



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

19K502

School Name:

FDNY HIGH SCHOOL FOR FIRE AND LIFE SAFETY

Principal:

JAMES ANDERSON

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

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

Section 6: Expanded Learning Time (ELT)

Section 7: Academic Intervention Services (AIS)

Section 8: Title I Program Information

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: FDNY HS for Fire and Life Safety School Number (DBN): 19k502
Grades Served: 9-12
School Address: 400 Pennsylvania Ave.
Phone Number: 718-922-0389 Fax: 718-922-0593
School Contact Person: James Anderson Email Address: JAnders@schools.nyc.gov
Principal: James Anderson
UFT Chapter Leader: Safaraah Williamson
Parents' Association President: Genevieve Ryce-Jones
SLT Chairperson: James Anderson
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Evelyn Pugh
Student Representative(s): Cory Anderson
Wendall Jameson

District Information

District: 19 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway Brooklyn, NY 11236 Room 110
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St. Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-3954

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)
James Anderson	*Principal or Designee	
Safaraah Williamson	*UFT Chapter Leader or Designee	
Genevieve Ryce-Jones	*PA/PTA President or Designated Co-President	
Mildred Bowman	DC 37 Representative (staff), if applicable	
Evelyn Pugh	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Cory Anderson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Wendall Jameson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ellen Searles	Member/ Parent	
Dolphine Jackson	Member/ Parent	
	Member/ Parent	
Maria Then	Member/ Teacher	
	Member/	
	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.

FDNY HS is special and unique in that we have a vital working partnership with the FDNY. We are a small thematic school whose mission is to recruit minority students from the East New York community to become certified EMTs or Fire Fighters within the New York City Fire Department. The FDNY provides personnel and equipment to train the students in the emergency services. We have certified EMT's and Fire Fighters on site teaching and working with the students every day. We have a four-year course sequence that covers all aspects of firefighting: responsibilities, the science of fighting fire, life-saving skills, and a NYS EMT certification class . When students graduate from our school with the New York State EMT certification and are 18 years or older, they can be hired as an EMT by the FDNY.

Over the last seven years (the seven graduating classes in the school's history), we have certified 90 student as Emergency Medical Technicians. Currently, 57 of these former students are using their certification to work as full-time EMT's with both the FDNY and private ambulance companies. As of this year, we have fifteen former students presently working with the FDNY as certified EMT's. In addition, we have two students that used the promotional opportunities and are currently NYC Fire Fighters. However, between the summer and Fall of 2015, we are expecting another 20-30 former graduates to finish their hiring process and become full-time employees of the FDNY. The effort of the FDNY has made a significant impact on the lives of many of our students contributing to their academic success. There is no other opportunity like this in the City of New York, and from our knowledge, the rest of the country.

Our best academic accomplishment from 2014-2015 year was that we were able to come off the Persistently Dangerous list of the NYS Department of Education. In addition, the increase in our graduation rate. Our graduation rate increased 2% to 74% overall. This success was due to the strong effort of the staff in providing a supportive environment for the students. Although we challenged the students to work for the highest potential in their academic performance, we also provided the social and emotional support to carry them along the path. Teachers collaborated in teams to assess and monitor the progress of the students. Lastly, the parental collaboration also helped to communicate the expectations and keep the three components of a student's success (student, parent, and school) on the same track for the accomplished goal.

Despite our successes with graduating students, we still struggle with the amount of students showing significant scoring increases on the Math and English Regents exams. This has had a damaging effect on our AYP data as well as college readiness status. The area of focus for this issue is going to be rigorous instruction. We will continue to focus on instructional strategies and inquiry analysis as we make instructional goals for the school year. In addition, we will continue to address the social/emotional supports to address the low performance of our children when it comes to standardized exams.

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The staff is organized to work in two sets of teacher teams where they analyze student data to make instructional and curricular decisions. The department teams are responsible for updating and modifying the curriculum maps as well as the unit plans. They work in collaboration to discuss students progress data as well as their professional assessment data. This information is used during discussions to make plans for curriculum. A professional development team will be created to plan the professional development topics as well as sessions to help improve the teacher practice in the classroom. The cohort teams look at student performance and make collaborative instructional decisions on an interdisciplinary basis to improve student achievement. Lastly, technology is implemented in every classrooms. Teachers will utilize Smart Boards and laptops to make lesson engaging. Addition literacy programs purchased by school funds will also have students using online programs to improve academic skill sets.</p>		

Part 2 – Annual Goal

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

By June 2016, we will improve our instructional practice in competency 3c (Student Engagement) by increasing the number of effective/highly effective scores by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>We will establish teacher teams, create a professional development committee, and design a professional development plan. This plan will be designed to address the common areas of weakness to focus on targeted improvement in regards to professional practice. The professional development sessions will be held every Monday afternoon. Competencies 3b, 3c, and 3d will be the primary areas of focus for the staff and administration.</p>	<p>Teachers</p>	<p>9/10-6/26</p>	<p>School Administration and teachers.</p>
<p>Teachers will be provided professional development within the Danielson competencies to provide multiple entry points to include ELL's and SWD's into the learning process. We will focus on the ICT setting and roles of cooperating teachers in this collaborative setting. This focal point will take place to address the academic progress of our ELL and SWD populations.</p>	<p>Teachers</p>	<p>9/10-6/26</p>	<p>School Administration and teachers.</p>
<p>The strategies we design and implement will be communicated through written newsletters, automated phone calls, individual phone calls, and meetings. Through the PTA and SLT, workshops will be planned for parents to learn best practices in these areas at an incremental level.</p>	<p>Parents</p>	<p>9/10-6/26</p>	<p>School Administration and teachers.</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.											
In order to put the strategies in place above, we will need the necessary budget to cover expenses, allotted time within the school year schedule, assistance/guidance from our Borough Support Center, and outside vendors with reputable knowledge in the areas of need.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
At the mid-point of the school year, February 2016, the school teams will evaluate the progress of our plans against the collected data. We will look at the overall rating data through Advance to assess the progress data. The data collected will help us assess the goal for the remainder of the school year..											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
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.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

