal percentages in the 9 th and 12 th . For the advanced level students, 50% are 10 th , 28% are 9 th , 22% are eleventh and none on the 12th. . These numbers pose concerns in terms of curricular and instructional decisions to provide timely interventions to the beginners. During common planning conferences, these students need to be identified and individually addressed in order to move them forward.

Speaking about the NYSITELL, most takers scored in the entering level.

Analysis of NYSITELL and NYSESLAT data further indicate that our students need a lot more support in terms of reading

comprehension and development of writing skills than they do in speaking and listening where many scored at the intermediate level. In fact, the NYSESLAT results reveal that the students show progress developing proficiency faster in listening and speaking than in reading and writing. The ENL team has discussed the continued alignment of instruction with the ELA common core curriculum with the inclusion of more reading and writing activities into the ENL classes, including more grammar-based instruction and vocabulary-building activities. The shorter term goals and intent is to help them build stamina and move those at the intermediate and advanced level ELLs from the adapted texts to the actual texts that will include richer vocabulary.

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

AMAO 1: Annual increases in the number or percentage of LEP/ELLs making progress in learning English. The data reveals measurable gains in NYSESLAT Conventions. Approximately 30% of students transitioned from entering to emerging, transitioning to expanding, and expanding to commanding status.

AMAO 2: Annual increases in the number or percentage of LEP/ELLs attaining English language proficiency. Approximately 19% of ELLs tested out of the ESL program through NYSESLAT testing.

4. For each program, answer the following:

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

a. With the exception of mathematical conventions, ELLs are performing at the same standard cross curriculum as they are in their English/ENL courses. ELL students are passing at higher rates in the content areas when taken in their native language as compared to tests taken in English. In the NYSESLAT, the results revealed across proficiency levels are the following:

Out of 127 NYSESLAT takers, 19% passed . Of those who didn't pass , 37 % scored in the expanding level, 19% scored in the transitioning, 26% in the emerging level and 18% scored in the entering level. Compared to the past 3 years, majority of the ELLs were in the intermediate level following the old procedure of identifying proficiency levels. With the revised test aligned to Common Core and following the new procedure of of proficiency level determination, the results showed that majority are on the expanding level, almost one fourth takers are emerging, one fifth are transitioning and only 18% are entering. These show that majority are on the higher proficiency level considering that the examination has changed.

For the remaining ELLs across grade levels, the beginners are spread differently -in 9th-28%, 10th 33% and 11th -22 %and 12th - 17%. The 12th are mostly new ELLs coming from other countries. Majority of the low intermediates are in the 12th grade-46%, followed by 10th-31%, none in 11th and 9th-23%.For the transitioning level students, majority are 10th graders which is 42%, with equal percentages in the 9th and 12th. For the advanced level students, 50% are 10th, 28% are 9th, 22% are eleventh and none on the 12th. . These numbers pose concerns in terms of curricular and instructional decisions to provide timely interventions to the beginners. During common planning conferences, these students need to be identified and individually addressed in order to move them forward.

Speaking about the NYSITELL, most takers scored in the entering level

b. The school has not administered the ELL Periodic Assessment. However, the school will request the ELL Periodic Assessment this year. It is important to note that the school is currently using "Common Assessments" as diagnostic, formative and summative assessment data which also informs instruction.

c. Past Periodic Assessments have revealed that ELLs need support to develop academic language. Home language is also used in their transitional bilingual educational programs.

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?

Through established common meeting times, development of common assessments and movements through inquiry cycles, as well as strategic planning through student driven cycles that promote higher order thinking strategies and exposures to academic language. All these supports are promoting language through academic structures.

Low inference observation indicate that through the use of continuous exposure through audiovisual components: Print rich classrooms, scaffolded materials and periodic assesments of reading comprehension is increasing new language acquisition and this is supported by NYSESLAT results.

7. For dual language programs, answer the following:

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

N/A

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

The success of our programs for ELLs is determined based on common assessments, state assessments, formative classroom assessments and conversations with students and parents, as well as teacher evaluations. Specifically in the AMAO, 59.13% showed progress from last year. Progress here means students moving up one level to the next, i.e beginning to intermediate or intermediate moving up to advanced. Out of those who made progress, 32% became proficient or tested out of ESL.

## 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.

The school follows these steps to identify our ELLs:

1. At registration, the parent fills out a Home Language Identification Survey (HLIS) in his/her language with the assistance of a pedagogue. The survey is reviewed by our certified ESL teacher/ESL Coordinator to determine if a language other than English is spoken at home and, if necessary, an interview is conducted with the parent. The informal interview is conducted by a certified ESL teacher. If the HLIS indicates that a language other than English is spoken at home, then the NYSITELL is administered within 10 school days from admission. Answer sheets of the students without any English skills are bubbled as tested but unable to answer. Hispanic students who didn't test out on the NYSITELL are also administered the Spanish LAB and a written sample in their native language. The admission process also includes screening questions for potential SIFE. If in his/her language the student's scores falls within the range for ESL services, then the parent is invited for an orientation. At the orientation, the parent looks at a video in his/her language that shows the different ESL programs offered by the NYC Department of Education. This orientation is facilitated by the ESL Coordinator who will discuss NYC Department of Education programs available for ELLs and to answer any questions the parents may have about the programs, including the one in place at our school. The Parent Coordinator also assists especially in translating the information to mostly latino parents. At the end of the session, the parents fill out the Program Choice form which is provided in his/her language. The student is placed as per the parent's choice of program but if the program selected is not available in the school, the parent understands that he/she has the option of transferring his/her child to another school that offers the program. The parent also understands that the child's enrollment in a program is for the entire school year. The trend in program choices is our Transitional Bilingual Education program. To accommodate the parents, orientations are held at different times: during the day, in the evening, in groups or individually upon registration approximately within two weeks of the students' first day.

ELLs' proficiency levels are assessed every year during the spring by administering the NYSESLAT. The parents are informed of the results and if the student does not score out, the parents fill out the continuation letter to indicate their desire to have their children enroll in the same program they were in the previous year. The students are programmed as per parental choice and according to their proficiency level. Based on the new guideline, the entering level receives 540 minutes of ESL per week; the emerging and transitioning students get 360 minutes and the expanding students, 180 minutes of ENL and 90 minutes. The students who are in the Transitional Bilingual Program also receive content area instruction in both English and Spanish based on graduation requirements. Furthermore, all ELLs are provided with native language support in their content area classes and we are working toward creating Native Language Arts classes to satisfy the requirements for the Transitional Bilingual Program.