When analyzing our OORS data, 30% of our incidents come from the classroom setting. Only a small percentage of the incidents (12%) reach the 4 or 5 severity level. Most of the students involved in these situations deal with anger issues, poor decisions making skills, and other stressful external circumstances. We have been in the process of improving our overall school environment and climate for the past few years. We have created a learning environment where each child is known by name by the staff members. Students in need have been identified, classified within target groups, and provided additional support through the school year from our guidance counselors. In addition, support includes mentoring from the teachers before and after classes. Lastly, constant communication between teachers, guidance counselors, and administrators are held to discuss student social/emotional issues that negatively affect their academic progress on a consistent basis.

Part 2 – Annual Goal

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

By June 2016, we will decrease the number of level 4 and 5 occurrences that happen within the classrooms by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>We will establish a Behavioral Management Team that will study through research based projects where schools change learning environments. The team will review school processes as well as create professional development opportunities for implementing positive practices. Lastly, we will continue a program called Step-Up that is assisting with providing social/emotional support for targeted students.</p>	<p>25 students identified by the guidance counselors identified in accordance with Step Up criteria.</p>	<p>9/10-6/26</p>	<p>School Administration and teachers.</p>
<p>We will engage in professional development activities around classroom management strategies to ensure a safe, supportive school environment for all. The classroom management strategies will be taken from the Danielson rubric as well as other research resources that help with student behavior in the classroom.</p>	<p>Teachers</p>	<p>9/10-6/26</p>	<p>School Administration and teachers.</p>
<p>We will continue to update students regarding incidents, successes, and next steps in our effort to maintain a supportive environment. Guidance counselors will create plans for students that exhibit the social/emotional behaviors that prohibit academic success. Through these plans, they will be able to provide the proper counseling for their emotional issues. The transparency will lead to commitment from student and deepen trust amongst all our community. Our special education teachers will monitor the behaviors of the students in their caseloads and provide necessary interventions in the classroom as well as with other services outlined in their IEP's. This work will lead to higher scores on state assessments for all demographics of students; general ed., SWD's, and ELL's.</p>	<p>Students</p>	<p>9/10-6/26</p>	<p>School Administration, teachers, parents, and students.</p>
<p>The school continues to inform parents of the supports provided to their children through verbal and written</p>	<p>Parents</p>	<p>9/10-6/26</p>	<p>School Administration, teachers, and parents.</p>

communication (ie. Newsletters and PTA meetings) as well as workshops during our monthly meetings. This will help our parents work from home to help keep the communication line open between families and school.

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.

In order to put the strategies in place above, we will need the necessary budget to cover expenses, allotted time within the school year schedule, assistance/guidance from our Network, and outside vendors with reputable knowledge in the areas of need.

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

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

Part 5 – Progress Monitoring

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

At the mid-point of the school year, February 2016, the school teams will evaluate the progress of our plans against the collected data. We will use the OORS report to compare the number of incidents from the current year against the number of incidents from the previous year at this time period. Using this information we will make our decision with the goal for the remainder of the school year.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Based on the data, we are not meeting the NYS expectations for ELA and Math scores. Students are scoring high enough to graduate but not high enough to move up the college readiness levels. Teachers are planning effective lessons that provide alignment between the goals, skills, and content taught. Lesson plans reflect the CCLS addressed and multiple entry ways which students are led to engage in the learning. Teachers pre-plan scaffolded sequences of lessons and use questioning techniques that support students’ security to participate in classroom discussions. Teachers consistently refer back to data sets (in-class assessments, assignments, exams, projects, exit tickets, etc.) to make ongoing instructional decisions that help increase student involvement in the classroom. Teacher work collaboratively within teacher teams to discuss target groups of students to meet the NYS benchmark numbers.		