Spanish Lab: While parents are completing the intake interview with pedagogues and parent coordinator if the student is identified as an ELL they will then proceed to the administration of the Spanish Lab as completion of the initial enrollment.

Languages spoken by pedagogues: The ENL Team contains 3 certified pedagogues. The range of languages spoken by them are Spanish, Filipino Academic Dialect, and French.

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).  
SIFE Oral Interview Questionnaire is administered to all newly identified ELLs in 9 whom the school suspects may have a gap in education. If a gap of two or more years is determined, the ESL teacher will administer the Literacy Evaluation for Newcomer SIFE (LENS) to those students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish in order to determine SIFE status within 30 days of enrolment.
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).

Within twenty days of the identification of newly enrolled students with IEPs the LPT will determine NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator : Assistant Principal
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages : Ms. Zabski/ Ms. Colon/ Mr. Nieves
- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years (see categories 1 and 3 on page 8).

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following: The result of Step 1

The student's history of language use in the school and home or community

The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language

Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL If the LPT

determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review • The principal must accept or reject this recommendation o If the principal rejects the recommendation

of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form (page 53) must be completed and placed in the student's cumulative folder.

It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. For more information on similarities between learning disability and language acquisition, see table on page 54.

The LPT does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE.

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 of ELL determination, the ESL coordinator will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters formatted with the school logo in the parents' preferred language. They will be provided the following letters - Entitlement Letter, Non-Entitlement Letter, Continued Entitlement Letter

If the student is 18 years or older, the student must also receive a copy of the letter. Dated and signed letters must be retained in the student's cumulative folder.

If the LAB-R result indicates that the student is eligible for ESL services, an entitlement letter, along with the invitation to the parent orientation, is sent out to the parent by the ESL Coordinator. At the end of the parent orientation session, the Parent Survey and Program Selection forms are filled out with the assistance of a pedagogue. If the parent does not attend the first parent orientation, he/she is invited to a second one; and if the parent is unable to attend the meeting, the forms are sent out with the students. If the forms are not returned, by default, the student is placed in the Transitional Bilingual Program. All entitlement, continuance and other ELL notification letters in English and Spanish language are distributed during ESL classes by the ESL teacher. Continuance letters are sent home each semester but parents are encouraged to keep the program for the entire year. Continuance letters and program request are filed by grade and the numbers are monitored regularly for necessary program changes.

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).
- Pedagogue: Ms. Colon  
 Parent Coordinator: P. Hicks  
 Administrator: AP Guidance.
- Documentation: All student files are kept in the ENL office in individual student files housed in room - 292 ESL/ENL Office. During the parent orientation, the ESL teacher will inform the parents of their right to appeal ELL status within 45 days of enrollment. They will be given a translated print-out using their preferred language of the step by step guide from the ELL Policy Reference guide.
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.
- Overall Process:
1. To ensure that parents understand all three program choices, formal parent orientation sessions are given right away the moment the parent steps in the school for the first time. This is usually done individually. The parent orientation must be completed within 10 days from the time of admission. The language preference of the parent is first assessed.
  2. Orientation video in their native language is shown.
  3. Parent survey and program selection form is distributed in their native language. Bilingual Program instruction is the default placement when a parent survey is not return. Parents are given opportunities to ask questions about each program choice. These sessions are conducted in both English and Spanish since approximately 97% of the ELLs speak Spanish. Invitations to these meetings are sent in English and Spanish via the Parent Coordinator for those parents who are unable to do it that day. Parents' meetings are held periodically to keep them abreast of their children's academic progress and are given the opportunity to meet with the teachers to discuss ways to improve their children's performance.
  4. Original parent selection forms and HLIS are placed in the students' cumulative folders and copies are kept by the ESL Coordinator.
- Pedagogues: Ms. Colon/ Ms. Zabski  
 Parent Coordinator: P. Hicks  
 Administrator: J. Arias
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Program Selection forms are filled out with the assistance of a pedagogue. If the parent does not attend the first parent orientation, he/she is invited to a second one; and if the parent is unable to attend the meeting, the forms are sent out with the students. If the forms are not returned, by default, the student is placed in the Transitional Bilingual Program. All entitlement, continuance and other ELL notification letters in English and Spanish language are distributed during ESL classes by the ESL teacher. Continuance letters are sent home each semester but parents are encouraged to keep the program for the entire year. Continuance letters and program request are filed by grade and the numbers are monitored regularly for necessary program changes.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ESL teacher sends home again the Parent Survey and Program Selection Form on an envelope through their high school children. She then makes a phone call to inform the parent to fill out and return the document if they have attended the orientation. If not, they are given a letter of invitation inviting them to come for an orientation. If the parent doesn't come, the parent coordinator's assistance will be sought. If the parent still won't come, the child will not be allowed to come to school until he/ she brings the parent with him.
9. Describe how your school ensures that placement parent notification letters are distributed.
- After the NYSITELL is scanned, parents are informed through a mailing as well as hard copies being provided to students to take home. A signature of receipt portion of the letter is also included to verify letter was provided.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original ELL-related documents are kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Photocopies are maintained using a Binder labeled ELL Folder of Critical Documents kept by the ESL Coordinator. Plans are being made to do an electronic folder through scanning.

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.
  - a. RLER (Y indicator for NYSESLAT eligible) is generated from ATS to determine the ELLs eligible for NYSESLAT testing  
RLAT, RLAB, and RNMR are also generated to make sure no ELL is left out.
  - b. The ESL Coordinator draft a schedule for the Speaking, Listening, Reading, and Writing modalities. This schedule is emailed to the principal, assistant principals, testing coordinator, and all teachers.
  - c. Two weeks before the test, informative letters are sent in the parents desired language explaining the nature of the test, its impact on student future academic options, and the test schedule.
  - d. ELLs are given letters individually informing of the test schedule, lunch passes, and their content area teacher notification of excuse on specific times that they will be tested.
  - e. Test is given according the timeline provided- a couple of periods a day for each modality simultaneously in about 6 classrooms.
  - f. Test accommodations are given to students with IEPs.
  - g. During the testing day, a team of ESL teachers, paraprofessionals, guidance counselor and attendance personnel work together to contact absent ELLs, making home calls or visits.
  - h. The NYSESLAT test booklets and answer grids are stored securely in the ESL Coordinator's office. As each component of the test is administered, a security form is filled and signed by teachers.

Pedagogues: Ms. Colon, Ms. Zabski, and Mr. Nieves (ENL Team)

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Every first week of June, all students are given continued entitlement letters so responses with parents' signatures are generated to prepare for the upcoming school year programming. Within ten days in September, all entitlement, continuance and other ELL notification letters in English and Spanish language are distributed during ESL classes by the ESL teacher. Continuance letters are sent home each semester but parents are encouraged to keep the program for the entire year. Continuance letters and program request are filed by grade and the numbers are monitored regularly for necessary program changes. The Entitlement and Program Selection forms are stored by the ESL Coordinator in a binder and she is responsible for maintaining them.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms, 100% want to remain in the Transitional Bilingual Program which is offered by the school. It has been noticed that as the ELL progresses and become intermediate or advanced, 34 of them prefer to opt out of bilingual classes and be placed in the Freestanding ESL program.

The program models offered at PROGRESS are aligned with parent requests and state law. Since about 70% of the students enrolled are Spanish speaking, the Transitional Bilingual Education program meets the parents' requests.

## 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.

### ENL PROGRAM INTEGRATED MODEL:

ENL certified teacher: Ms. Zabski, Ms. Colon and Mr. Nieves (Servicing grades 9-12)

INDIVIDUALLY CERTIFIED MODEL: Two individually certified teachers (co-teaching) Ms. George, Ms. Muir, and Mr. Adames (Servicing grades 9-12)

For the ESL departmentalized programs, the students report to the scheduled ESL class(es) as indicated on their programs and as required by the CR Part 154 regulations; ie. beginners receive 540 minutes per week of ESL instruction; therefore, they are enrolled in 3 periods of ESL instruction per day. Intermediate level students receive 360 minutes of ESL instruction, therefore, they are enrolled in two ESL classes per day. The advanced level students receive 180 minutes and are, therefore, enrolled in one ESL class and one ELA class per day. Beginners are placed in 3 class periods of ESL, We also have 1 ESL class that is team taught as well as some across content areas.

b. As to the program models, in the TBE and ESL classes, students are programmed heterogeneously and by literacy needs. They receive English language arts instruction in their ESL classes and NLA support is provided in the content areas.

- b. TBE program. *If applicable.*

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction with supports and transition into English the the New Language. The program includes language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills required in the native language, instruction in English increases and native language decreases.

- c. DL program. *If applicable.*

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The five proficiency levels for ELLs are: Entering-three units of study per week (540 minutes), Emerging-two units of study per week (360 minutes) , Transitioning-One unit of study per week (180 minutes), Expanding-One unit of study per week (180 minutes), and Commanding-continue to receive services for an additional two year in terms of testing accommodations.

For the ENL classes, the students are programmed as per the language provision of the CR Part 154, ie. Entering = 540 minutes of ESL, Emerging and Transitioning = 360 of ENL minutes, and Expanding= 180 of ENL+180 of ELA instruction and they receive a copy of their program. The teachers are also programmed accordingly, as discussed above in item #1. In the Transitional Bilingual Program, in the content area classrooms the beginner level students receive 40% instruction in English and are supported with 60% instruction in their native language, the intermediate level students receive 50% in English and 50% in Spanish, and the advanced level 75% in English and 25% native language support. The content-area teachers differentiate based on the students' levels of proficiency and needs while also implementing ESL strategies. We are in the process of creating native language arts classes in order to support the literacy needs of the ELLs; meanwhile, the content area classes are taught by teachers who are certified in the subject area and fluent in the Spanish language. There are also Spanish speaking paraprofessionals who provide additional native language support. Three of these teachers; two special education and one math, also possess their bilingual extension certificates; The other teachers are willing to work on the requirements needed for the bilingual extension certificate.

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

The ESL teachers continue to engage in collaborative activities and they also share best practices with content area teachers. The ESL as well as the content area teachers read, gather, and share instructional materials, and provide common assessments, analyze the results, and consider and implement 'next steps' that can help them meet the needs of all students. Also, more elements of technology are expected in both the ESL and the content area classrooms. The Assistant Principal of ESL has made all teachers involved with the ELLs more aware of the educational challenges the ELLs face across content areas and provides them with instructional support and ideas on differentiation of instruction aligned with the new Core Standards and all focusing on literacy. Academic intervention is provided with individualized remedial instruction during Lunch and Learn and after school beginning in November for students who need extra support like the SIFE, Long Term ELLs, newcomers, and those alternatively

placed in special education. For students reaching proficiency, they will be gradually placed in mainstream classes. In addition to implementation of these strategies, in the bilingual classes, instruction of the content areas is provided in English and Spanish. For Social Studies, students with little fluency are taught the Social Studies curriculum in both their native language (Spanish) and English with an emphasis on the English Language. The H1 curriculum covers prehistory until Medieval Europe. In this course the students will complete a series of writing assignments that aim on improving their English proficiency. Students are assessed frequently to document their progress and this data is used to drive instruction. This class is a co-teacher model where the history and ESL teacher co-teach. The "Do now" is a grammar related activity and is usually lead by the ESL teacher. The mini lesson is a history concept, event, or person, this is usually lead by the social studies teacher as the ESL teacher conferences with students. The daily group work is targeted to practice reading and writing skills. Students are grouped according to their proficiency and work on a series of task which improve their English proficiency. The ESL teacher and Social Studies teacher circulate the classroom to assess student speaking and listening skills. Pictures, tables, maps, diagrams, globes and other visual aids are provided to assist in the comprehension of concepts.

For Science and Math, both languages are used. Instruction is aligned with common core and different domains in Danielson framework for teaching. ELLs first learn a concept in Spanish and are then taught the academic English vocabulary that goes with that concept. In all bilingual content areas the following are used - content-area glossaries, visuals, flexible homogeneous grouping, differentiation of questioning and prompting within heterogeneous grouping, word walls, and audio-visuals are projected through the Promethean board. In addition, the Universal Design for Learning is embedded in instruction. Methods that are used to support students include QTEL strategies. American Institute of Research Strategies and Materials are also integrated. QTEL strategies include utilization of jigsaw activities, collaborative student activities with teacher support, scaffolding, and chunking of texts. Audiovisual support is also implemented.

Teachers provide content area support by providing professional development to STEM and Humanities teachers on implementing effective strategies for teaching ELLs. In addition, there are common planning sessions that ESL teachers participate in with content area teachers to share best practices and address ELL specific concerns. Walkthroughs are also held for both ELL and content teachers as participants to observe and subsequently implement targeted strategies presented through the PD program.

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

TBE content area teachers are providing teacher made diagnostic assessments in their home language. The content of the formative assessment adheres to the common core standards. The test results are aggregated and analyzed. Trends are established by an inquiry team and interventions are put in place to address concerns.