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, <u>M</u> measurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, we will make AYP in Math and ELA as per the benchmark expectations of the NYSED.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The school will use the Danielson Rubric as its guidance to planning proper instruction within this goal. All instructional conversations amongst teachers and administrators will be centered around the key strategies described in the teaching framework. The focal competencies will be in questioning, students engagement, and assessing learning.</p>	<p>Teachers</p>	<p>9/10-6/26</p>	<p>School Administration and teachers.</p>
<p>Teachers will be provided professional development within the Danielson competencies to provide multiple entry points to include ELL’s and SWD’s into the learning process. These strategies will be outlined in our professional development plan and carried out during our Monday scheduled sessions.</p>	<p>Teachers</p>	<p>9/10-6/26</p>	<p>School Administration and teachers.</p>
<p>FDNY teacher inquiry teams will analyze the students performance the from previous June Regents. As collaborative teams, they will identify student weaknesses and create plans for improvement. They will share strategies, discuss challenges, and assess their ongoing attempts to improve students performance during common planning time. the professional development committee will discuss the needs of the staff and create plans for improvement within the PD structure.</p>	<p>Students</p>	<p>9/10-6/26</p>	<p>School Administration, teachers, parents, and students.</p>
<p>Parent will be notified of their child's status for graduation as well as college readiness. We have an open door policy whereby parents are encouraged to observe their children in class. This practice enables families to gain further insight into what students are learning and how teaching practices are employed across the school. The embedded teaching strategies will be presented to parents during PTA and SLT meetings for their understanding of how learning is expected to occur within our classrooms.</p>	<p>Parents</p>	<p>9/10-6/26</p>	<p>School Administration, teachers, and parents.</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.											
In order to put the strategies in place above, we will need the necessary budget to cover expenses, allotted time within the school year schedule, assistance/guidance from our Network, and outside vendors with reputable knowledge in the areas of need.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
At the mid-point of the school year, February 2016, the inquiry teams will analyze the January Regents results for the targeted students. We will determine if we are on pace to meet the goal or have to make modifications to our plans.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The vision of the school has been established with our thematic goal and work with our partner, The FDNY. Despite the attempt to use this exciting partnership and sequence of course study, the school's attendance rate stays at 80.2%. We have systems in place to records student attendance in all classes as well for the complete day. Connections are also made between student achievement data and their class attendance.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, we will in increase our overall school attendance rate by 10%.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We will create an attendance plan to record, analyze, and monitor students attend. In this plan, we will look at overall student attendance for the day as well as attendance by period.</p>	<p>Guidance counselors, School Aides, Teachers, and Principal</p>	<p>9/10-6/26</p>	<p>Guidance counselors, School Aides, Teachers, and Principal</p>
<p>Teachers will be provided professional development within the Danielson competencies to provide multiple entry points to include ELL's and SWD's into the learning process. These strategies will be applied to address the individual needs of every student in the classroom. By improve these teacher practices, students will be more engaged in their classes and will be more willing to attend school.</p>	<p>Teachers</p>	<p>9/10-6/26</p>	<p>School Administration and teachers.</p>
<p>The principal and AP's will observe together to ensure for norming and to provide feedback to one another about their observation practices and support of teachers. This process will strengthen the instructional habits of the entire staff which will improve the school culture.</p>	<p>School Administration</p>	<p>9/10-6/26</p>	<p>School Administration.</p>
<p>During each monthly PTA and SLT meeting the ongoing data from the ATS reports regarding student attendance will be reviewed. The discussions will focus on identified issues, targeted strategies for improvement, and next step planning for assessment.</p>	<p>Parents</p>	<p>9/10-6/26</p>	<p>School Administration, teachers, and parents.</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.

In order to put the strategies in place above, we will need the necessary budget to cover expenses, allotted time within the school year schedule, assistance/guidance from our Borough Support Center, and outside vendors with reputable knowledge in the areas of need.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>At the mid-point of the school year, February 2016, the school teams will evaluate the progress of our plans against the collected data from ATS and STARS. After evaluating the data, we will determine if the goal or plans need to be modified for the remainder of the school year.</p> <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
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.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>While the school has strong career outcomes for students there is a need to better prepare students to be college ready. We have recently been designated as a Struggling School due to the students scores on the ELA and Math Regents Exams. Students are scoring high enough to graduate but not high enough to graduate with academic increase from the eighth grade or meeting the college benchmark expectations. An FDNY priority is to inform parents of their child’s progress and the benefits of meeting the College Ready Benchmarks. The school has several systems in place to properly communicate with parents regarding the student performance. Within the system, we use monthly newsletters written by the principal that are mailed home. We follow up with our communication by sending out automated phone messages with all important information outlined in the newsletter. In addition to the automated phone calls, personal phone calls are made to targeted parents because of their child’s specific needs including at risk of not meeting college ready benchmarks.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By August 2016, we will have a 10% increase in our college readiness scores on the NYCDOE Data Snapshot Report from the previous school year.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>During the school year we will be identifying students that are at risk for not meeting the college and career benchmarks and organizing them within our teacher-team data sets. The teacher teams will create instructional goals to address the needs of the students. Using ongoing assessment data, the team will monitor the progress of the students as the school year continues. Teachers will be provided professional development within the Danielson competencies to provide multiple entry points to include ELL’s and SWD’s into the learning process. These strategies will be outlined in our professional development plan and carried out during our Monday scheduled sessions</p>	<p>Students</p>	<p>9/10-6/26</p>	<p>School Administration, guidance counselors, and teachers.</p>
<p>For programming purposes, all students who have passed ELA and Math but have not met the college readiness benchmarks will have classes within their daily schedule as well as Saturday/PM tutoring services. Teacher teams will analyze all Regents with specific attention to ELA and Math to design lessons which will better prepare the students for the Regents exams. Town Hall meetings will be conducted within the cohorts to emphasize the importance of students not only graduating but in being college ready.</p>	<p>Students</p>	<p>9/10-6/26</p>	<p>School Administration, guidance counselors, and teachers.</p>
<p>Conferences and process for ongoing meetings with the guidance counselors will help parents feel comfortable to discuss their child’s college or post-high school plans.</p>	<p>Students</p>	<p>9/10-6/26</p>	<p>School Administration, guidance counselors, teachers, parents, and students.</p>
<p>We will host meetings and design specific presentations for the parents to understand all the components of the college readiness measures for their child to succeed. In addition, we will emphasize the benefits of not only graduating but of being college ready.</p>	<p>Parents</p>	<p>9/10-6/26</p>	<p>School Administration, guidance counselors, teachers, parents, and students.</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.											
In order to put the strategies in place above, we will need the necessary budget to cover expenses, allotted time within the school year schedule, assistance/guidance from our Borough Center, and outside vendors with reputable knowledge in the areas of need.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
At the mid-point of the school year, February 2016, the school teams will evaluate the progress of our plans against the collected data. The data used will come from the January Regents results as well as the end of semester credit accumulation form STARS. We will continue to monitor and revise our plans based on the patterns we find in the achievement data.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

By August 2016, we will meet AYP for the 2016 cohort in Math and ELA.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The students identified in the target groups will be programmed for specific tutoring programs after school and on Saturday mornings. We will provide constant messaging through school announcements, visible postings, messaging from the teachers within the classroom, messaging from teachers within mentoring sessions, highlight significant achievements as a result of attending the sessions, and provide incentives for attending.				

Part 3 – ELT Program Description

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.
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Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- | |
|---|
| <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • Engage in outreach activities made to families. |
|---|

We will begin by programming the students on an individual basis according to the schools AYP status and their promotional/graduation needs. These classes will be included in their program during the regular school day. The school believes in the discovery learning process and designs instruction so that students are learning amongst each other. During these segments of lesson, students will have opportunities to perform manipulatives and put their analytical skills to use. As the budget allows, we will implement a variety of after-school and Saturday tutoring programs, after-school clubs, and activities. The classes covered in the tutoring programs will be ELA, Algebra, Living
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Environment, and Global Studies. We will create and offer workshops to parents around college readiness and setting high expectations within the home to work collaboratively with the school. The connection with guidance counselors and communication with their services amongst the entire staff will help with the social and emotional needs of the students. Teachers will identify students and their needs through the inquiry process of the teacher teams.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The principal will ultimately be responsible for overseeing the programs. The program will be discussed and planned within the teacher teams, at parent meetings (SLT and PTA), and during Town Hall Meetings with the students. The school aides and teachers will monitor the students participation and achievement with the work during the school year as well.

Part 4b. Timeline for implementation and completion, including start and end dates.

September 15th – June 26th

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

In order to put the strategies in place above, we will need the necessary budget to cover expenses, allotted time within the school year schedule, assistance/guidance from our Borough Center, and outside vendors with reputable knowledge in the areas of need.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, we will look at the student participation rate, student attendance, students results on the January Regents and student results for credit accumulation. We will look to see that we are on track to meet the AYP benchmark numbers for the remainder of the school year and make the necessary modifications. .

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	The students selected for services are those not meeting college readiness expectations as per their Regents score in this area.	Achieve 3000, APEX, Pm School, Saturday School, individual student programming	Large group, small group, one-to-one, tutoring, on-line classes.	During school day, after school, weekends, online from home.
Mathematics	The students selected for services are those not meeting college readiness expectations as per their Regents score in this area.	APEX, Pm School, Saturday School, individual student programming	Large group, small group, one-to-one, tutoring, on-line classes.	During school day, after school, weekends, online from home.
Science	The students selected for services are those not meeting college readiness expectations as per their Regents score in this area.	APEX, Pm School, Saturday School, individual student programming	Large group, small group, one-to-one, tutoring, on-line classes.	During school day, after school, weekends, online from home.
Social Studies	The students selected for services are those not meeting college readiness expectations as per their Regents score in this area.	APEX, Pm School, Saturday School, individual student programming	Large group, small group, one-to-one, tutoring, on-line classes.	During school day, after school, weekends, online from home.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Group counseling, individual counseling	Group counseling, individual counseling	During school day

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

We utilize the vetting process from the NYCDOE teacher recruitment systems as well as the candidate pool assessed through the NYCDOE system as well as our Borough Center Support Staff. We specifically program teachers within their licensed areas or areas of content strength.

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).

We hold professional development sessions within our own school staff along with the support from our Borough Support Staff. In addition, teachers attend outside professional development sessions within their content areas that they are able to turn-key within the staff settings.

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.

Teachers are encouraged to make their assessment decisions within the inquiry teacher teams. These decisions are done in a collaborative setting so that multiple views can be considered after identifying issues within the student achievement results.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	337,391.00	X	11, 14, 17, 19, 22, 25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$64,981	X	11, 14, 17, 19, 22, 25
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,188,494.00	X	11, 14, 17, 19, 22, 25

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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. FDNY 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. FDNY 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 19	Borough Brooklyn	School Number 502
School Name FDNY High School for Fire and Life Safet		

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 James Anderson	Assistant Principal Angela Eversley
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher N/A	School Counselor Daisy Vega
Teacher/Subject Area Richard Klienman	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member Sal Zimmerman
Superintendent Karen Watts	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	352	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	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	
TOTAL	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess early literacy skills of ELL students, our school uses the Language placement exam. Students are administered this exam at the beginning of each year to determine their reading level. The placement exam is designed to determine where to begin instruction within the Language! program
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the data collected from the LAB-R and the NYSESLAT results, data shows a consistent pattern of students testing orally proficient, yet at a much lower level in reading and writing across all grades. However, the greatest number of ELLs are incoming 9th graders who are not proficient in English so we realize that this could be a key factor impacting the trend we are observing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use information to support scheduling, programming, and next step planning (AIS support, etc.). Data reveals that students who are engaged in ongoing ELT programs perform at higher levels on assessment.
- 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?
 FDNY does not use ELL periodic assessments.
- 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](#).]
 Applies to K-5.
- How do you make sure that a student's new language development is considered in instructional decisions?