For formative tests used in the student's native language, common assessments are being utilized in three cycles throughout the year in all academic disciplines. Summative/ In addition to the common assessments, we also administer the state mandated exams such as the

ELE Spanish Reading exam is administered every spring time annually. In addition, ELLs are also evaluated periodically through teacher generated language assessments and online exams such as from Castle Learning.

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

Diagnostic assessments are administered through an already established common assessment schedule. Teachers utilize baseline data to identify weaknesses and perform case studies on sample student work that represent high/mid/low results. Each cycle, there are 6 cycles in a year/3 per semester has a different modality being assessed and assures that there is data for all modalities that provides a springboard improved instruction. For example, the writing modality is assessed through the writing of a persuasive essay and the reading is a test of comprehension of critical and analytical reading skills. Speaking will require students to respond to prompts provided. Listening assessments require students to listen to a audio piece and will have to respond to comprehension, analysis, and inference question prompts. All assessments adhere to common core aligned rubrics. Lesson units throughout the year are planned to balance acquisition and evaluation of the four modalities. For speaking, oral presentation of reports whether in a form of student-created powerpoints, posters, short videos are included as regular part of the curriculum. Students also use Castle Learning Online Program and Rosetta Stone software where speaking, listening, reading, and writing are assessed and reported graphically. The diagnostic, formative, and summative tests given also cover four modalities.

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

As stated above, in order to meet the linguistic needs of our students we will continue to follow parental choice and the CR part 154 mandates, as well as the PROGRESS High School language allocation policy in terms of content subject area instruction, which states the following:

- For Entering students 60% of instruction is conducted in their native language and 40% is conducted in English
- For Emerging and transitioning students, the percentage shifts to 50% native language, 50% English

- For expanding students, 25% instruction in the native language and 75% in English

Entering level receives 3 periods of ESL instruction a day, Emerging and Transitioning -2 periods, and Expanding- 1 period EL and 1 period language elective. As our English Language Learners are transitioned, they are introduced to highly contextualized student tasks that encourage thinking, reading, speaking, and writing following the common core standards. Sample scaffolded units published by the Department of ELLs are utilized. The specific instructional strategies include read-alouds, listening activities, typed final drafts, speaking tasks that establish discussion of routines, shared reading, intensive guided reading, independent reading, phonics, language mechanics taught in context, shared writing, modeled writing, independent writing and reading and using rubrics and writing checklists to self-monitor and self-correct their work. Teachers employ scaffolding activities to provide support, such as differentiated instruction, grouping, peer tutoring, modeling, questioning, and the use of graphic organizers, as well as authentic-based learning in the ESL classrooms such as the use of projects via the writing process. Instruction is augmented with classroom libraries, the Internet, including the use of the media center in the library, and we are using technology more frequently as an instructional tool in each ESL classroom (ie. use of lap top and projectors) in order to enhance instruction and the literacy skills of our ELLs. There will also be an emphasis on typing final drafts (for intermediate and advanced level students), adaptation of books and stories read, as well as books on CD, among others.

We differentiate instruction in a variety of ways to support our ELLs.

- For our SIFE students we stress explicit instruction in reading across the subject areas with an emphasis on vocabulary-building. This is done in the ESL classrooms as well as across the content areas if they don't practice reading daily. This is done with daily vocabulary instruction related to the lessons and reading comprehension and paragraph and essay composition strategies via the writing process. Academic intervention is also in place with individualized remedial instruction during Lunch and Learn. Students receive supplemental services in our After School ESL Program to better prepare them for the NYSESLAT as well as the English Regents.
- For the ENL newcomers we have a Bridge credit-bearing program that takes place during the summer for our incoming 9th graders that includes our ELLs, including our SIFE students. In the program students received a host of instructional and culturally-related services via the support from our Leadership Program. Throughout the school year, literacy instruction is emphasized across ESL classes, especially, in regards to the SIFE students and teachers differentiate their lesson plans to include content that will help newcomers better adjust to life in their new school as well as lessons geared towards learning more about the United States culture. Also, more reading and writing is infused in the content area classes and the bilingual teachers are including more instruction on grammar, discourse, phonemic, phonological, and semantic awareness.
- With those ELLs in ESL service for 4-6 years, most of which fall at the intermediate level of English proficiency, ESL and content area teachers teach word knowledge, they model and teach basic reading skills for fluency, comprehension of classroom texts, grammatical and writing skills lessons, and this year we are putting more emphasis on students reading aloud with peers and discussing and formulating their questions using better phonemic awareness and pronunciation skills.
- Our plan for the Long Term English Language Learners (LTELLs) includes the strategies listed above. We have applied for a SIFE/LTELLs Intervention Academic Grant using the ExC-ELL/RIGOR. Our target group is of students that are LTELLs and also SIFE. Tier 1 will entail professional development workshops facilitated by the RIGOR program educators geared to ESL teachers, but also to the mainstream teachers on how to integrate language and literacy development along with subject matter instruction. Tier 2 will focus on reading instruction in science and social studies. The lessons in the program are leveled. Also, CDs are provided and it includes pre and post assessments in English and Spanish in order to determine progress.  
Mandated services for former ELLs up to two years after exiting ELL status as per CR Part 154.2 are a half unit of study of integrated ENL/ESL and ELA, Math, Science, or Social Studies and/or OBEFLS approval, other service that monitor and support each former ELLs language development and academic progress.

- 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.

Protocol for the appeal process is specified as follows: Within 45 school days of enrollment, the ELL Identification Process will be administered a second time. The Re-identification Process may be utilized for students who:

- Have a home language other than English, and
- Are ELLs and non-ELLs or at the parent's request

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. ELLs re-identified continue to remain in school attending their classes while the process is done and final determination is provided.

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?

In order to meet the academic needs of our ELL-SWD within the least restrictive environment, our school has implemented a comprehensive curriculum that serves this population. Students are scheduled in ESL courses according to their current learning needs. Other programs, such as Wilson Just Words, have been implemented to serve ELL-SWD that are low readers, and that have not acquired the necessary decoding skills at this point in their academic years. Also, the curriculum is differentiated according to their strengths and their multiple learning modalities, so that the student has more opportunities.

ELLs/SWD are provided with scaffolded strategies infusing UDL principles to teach academic language and higher order thinking skills as required by common core standards. Technological supports are also implemented such as audio visual components, modified student consumables as well as online differentiated supports (i.e. Castle Learning and iLearn).