The use of a child's second language in instructional decisions is based on the child's educational history as reported by parents at the initial interview, and the literacy level of the student in their L1. Content teachers meet with the ENL teacher regularly to discuss how to best implement bilingual/ENL strategies in the classroom to develop English Language skills for ELLs.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

To evaluate the success of the ENL program, our school examines the instructional model and student data. Throughout the year, we examine student progress on exams, class grades, credits and attendance. We look for trends amongst various populations of students, including the lowest third, ELL's, and Special Education students. Additionally, teachers evaluate if students are placing out of ESL or graduating from high school. Teachers, administrators, grade level inquiry teams and the school wide Inquiry Team constantly review school programs and student progress to determine the success of our programs.

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 pedagogue responsible for conducting the initial identification of those students who may be eligible for English as a New Language (ENL) services is the certified ESL teacher. For initial screening of possible ELL's, the ESL teacher examines the Home Language Identification Survey. The HLIS is offered to students upon their entrance into the school system and is collected with their disposition papers. The HLIS is available in Spanish and other DOE supported languages. Students identified as possible ELL's are given the Language Battery Assessment (LAB-R) within the first ten days of school. Prior to returning the LAB-R, tests are scored to ensure that any student eligible for services is correctly programmed. In the event that the certified ESL teacher is unable to administer and evaluate the HLIS or LAB-R, the testing coordinator will assume responsibility. 1b.)WATCH provides a Spanish LAB-R and a translator to administer the exam as needed.

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 students are placed into ENL programs in accordance with the most recent LAB-R results or NYSESLAT results. In addition to ENL students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling).

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).

First, the HLIS must be administered to determine the home language of the student. Then because he/she is entering with an IEP and the home language is known, the principal must then have the Language Proficiency Team (LPT) determine the child's eligibility for the NYSITELL. If the LPT determines that the NYSITELL should be administered, then administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee). ELL students who are also identified as having special needs receive services from a special education teacher through collaboratively taught and push-in classes. Special educators work closely with the ENL teacher to ensure that the needs of ELL students with special needs continue to be met. ELLs with IEPs are scheduled the same as every other nondated ENL student in an all-inclusive classroom. The ENL teacher works closely with the Special Education Department to ensure that ELLs with IEPs are able to achieve their IEP goals. In addition to their required ENL services.

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.

Each ELL parent/guardian whose student was in the ENL program the prior year receives an entitlement letter at the beginning of the school year. In addition to mailing directly to the home, a copy of the letter is also backpacked; the letter is constructed in the appropriate home language. For students new to the NYCDOE, the entitlement letter is mailed and backpacked to the home base of the results of the LAB-R. For existing students, the letters are mailed and backpacked to the home based on the results of the NYSESLAT exam that indicates continued entitlement. FDNY does not offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services.

In the event that Parent Survey's or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the members of our Language Acquisition Team and Inquiry Team Members consisting of the ENL teacher, school social worker, parent coordinator, school administrator and guidance counselor.

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).

The ENL teacher reaches out to families. If the ENL teacher is unavailable, then the school administrator or parent coordinator with the support of translation (from staff members proficient in the parents' language) usually reaches out to parents.

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.

When a student is admitted to the NYC school system, parents are actively involved in the decision making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a HLIS to identify the home language of each child. If the child is identified as an eligible candidate for ELL instructional services, an informal interview is given to the candidate by a pedagogical staff member and the LAB-R is administered to identify the child as either an ELL or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs. At this time, parents view a parent information CD where program placement options are presented with clarity and objectivity. The parent orientation CD is available in multiple languages. Parent brochures are distributed in their native language to assure understanding of each available program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Coordinator and ENL teacher reach out to parents to ensure that Parent Surveys and Program Selection forms are returned in a timely manner. Each ELL parent/guardian whose student was in the ENL program the prior year receives an entitlement letter at the beginning of the school year. Letters are mailed and backpacked directly to the students' home of record in the appropriate home language. For students, new to the NYC school system, the entitlement letter is mailed and backpacked to the home base of the LAB-R. Each ELL parent/guardian whose student was in the ENL program the prior year receives an entitlement letter at the beginning of the school year. In addition to mailing directly to the home, a copy of the letter is also backpacked; the letter is constructed in the appropriate home language. For students new to thje NYCDOE, the entitlement letter is mailed and backpacked to the home based on the results of the LAB-R. For existing students, the letters are mailed and backpacked to the home base of the results of the NYSESLAT exam that indicates continued entitlement. FDNY does not offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services.

In the event that Parent Survey's or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the members of our Language Acquisition Team and Inquiry Team Members consisting of the ENL teacher, school social worker, parent coordinator, school administrator and guidance counselor.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parent Coordinator alerts the Language Acquisition Committee about students and families who do not return the Parent Survey and Program Selection forms. The Parent Coordinator and ENL teacher then follows up with the families.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Parent Coordinator and school secretary ensure that placement parent notification letters are distributed through the mail and backpacked home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The school retains all ELL documentation for every child and this is coordinated by the ENL teacher who works with the pupil personnel secretary. All records are maintained in the school's record room.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Students are placed in the ENL instructional program based on the scores from the LAB-R or NYSESLAT exams. The scores indicate the level of proficiency: Beginner, Intermediate, or Advanced ENL. If possible, consultations and communications with parents are handled

by bilingual personnel employed at school. If no school personnel is available to translate, translators are sought through the NYCDOE.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher ensures that continued entitlement and transitional support parent notification letters are distributed. This teacher works with the Parent Coordinator to distribute the letters.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Most of our parents (82%) express an interest in the Stand-Alone ENL program which uses one on one support and small group instruction.

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.
FDNY implements a Small Group ELL instructional/Freestanding ENL program from grades 9-12. Students are categorized by proficiency level (entering, emerging, transitioning, expanding and commanding) and receive ENL services in Stand Alone ENL classroom and push in to Common Core subject areas. The primary goal of our ENL program is to promote full English proficiency in a supportive, judgment-free classroom environment. In addition, their literacy and academic language expands and provides students with skills that will allows them to perform at grade level in their subject areas.
 - b. TBE program. *If applicable.*
This program is not offered at this school.
 - c. DL program. *If applicable.*
This program is not offered at this school.
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)?
"Entering" students receive at least 540 minutes of ENL instruction time per week. "Emerging" students receive at least 360 minutes of ENL instruction per week. "Transitioning" students receive at least 180 minutes of ENL instruction per week. "Expanding" students receive at least 180 minute of ENL instruction per week and "Commanding" students are considered "former ELLs" and receive services for an additional 2 years.
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.
Content is delivered in English to fully immerse students in this new language. Students use texts that are modified or supported with graphic organizers, visual, auditory aids and other learning tools in order to aid in comprehension. ENL students read the same texts as native speakers in order to foster language development and meet the demands of the Common Core Learning Standards. ENL students are supported by ENL teachers and general educators as well. Multiple modalities are implemented such as audio books, flashcards, tactile manipulatives and sentence starters, which are used to enhance instruction and prepare students for the rigor of the Common Core. Students receiving ENL services used the Vision ESL series, Rosetta Stone Interactive Software and National Geographic EDGE curriculum. These programs focus on phonemic awareness, morphology, reading comprehension, grammar, spelling and writing skills. In addition the SMART board and Macintosh computers are at the student's disposal within the classroom for translation and educational software. The ENL teacher also works collaboratively with subject teachers to accommodate individual students' instructional needs, learnings styles and classroom success.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ENL students are given a baseline assessment in all four modalities at the beginning of the year. Their progress is monitored with informal and formal assessments throughout the year, culminating with the NYSESLAT. All data and assessments are analyzed internally.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. SIFE students are placed into ENL programs in accordance with the most recent LAB-R results or NYSESLAT results. In addition to ENL, students have access to support services that help transition into high school (Counseling or Academic Intervention Services (AIS))
- b. Beginner ELLs (1-3 years) receive 540 minutes of ENL service per week. Beginner ELLs (1-3 years) are provided three 90 minute ENL classes per day. Beginner ELLs are taught in small self-contained classes, homogeneously grouped according to proficiency level. Instruction for Beginner ELLs is aligned with Common Core ELA Standards and the NYS ENL standards. Students are provided instruction in reading, speaking, writing and listening (four modalities) from the certified ENL teacher. To incorporate the Common Core State Standards for ELA content, the ENL teacher meets with ELA teachers in a Professional Learning Community and for common planning three days a week.
- c. Intermediate ELLs (4-6 years) receive 360 minutes of ENL instruction per week. Students are placed in 90 minute classes that meet daily in a self-contained setting. Students are programmed for small group instruction and are placed in homogeneous mixtures based on proficiency level. Instruction for ELLs is aligned to Common Core ELA Standards and NYS ENL Standards.
- d. Long Term ELLs (6+ years) receive 180 minutes of ENL service per week. Students are programmed for one 45 minute class per day. Instruction is delivered in a small group from a certified ENL teacher. Student are placed in homogeneous groupings based on proficiency level.
- e. Studentds who have placed out of ENL as per their NYSESLAT are integrated into general education classes. Student have access to support from the ENL teacher for an additional two years.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
Accreditation committee and Language Acquisition Teams engage in transcript revision for necessary scheduling/programming and instructional planning to build intruotional gaps. Extended Learning (EL) time is used to repair or build credit gaps.
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?
ELL students who are also identified as having special needs receive services from a special education teacher through collaboration and in push-in classes. Special educators work closely with the ENL teacher to ensure that the needs of ELL students with special needs continue to be met.
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?
ELLs with IEPs are scheduled the same as every other mandated ENL student in an all-inclusive classroom. The ENL teacher works closely with the Special Education Department to ensure that ELLs with IEPs are able to achieve IEP goals.

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 Dually 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 Dually 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.