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

We look over a variety of different sources of data to determine which ELLs need the most support in different content areas, including in English and math. With assistance from the other department assistant principals, we specifically target those that have not passed their regents courses and/or struggling in their current courses and provide them with a host of interventions, including but not limited to, review classes during the school day, lunch and learn one-on-one tutoring, after school support and credit-recovery programs, and the planned Saturday Academy tutoring program.

For instructional scheduling, during beginning of the school year, ESL and Special Eds are programmed first for ESL instruction to make sure they receive mandated minutes and accommodations in their IEPs, then they're programmed for other classes. To maximize time spent with non-disabled peers, their program is blended between least restrictive and non-restrictive based on IEP recommendations.

Chart

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

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

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

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



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

Chart

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

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

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

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

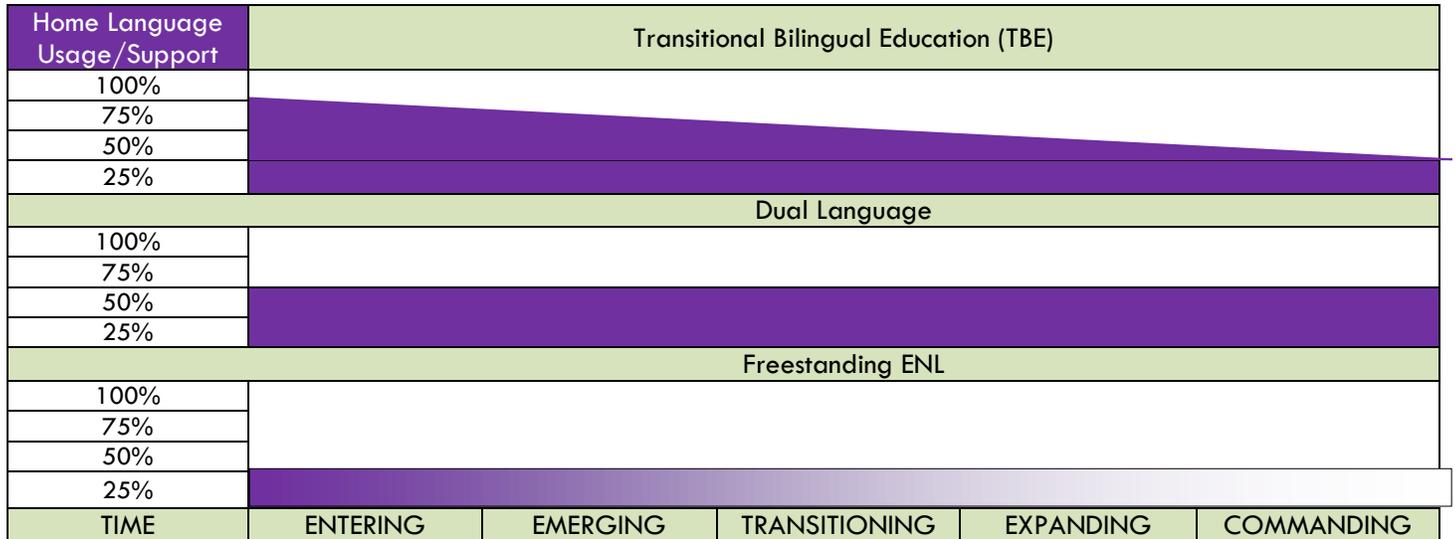


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We look over a variety of different sources of data to determine which ELLs need the most support in different content areas, including in English and math. With assistance from the other department assistant principals, we specifically target those that have not passed their regents courses and/or struggling in their current courses and provide them with a host of interventions, including but not limited to, review classes during the school day, lunch and learn one-on-one tutoring, after school support and credit-recovery programs for ESL, ELA Regents review four times a week, Math and Social Studies to be done twice a week, and the planned Saturday Academy tutoring program for Math and Science. For beginners, native language will be used to support instruction. In addition, native language intervention programs are implemented such as Title III programs offered after school and Saturdays for students who need support in content area subjects taught by bilingual teachers. These students are targeted based on data gathered from Regents results exams, quarterly progress reports, and administration of mid year regents exams and midterms. These intervention services are also based on data gathered from ATS reports (RLER) stating longterm ELLs and SIFEs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The percentage of ELLs passing the NYSESLAT increased from year to year. In 2011, 15% passed, in 2012, 19% passed, and in 2013, 25% passed. In the past years, majority of the students are intermediate, followed by beginners, and the last are the advanced. This year, it's the opposite - 46% are advanced, 32% are intermediate, and 22% are beginners. In the regents content areas as shown by the charts on pages 5 and 6, the percentage of ELL passers also increased. In Integrated Algebra, 66% passed, a 21% increase from last year. In Earth Science, 38% passed, an increase of 14% from last year. In U.S. History, 65% ELL takers passed, a 23% increase from last year. In Living environment, there is similar percentage of passers. For the other content areas, there are less ELL passers this year than last year. For example in ELA, there are 23% less passers than last year, in Geometry, 20% less than last year, and in Global History, 22% less. These numbers are not conclusive because they are affected by different factors and variables but they are just mentioned here for the purpose of rough comparison.
12. What new programs or improvements will be considered for the upcoming school year?

As stated above, we have written the SIFE/LTELLs Academic Intervention Grant to better support our ELLs across subject areas.
13. What programs/services for ELLs will be discontinued and why?

No programs for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are offered access to all school programs, including but not limited to, the National Honor Society, clubs under the Leadership Program, Lunch and Learn, our ESL After School Program, and the planned Saturday Academy tutoring, etc. There have been reinvigorated efforts to actively engage all students, strategic outreach and activities are being developed and implemented so that students feel connected and invested in their school community. The newly organized student council has recruited ESL and Bilingual teachers as facilitators of events for increased ELL participation. Marketing and advertisements are in both English and Native languages. Room to room campaigning and posters are specific to student interest and teacher involvement has increased to include all subgroups. Groups and programs also include student initiatives, an experiential learning afterschool program ("Off The Block", an array of PSAL sports activities, band and chorus, BuildOn volunteer organization as well as representation in Advanced Placement classes. In addition, graduation activities also reflect ELL participation (ex. student speeches in English and native 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.

Teachers are provided with a host of materials to support ESL and transitional bilingual education instruction, abridged versions of the classics, other adapted texts specifically geared for the English Language learner, a curriculum focusing on the rhetorical strategies with an emphasis on paragraph and essay composition, as well as an emphasis on response to literature strategies in preparation for the English Regents. Also, teachers are provided with hands-on manipulatives that will enhance learning in the classroom, such as authentic and computer-based pictures, visuals, film adaptations of books, demonstrations, simplified rubrics, and this year we are incorporating more technology in the classroom via the use of a laptop and projector. The emphasis is also on teaching good study skills, more cooperative learning activities, and more frequent use of visuals and real objects to enhance instruction.