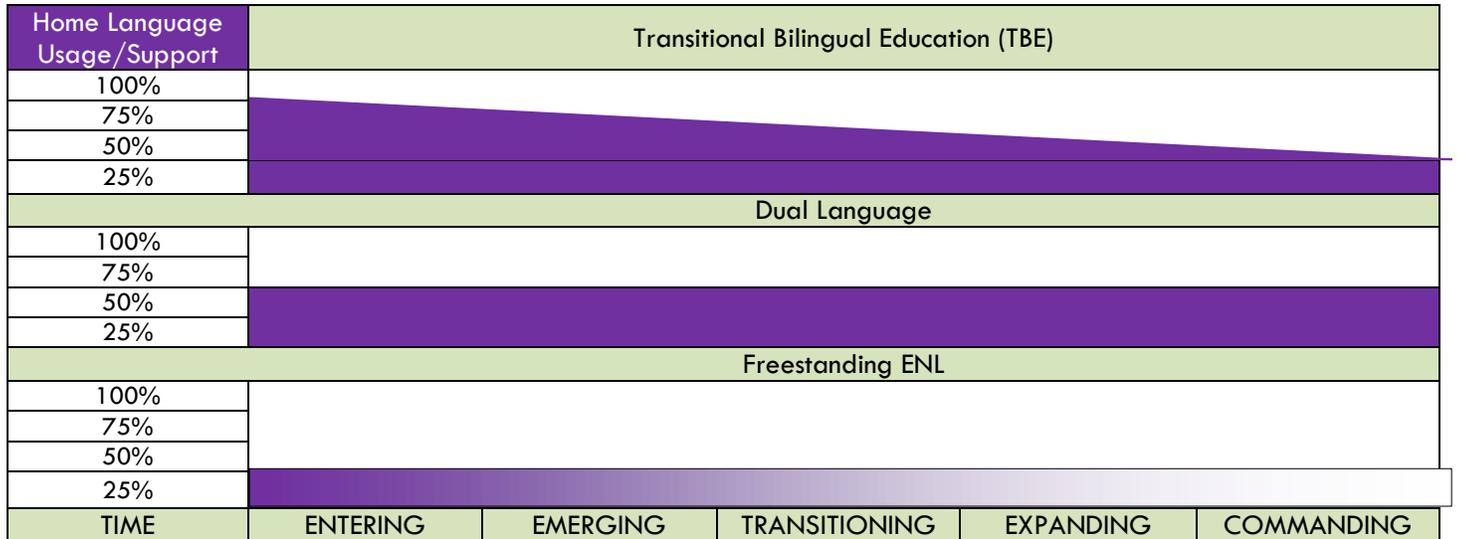


*Note “other approved services” does not apply to New York City at this time.

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.
FDNY provides a range of services for our ELL population. There is an extended learning program that provides Academic Intervention Services, with the additional assistance they may need in any of the content areas. This service is provided in English. In addition, we incorporate the Vision Common Core ESL Series to build fluency across all content areas. FDNY provides beginner ELLs with 1.5 hours a week of instruction in the EDGE program allowing ELLs to acquire knowledge in content areas.
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 effectiveness of the current program varies by student. The majority of newly arrived students are able to meet the targets, yet long-term ELLs struggle to improve in areas such as reading and writing. The data also allows that many ELLs to continue to struggle with Regents exams in all content areas.
12. What new programs or improvements will be considered for the upcoming school year?
Depending on the needs assessment of the ELLs we have Curricula 21, a Pearson coach to engage in curricula and units modification and align assessment to fortify existing programming. Existing programming has been assessed and is working in order to address students' needs.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Students receiving ENL services are afforded equal access to all student programs. Students receiving ENL are mandated to attend the Extended Learning Program after school and/or Saturdays. Students are also provided equal access to all elective courses. Additionally, students are encouraged to participate in school's extracurricular activities including sports teams and clubs. These programs include, but are not limited to: AIS, APEX, Online Music Courses, Career and Financial Management, Regents Prep Classes, Saturday School Clubs, Soccer, Football and Baseball.
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.
We use the SMART board in class. The additional materials we use in class are the Visions ESL Series : Literacy, Language, Literature, Content (Apr 20, 2005) by Jill Korey O'Sullivan and Christy M. Newman. We use the Introductory, Basic, Intermediate and Advanced portions of the series. We also use apple laptops and Rosetta Stone Interactive English Language software.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Parents are supplemented with informational packets regarding student progress and programs available to their children.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All mandated services meet the emotional, social, academic-grade and age-level needs of all ELL students. In addition, students engage in check-in sessions with guidance counselors to determine how students are assimilating to the school's culture. The school engages in ongoing outreach programs to keep parents abreast of how students are handling the new transition and also to get support in terms of how students are doing at home. The school has also created a shared space where students can go to engage in games and other social programs with their peers; shared space houses reading materials/literature in multiple languages and leveled texts.
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).
New ELL students have the opportunity to receive support during the school in Extended Learning situations (AIS). Students may attend AIS Tuesday through Thursday during lunch ("Lunch and Learn"). AIS instruction is delivered in small group and focuses on Regents preparation or any other academic needs of students in attendance on an individual basis.
19. What language electives are offered to ELLs?
Spanish is offered as an elective for all students at our high school. Spanish instruction is offered for levels 1-6. Instruction is provided by a native Spanish speaker who is bilingual in Spanish and English.
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 to our school.

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.)
The ENL provider attends professional development offered by the NYCDOE as well as other outside organizations. In addition, on-site, school-based professional development is offered to teachers twice a month (2:25p.m.-3:35p.m). Administrators, teachers, and support personnel deliver professional development on various instructional and social topics. PDs for ELL personnel also include psoted PDs offered by the DOE, and the UFT.
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?
ELL students transitioning from middle to high school receive instruction in Small Stand Alone and Push-In classes. The small setting increases the instructional intensity offered to incoming ELL students. Additionally, FDNY is a small school with a supportive staff. ELL students receive on going support from the ENL provider outside of the regular class time as needed. Students (and parents) also have access to language support from bilingual personnel including a bilingual school aide (foreign language teacher). The school offers guidance counselors ongoing training in ensuring that ELLs are transitioning smoothly.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The pedagogue responsible for ENL services provides at the beginning of each semester PDs intended to inform staff of the needs and progress of ELL students. The ENL service provider is also a part of a Professional Learning Community (English Department), Language Acquisition Committee and Grade Level Inquiry Team. Records are maintained in a locked file and updated as required by DOE request.
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.

Record of PD attendance is kept in the personal files of any teacher or staff who attend PDs.