For Social Studies, Math, and Science the curriculum is aligned to Common Core and Danielson framework. There are different class sets for Content Area subjects in English and Spanish like Historia del Mundo by Ellis Esler and published by Prentice Hall, Biologia published by Prentice hall, Earth Science and Chemistry (Spanish sets), NY Integrated Algebra in English and Spanish. For Native Language Arts, there's Realidades levels 1,2,3 published by Prentice Hall. There are also library books in English and Spanish, NYSESLAT Practice materials, bilingual glossaries. This is supplemented by promethean boards, mobile labs, mac lab, and library media center.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our Transitional Bilingual Program model, we provide instruction in the content area classes in English and in Spanish as stated under the heading in this document titled 'Programming and Scheduling Information' as follows: For beginning level students, 60% of instruction is conducted in their native language and 40% in English. Materials include handouts, consumable examinations, dual language dictionaries and glossaries, content area glossaries, audiovisual presentations (Powerpoint/Promethean Board/ActivInspire) in dual languages.

For intermediate level students, 60% of instruction is conducted in their native language and 50% in English.

For advanced level students, 25% of instruction is conducted in their native language and 75% in English.

Research indicates that students who become proficient in all four modalities successfully carry over the skills and concepts into their English-based classes. We understand and nurture the need for Native Language supports. If students learn to read well in their native language, they can then transfer these skills to English and, in turn, will develop stronger literacy skills. English acquisition is our goal here at PROGRESS High School.

In the ESL classes we provide a host of supports as stated in this section of the LAP.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

We understand the challenges ELLs face, including in their content area classrooms, and we provide the supports in the form of instruction, books, materials, technology, and tutoring that are both age and level appropriate.

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).

As stated in this section, we have a Bridge program that is implemented prior to the beginning of the school year. It includes a host of instructional and cultural activities for our incoming students, including our ELLs newcomers. Also, in our ESL classes, we continually emphasize a curriculum that is culturally-based in order to help our newcomers develop a cultural foundation that will help them to better adjust to their new academic and social environment.

19. What language electives are offered to ELLs?

Our Ethnic Drama and Film, College and Careers, Latino Studies, African-American Studies, and Foreign Language language-based classes are open to ELLs, too of course.

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)?

Not applicable

## 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.)

ESL teachers participate in the school's established professional development program with specific sessions focused on the ELL subgroup.

Our Professional Development Plan aims to use research based instructional techniques to support and improve student learning and help our students meet the demands of the Common Core Learning Standards. Professional development will take place through school-wide professional development, department professional development, mentoring and department meetings. The themes of student engagement through discussions, rigor and literacy will be interwoven through all facets of professional development. These focus areas will allow faculty to improve student learning by increasing teacher effectiveness. In addition to these focal points teachers will also engage in developmental opportunities based on Danielson's Framework and the Common Core Learning Standards.

Using available data, information from instructional rounds and observations a strategic professional development plan will address the Citywide Instructional Expectations and the Instructional Shifts as they relate to individual disciplines. External resources such as Network Institutes and internal resources such as teacher expertise will be used to provide differentiated professional development opportunities. Using our modified school schedule teachers will meet twice a month for a three hour block of time to attend professional development sessions intended to; strengthen teacher competency in elements of the Framework for Teaching, deepen teacher understanding and knowledge of the Common Core Learning Standards and assume best practices for implementation.

School Monthly Professional Development Focus will be established by administrators to provide teachers with professional development based on Danielson's Framework for Teaching. The monthly focus will be evident in common planning, monthly assessments, professional walk-through, grade team meetings and inter-visitations. The cabinet will review and revise the professional development plan on a monthly basis to assess progress and make any changes necessary based on data collected.

School wide Professional Development :

School Wide Professional Development will take place on the first Friday of each month. These professional development sessions will focus on building upon best practices and addressing school weaknesses. These weaknesses are identified by using available data and information collected through observations and instructional rounds.

With guidance from their administrators teachers will select the professional development sessions they would like to attend on a monthly basis. Each teacher is required to attend two 1.5 hour sessions on the first Friday of every month. Teachers will sign up for these sessions electronically and are expected to keep records of professional development sessions attended. These sessions address the established monthly focus of the domains, components and elements of the Framework for Teaching.

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?

ENL and Bilingual teachers actively participate in the above mentioned established Professional Development program. Sessions include but are not limited to:

Department specific Professional Development-Department Professional Development will target the implementation of literacy in the different disciplines.

School-wide Monthly Focus Based On Danielson's Framework

October

3b- Questioning and Discussion Techniques

3c-Engaging Students in Learning

November

2a- Creating an Environment of Respect and Rapport

2b- Establishing a Culture for Learning

2e- Organizing Physical Space

December 2c- Managing Classroom Procedures

2d-Managing Student Behavior

January 1d-Demonstrating Knowledge of Resources

1e-Designing Coherent Instruction

February 3a-Communicating with Students

1b- Demonstrating Knowledge of Students

4c- Communicating with Parents

March 1f- Designing Student Assessment

3d- Using Assessment in Instruction

April 3e-Demonstrating Flexibility and Responsiveness

4d- Participating in the Professional Community

May 4e-Growing and Developing Professionally

4d- Participating in the Professional Community

4f-Demonstrating Professionalism

June 4b- Maintaining Accurate Records

4a-Reflecting on teaching

1a-Demonstrating Knowledge of Content and Pedagogy

The following are the topics included but are not limited to in Schoolwide and Department PDs:

\_\_\_\_October - Department

- o Lesson Alignment to Common Core Learning Standards
- o Implementation of Instructional Shifts
- o Guidelines for Standardized Exams
- o A Study of the Framework for Teaching

November

- o SESIS
- o Classroom Environment
- o Universal Design for Learning (UDL)
- o Fostering Student Discussion
- o Comprehensive Study of the Framework for Teaching
- o Use of Collaborative Teaching Practice
- o Analyzing Student Work
- o Multiple Points of Entry

December

- o Classroom Management
- o Lesson Planning
- o Responding to Student Behavior
- o GoogleDocs training
- o Close Reading
- o Curriculum and the Common Core
- o Interdisciplinary Connections
- o Creating Assessments to Bridge the Gap in Student Achievement

January

- o Using SKEDULA as a resource
- o Lesson Planning and Unit Development
- o Effective Instructional Groups
- o Creating Common Core Aligned Learning Activities
- o Creating Common Core Aligned Tasks
- o Using Depth of Knowledge in Unit Maps and Individual Lessons
- o Effective Co teaching Models
- o Effective Use of Student Work to Inform Instruction

February

- o Communicating with Students – Conferencing and Student Work
- o Engaging Parents in Instructional Activities- (Parent Coordinator)
- o Differentiated Lesson

March

- o Creating Common Core Aligned Tasks
- o Analyzing Student Work
- o Using Formative Assessments
- o Socratic Seminar
- o Using Student Work to Identify Key Instructional Practices
- o Using Short, Focused Research Projects
- o Identifying Authentic Opportunities for Reading and Writing
- o Promoting Effective Classroom Discussion

Addressing Black and Latino Male Dropout Rate

April

- o Checking for Understanding
- o Team Building
- o Multiple Points of Entry

- o Using Art in all Disciplines

May

- o Enhancing Content Knowledge
- o Compliance in Special Education and ESL
- o Professional Inquiry
- o Addressing Black and Latino Male Dropout Rate
- o Using Data for Curriculum Revisions
- o Increasing Rigor
- o Provide Access for Diverse Learners Using UDL Principles
- o Efficient and Effective Common Planning Practice

June

- o Implementation of the 2016-2017 Citywide Instructional Expectations
- o 2016-2017 Instructional Focus
- o Establishing 2016-2017 Inquiry team Target Population and Students
- o Reflecting on teaching to Inform Curriculum Revisions

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? All staff members are provided with a list of the ELLs, including those that have gained proficiency in recent years, and are made aware of the different challenges these students face even after passing the NYSESLAT. The goal is to have all stakeholders aware so that they are better equipped to serve this population for smooth transitioning to high school. The school has a Freshman House run by an Assistant Principal who focuses on their instruction, attendance and positive behavior. Guidance Counselors also support by providing workshops on graduation requirements, credit accumulation, and college readiness. Every Friday, there is a Freshmen Academy with a program "Organized for Life" for 3 periods facilitated by the Leadership team. In addition, teachers and guidance counselors are supported by Attendance Improvement Dropout Prevention (AIDP) known as Graduate, Prepare, Succeed-New York City (GPS-NYC) which focuses on 9th grade students and provides academic support, attendance outreach, counseling and family engagement
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.

As described in the response above, the school has a very comprehensive professional development plan. Every Friday for 3 periods, all teachers schoolwide (including of course the ESL, bilingual, and special education teachers) go through rigorous PDs the topics of which are detailed in number 2. There will be 30 Fridays. The professional development coordinator maintains all attendance records and artifacts from pd sessions on GoogleDocs for teachers to access as needed. Attendance logs are maintained by the APO and professional development coordinator. ENL and Bilingual teachers are participants in the weekly instructional walkthroughs which focus on the schoolwide professional development goals from the previous week. Teachers will have an opportunity to participate in the instructional walkthrough throughout the course of the academic year focusing on different competencies. A group of five teachers will be able to observe implementation of the skills gained from the school wide professional development. After the walkthrough, teachers will have the opportunity to discuss best practices in the classroom that were visited. Teachers will also be acknowledged for their best practices through our weekly newsletter and in the next schoolwide professional development.

### 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?

Our ESL teachers, the assistant principal of Guidance, and the parent coordinator reach out to the parents of ELLs in various ways, including via phone calls, one-on-one conferences, invitations to PTA meetings, access to Snapgrade/Jupiter account, letters sent home notifying them of upcoming events in school and in the NYC surrounding areas -- all geared to the immigrant population. There is a once a month PTA meetings conducted by the parent coordinator. On translation services, oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit will be used to provide translation for languages that cannot be translated at school. Response to question here:

Speaking of translation services, PROGRESS will survey and identify staff that are fluent in languages other than English.

These teachers will be asked if they could make themselves available for any translations needed during the school day.

- We will contact the Office of English Language Learners and request their translation materials.
- School personnel will provide written translation services.
- Parent Coordinator will provide written translation and request translation material from the Office of ELLs.

The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services. PROGRESS will mail home surveys to identify the need of different languages.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PLEASE NOTE THE ANSWER TO QUESTION #2 IS HERE: Individual ESL teachers maintain records of parental involvement for each class taught. Parental contact is documented on SKEDULA. Parent meetings/conferences are recorded by teachers and a copy of sign in sheets are maintained by AP/Guidance.

PLEASE NOTE THE ANSWER TO QUESTION #3 IS HERE: The parent coordinator has a big role in this area because she provides varied parent services such as the translation needs of families, helps parents obtain log-in information SKEDULA, provides information about graduation requirements, Regents exams, college admissions and financial aid, ensures all material translated into the languages appropriate for your parent community, and provides to the parents information to different citywide government and privately sponsored initiatives. Examples of parent information provided may include but is not limited to:

- a. New York Immigration Coalition's Parent Guide to College, "Your Children Can Go to College...Yes They Can"
- b. Essential Allies Challenge- a competition to inspire New York City iZone schools to generate innovative ideas in supporting our students through family and parent engagement
- c. NYC Parent Academy- a collaborative effort with Long Island University to enhance partnerships within school communities to support student achievement by strengthening parent involvement
- d. NYC College Line launches online- a free, online community--available at [NYCCollegeline.org](http://NYCCollegeline.org)--NYC College Line for NYC-college-related questions
- e. Free Education Classes for Parents- The Office of Adult of Continuing Education (OACE)
- f. Finish Your GED in 2016

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PROGRESS, Incorporated is our Community Based Organization and they, along with our Leadership Program, provide workshops, including on learning of basic computer skills. The school also has partnerships with Woodhull Hospital, and the Committee for Hispanic Children and Families, Inc. These are offered to the parents of all students at PROGRESS High School, including the parents of ELLs. Parents are encouraged to participate in student celebratory activities and parent teacher conferences, PTA meetings

Increase parent involvement in the school by working closely with school, parent, and community organizations.

- Serve as facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues.