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?
PTA meetings, ELL Parent Conferences (2 times per year), SPED parent meetings, Annual Reviews for SPED, Parent Messages and Personal Outreach; staff members proficient in student home language support parents with translation. Translation units are usually utilized to provide written communication.
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.
ALL records are kept in a locked file subject to inquiry by a formal NYCDOE request.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Upon entrance into the school system, ELL parents are given the HLIS. If students are eligible for ENL services, parents are informed of instructional models for ENL. Parents of students already receiving ENL instruction are contacted by the school to establish communication and describe what services will continue to be delivered. Twice a year, FDNY hosts a parent-teacher night. Parents are able to conference with teachers and administrators during this time. Invitations for conferences are available for parents in native languages. Bilingual staff members are available to translate during parent-teacher conferences. Additionally, all parents are also invited to attend school PTA meetings. To provide full disclosure of student performance, FDNY uses Datacat. Parents, teachers and students all have access to Datacat. Teachers post attendance, grades, assignments, and anecdotal accounts that are available to parents and students; the school also provides training for all parents to effectively navigate the system. The Parent Coordinator has also set up NYC School Accounts for all students and parents. Bilingual staff members are available to translate and communicate information to parents. Throughout the school year, teachers maintain ongoing communication with parents to ensure that students' needs are met. Bilingual staff members are available for translations at both informal/formal parent-teacher meetings and encouraged to attend all schoolwide activities including workshops and engagement activities. ELL parents are also strongly encouraged to join the school leadership team and actively participate in school decision making.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? FDNY offers internships with the FDNY and EMS Services in these vocational settings. Students are also encouraged to join the STEP-UP program to aid in student outreach within the community. Parents of ELL students are invited to take part in any supportive services provided by these organizations.
5. How do you evaluate the needs of the parents?
The needs of ELL parents are evaluated through the School Survey and HLIS. Additionally, the school's guidance counselors, social workers, parent coordinator, teachers and service providers maintain an ongoing communication with parents to ensure their needs are being met. Bilingual staff members are available to provide translations as necessary. If translation needs cannot be met within the school, outside services are sought and paid for by the school's funded Language Translation Line.
6. How do your parental involvement activities address the needs of the parents?
Parents are given ample opportunities to communicate with teachers, administrators, related service providers, and support staff through various outreach programs at our school. Parents are invited to Parent Teacher Conferences each semester. In addition, parents are invited to express their concerns and needs at PTA meetings. Parents are part of both PTA and School Leadership Teams. Additionally, school personnel including teachers, parent coordinator, grade advisors, the school guidance counselor, and school social worker maintain consistent communication with parents of ELL students.

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.
N/A.

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 19k502 **School Name: FDNY High School for Fire and Life**
Superintendent: Karen Watts

Before you begin, please check the following:

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

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

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

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

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

Data used to determine which parents need translation services is taken from multiple sources, primarily the Parent Survey Form. The ESL teacher also has students fill out information cards within 30 days of the beginning of the school year or within the first week of newly arrived students throughout the year. This information card asks students whether their parent or guardian speaks English, who the best contact person is at the home, and if their parent or guardian needs translation or interpretation services. In addition, staff and teachers frequently, and actively engage students in conversation about their home life and parents/guardians in order to keep abreast of any changes to parent/guardian language needs

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.

Approximately 20% of our parents do not speak or read in English. The majority language spoken among parents is Spanish. Following that is French. Because the ELL population is relatively low at FDNY High School, the ESL teacher is able to alert teachers as to students whose parent or guardian speaks a language other than English at home and are in need of translation services. In addition, this information is kept on the students emergency information card, updated in ATS, and in Skedula noting the language spoken by the parents if it is exclusive.

Part B: Creating a Communications Calendar

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

ENL Entitlement Letters, Home Language Informational Survey (HLIS), Language Assessment Battery Results (LAB-R), Parent Surveys, Program Selection Forms, Transitional Support Parent Notification Forms, Parent-Teacher Conference Announcements, NYS Testing Dates.

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.

Formal face-to-face meetings at our school are conducted through a variety of ways: Back to School night, parent-teacher conferences, curriculum nights and appointments made by parents or teachers. Back to school night is held at the beginning of the year and parent-teacher conferences are conducted throughout each semester. Appointments are made by parents and teachers as necessary.

Part C: Providing Language Assistance Services

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

All documents that need to be translated are done so when any documents are sent to parents. All documents are translated in-house by various school staff.

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.

Oral interpretation service will be provided in house by school staff. There are numerous staff members that are capable of translating/interpreting in Spanish as well as staff member who are able to serve as

translators/interpreters in French. These staff member are made available when necessary to function as interpreters/translators whenever the need arises

Part D: Training Staff on Policies and Procedures

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

Our school has a referral form and reference material which states the correct procedure for referring translation services to Bilingual personnel in our school such as administrators, guidance counselors and foreign language teaching staff.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

When a parent does not speak or read in English they are provided with a translated copy of Bill of Parent Rights and Responsibilities in their home language. Signage that requires it is translation in French and Spanish and posted in the main office.

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)

ENL Entitlement Letters are sent home so that parents/guardians are aware of their student's entitlements regarding ENL within our school. Home Language Informational Survey (HLIS) are used to discover the home language of the student, his caregivers and their educational background. Language Assessment Battery Results (LAB-R) are used to determine the proficiency of a student in their home language so it can be determined how they will receive ENL entitlement. Parent Surveys are used to gauge the effectiveness of the school in relation to the parent/guardian. Program Selection Forms are feedback which helps the school determine how to program a student effectively. Transitional Support Parent Notification Forms are used to make parents aware of how their child will be taught when transitioning out of ENL.