- Conduct outreach to engage parents in their children’s education.
- Convene regular parent meetings and events around topics of key concerns to parents.
- Attend parent meetings
- Maintain ongoing contact with community organizations that are involved with providing services to support the school’s educational program.
- Organize open school night and other events to increase parental and community involvement, and create a welcoming school environment to parents. The parent coordinator reaches out to parents via SKEDULA, phone, regular mail, text message if applicable, and invitations to visit the school. Parent engagement includes attendance and participation in PTA meetings and workshops. Titles include but are not limited to: How to Effectively speak with your teen, Graduation requirements, Importance of daily attendance, and upcoming functions. Ex. sports teams, afterschool programs (i.e academic intervention, Saturday academy, Woodhull hospital partnerships (pre-med), and BuildOn program

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

Paste response to question here:

We learn about the needs of our parents from our PTA meetings where they participate actively and are quite vocal. We also learn about their needs during open school night and during other one-on-one conversations scheduled throughout the year. This year we plan on implementing survey-based feedback process to better assess what their needs are.

We evaluate the needs of the parents using needs assessment sheets, surveymonkey and based on the analysis of the DOE Parents' survey. General parent surveys include parent surveys via the DOE, interest inventory (ex. 1 x a year during parent meeting during orientation).

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

Based on the analysis of perceived needs, interventions, programs and workshop for parents that address their needs are created.

Through the school staff who’s taking care of parental involvement, we provide a host of workshops including those related to the college application process, health fairs, and computer training, etc.

The parent coordinator's role includes increasing parent involvement in the school by working closely with school, parent, and community organizations.

- Serve as facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues.

- Conduct outreach to engage parents in their children’s education.

- Convene regular parent meetings and events around topics of key concerns to parents.

- Attend parent meetings

- Maintain ongoing contact with community organizations that are involved with providing services to support the school’s educational program.

- Organize an open school night and other events to increase parental and community involvement, and create a welcoming school environment to parents. The parent coordinator reaches out to parents via SKEDULA, phone, regular mail, text message if applicable, and invitations to visit the school. Parent engagement includes attendance and participation in PTA meetings and workshops. Titles include but are not limited to: How to Effectively speak with your teen, Graduation requirements, Importance of daily attendance, and upcoming functions. Ex. sports teams, afterschool programs (i.e academic intervention, Saturday academy, Woodhull hospital partnerships (pre-med), and BuildOn program. We learn about the needs of our parents from our PTA meetings where they participate actively and are quite vocal. We also learn about their needs during open school night and during other one-on-one conversations scheduled throughout the year. This year we plan on implementing survey-based feedback process to better assess what their needs are.

We evaluate the needs of the parents using needs assessment sheets, surveymonkey and based on the analysis of the DOE Parents' survey. General parent surveys include parent surveys via the DOE, interest inventory (ex. 1 x a year during parent meeting during orientation).

#### 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: None at this time.



**School Name: Progress High School**

**School DBN: 14K**

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)
William Jusino	Principal		10/30/15
Alberto Garcia	Assistant Principal		10/30/15
Pamela Hicks	Parent Coordinator		10/30/15
Aylin Zabski	ENL/Bilingual Teacher		10/30/15
Christina Rivera	Parent		10/30/15
Aisha George	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Jorge Arias	School Counselor		10/30/15
Karen Watts	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **14K474** School Name: **PROGRESS HIGH SCHOOL**  
Superintendent: **MS. KAREN WATTS**

### Before you begin, please check the following:

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

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

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

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

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

• After completing and analyzing data from the Bilingual Education Student Information Survey (BESIS), as well as providing our parents with a needs assessment, we concluded that we had a great need for translated documents in Spanish.

The information gathered is recorded on ATS. Emergency cards and HLIS are kept in the students' cumulative folders.

The parent coordinator will provide a needs assessment survey which will include the languages they speak, and whether or not they require written translation and oral interpretation. She will keep a copy of the survey results including the number of parents who responded, will communicate them to the administrators, and will develop a plan of action to meet their needs. The parent coordinator has determined that the following languages are spoken by parent: English (grades 9-12), Spanish (grades 9-12), Haitian Creole (grades 9 and 10), and Arabic (grade 12). There is an excel spreadsheet that will be generated through ATS that will be updated regularly.

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.

a. Parents and students were informally surveyed and the parent coordinator determined that the following languages are spoken by parents: English (grades 9-12), Spanish grades 9-12), Haitian Creole (grades 9 and 10), and Arabic (grade 12). There is an excel spreadsheet that will be generated through ATS that will be updated regularly. Based on our own school data we have a large number of

students with Spanish as their home language. We reported the findings to our school leadership team and PTA Executive Board. They agreed that it is vital that our parents are communicated with in their native language. We informed the school community via memos and at PTA meetings. We hire bilingual support staff to help with the verbal and written communication.

## Part B: Creating a Communications Calendar

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

PROGRESS HIGH SCHOOL disseminates all documents to parents including but not limited to attendance letters, cut letters, student news letters, letters from the school leadership, afterschool program invitations, PTA and SLT calendar. Monthly schedules include a system that include Week 1- phone calls, Week 2-letters sent home, Week 3- meetings /PTA, Week 4-invitation follow up

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.

Curriculum Night September 30<sup>th</sup>, 2015 Parent teacher conference nights, day-to-day attendance meetings with parents.

PTA Meeting:

09/17/15; 10/15/15, 11/19/2015, 12/10/15, 01/21/16, 02/11/16,  
03/10/16, 04/14/16, 05/12/16, 05/26/16  
6/9/2016

## Part C: Providing Language Assistance Services

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

Oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit will be used to provide translation for languages that cannot be translated at school.

Rony Enriquez  
Victor Moran  
Adriana Fernandez  
Vanessa Guzman  
Ross Terrelle  
Raul Saenz  
Yanice Aroco-Vega  
In-house school staff provides language assistance services

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.

- PROGRESS will survey and identify staff that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.
- We will contact the Office of English Language Learners and request their translation materials.
- School personnel will provide written translation services.
- School staff in charge of parent coordination will provide written translation and request translation material from the Office of ELLs.
- PROGRESS will mail home surveys to identify the need of different languages

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

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

PROGRESS high school has issued emails to all staff members directing them to the access of the translation services provided by the Department of education. We have also placed flyers in their mail boxes and have mentioned the information on our monthly staff meetings. We will ensure that all teachers and staff will receive a copy of the "I Speak..." card which includes the phoen number for over the phone interpretation. We will schedule a meeting or PD session exclusively on translation services to be attended by all teachers and staff.

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

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

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights

- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parent coordinator will facilitate a mass mailing notifying parents of the language that they prefer to receive correspondence, translation, and interpretation services (if applicable) from the school. The parent will be requested to reply with their preferences to update the preferred language document organized by student grade.

## **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 has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services.

The parent coordinator will facilitate a PTA meeting with a focus group of parents inclusive of all cultures and languages represented in PROGRESS High School to gather feedback and best practices.