

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

19K507

School Name:

PERFORMING ARTS AND TECHNOLOGY HIGH SCHOOL

Principal:

FRANKLIN ENCARNACION

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Performing Arts and Technology High School 19K507

School Name: _____ School Number (DBN): _____

9-12

Grades Served: _____

School Address: _____

400 Pennsylvania Avenue Brooklyn NY 11207

718 922-0953 718 922-0762

Phone Number: _____ Fax: _____

School Contact Person: _____ Email Address: _____

Diana Ramsawak dramsawak@schools.nyc.gov

Franklin Encarnacion

Principal: _____

Richard Robinson

UFT Chapter Leader: _____

Michelle Elliot

Parents' Association President: _____

Olga Sokolova

SLT Chairperson: _____

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Pedro Polanco

Ashley Jorgeluna

Student Representative(s): _____

Khalid Cromwell

District Information

19 Lashawn Robinson

District: _____ Superintendent: _____

1150 East New York Ave, Brooklyn, NY

Superintendent's Office Address: _____

LRobinson@schools.nyc.gov

Superintendent's Email Address: _____

718 363-7441 718 363-7461

Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

Brooklyn North Bernadette Fitzgerald

BFSC: _____ Director: _____

131 Livingstone Street Brooklyn NY 11201

Director's Office Address: _____

Bfitzge2@schools.nyc.gov

Director's Email Address:

718-935-3954

718-935-5941

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Franklin Encarnacion	*Principal or Designee	
Richard Robinson	*UFT Chapter Leader or Designee	
Michelle Elliot	*PA/PTA President or Designated Co-President	
Enrique Scott	DC 37 Representative (staff), if applicable	
Pedro Polanco	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ashley Jorgeluna	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Khalid Cromwell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Loraine Ali	Member/Parent	
Michelle Wallace	Member/Parent	
Mary Best	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Senaída Maldonado	Member/Teacher	
Olga Sokolova	Member/Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school mission is that Performing Arts and Technology High School will provide students who are passionate about the performing arts (Dance, Vocal Music or Drama) or Technology with an opportunity to receive high level training in the arts within the context of a comprehensive, college preparatory high school education. We are committed to building strong partnerships with the professional performing arts community, institutions of higher learning and other community based organizations to provide our students with opportunities to participate in internships or college level study. We value a culture of collaboration and a focus on inquiry-based work that is rigorous and tied to the common core standards. We are dedicated to developing leadership capacity in all members of our school community."

Although we are a traditional high school, we offer specialized courses in the field of Performing Arts. In our efforts to move towards implementing a CTE program, we are currently trying to build up the curriculum in these specialized areas to allow increased opportunities for career certification. We have created a sequencing track for Technology. Incoming 9th graders who selected to enroll in our Technology program will have an option of taking a Cisco sequence that would lead them towards certification after an examination. We are currently working to develop tracks in Choral Music, Instrumental Music and Theater. In addition, we will be developing the initial stages of the Dance CTE program during this school year.

We serve a population of about 400 students. Of those students, 73 are Special Education students and 12 are English Language Learners. In order to support our students, we have incorporated additional tutoring programs designed to provide individualized academic support to struggling students. Time has been allocated during the school day, after school and during our Saturday Academy to support students. In addition to those programs, we have partnered with the SAGA Program, the Hip Hop For Life Program, the Step Up Program and other outside programs that provide academic and social-emotional support for our students. We are also continuing to develop our Extended Success Initiative (ESI) program which provides academic and social emotional support to our African American and Latino male students.

In order to prepare our students for college and career readiness, we have continued to develop our Advanced Placement program. We currently offer Advanced Placement courses in English, Math, Science, and Spanish. We have also partnered with the AP Expansion program that provides support to AP students and teachers during Saturday Training Sessions throughout the year, and Syracuse University which allows our students to earn 12 credits, in house, by taking and successfully passing an approved AP Chemistry course. We plan to add two additional AP courses to our academic sequence, AP Statistics and AP US, giving us a total of seven AP courses. We have also built partnerships with the CUNY program "At Home In College" to support student exemption from college remedial courses and the Cypress Hills Local Development Corporation's College STEPS program that provides additional college advisors who support our students through the college application process.

The elements of the Framework for Great Schools that we made the most progress over this past year were creating a supportive school environment, building collaborative teacher teams, and nurturing the professional growth of teachers and staff. Our focus area for this school year is to ensure that our teachers provide rigorous instruction, that students are actively engaged in the learning process, and that we build stronger partnerships with families.

19K507 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	2	# SETSS	N/A	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	7	# Drama	6
# Foreign Language	12	# Dance	4	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.2%	% Attendance Rate			81.0%
% Free Lunch	87.4%	% Reduced Lunch			5.6%
% Limited English Proficient	2.3%	% Students with Disabilities			18.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			79.9%
% Hispanic or Latino	19.2%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	0.2%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.32	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	6.9%	% Teaching Out of Certification (2013-14)			13.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			5.54
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	56.6%	Mathematics Performance at levels 3 & 4			40.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.2%	% of 2nd year students who earned 10+ credits			60.5%
% of 3rd year students who earned 10+ credits	68.2%	4 Year Graduation Rate			71.4%
6 Year Graduation Rate	66.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

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

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

Part 1 – Needs Assessment

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

This past year, as part of our alignment to the Common Core, teacher teams collaborated to align curriculum vertically and horizontally. Curriculum adjustments made were aligned with the Chancellor’s Instructional Expectations, the Common Core Standards, the Common Core instructional shifts, and the school-wide instructional focus. Feedback from the Quality Review noted these gains as well as the structures established to foster teacher collaboration across content areas and grade teams. Feedback from classroom visits noted that there were still some inconsistencies in the alignment between curriculum and instruction. In addition, Quality Review feedback indicated that there needs to be more consistency in providing students with multiple entry points and extensions in classroom activities. Teacher teams need to ground more instructional adjustments made from the data analysis of student work products such as diagnostic assessments and performance tasks.

Part 2 – Annual Goal

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

By June 2016, all content area teams will collaboratively develop a curriculum that includes monthly diagnostic assessments and rigorous Common Core aligned units of study that end in performance tasks, and will modify instruction based on student needs as identified by these assessments.

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?</p>
<p>Teacher teams will collaboratively modify curriculum to include monthly period assessments, and Common Core aligned units. Each of the Common Core aligned units of study will end with a performance task designed to assess student learning. As the year progresses, the data analysis cycle will be used to analyze monthly periodic assessment and unit performance task assessment data to make strategic instructional adjustments to the curriculum in order to target specific areas of student weaknesses and provide multiple entry points and extensions in classroom learning activities..</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration and Department Leads</p>
<p>Teachers will work collaboratively to infuse more access to informational texts, increase text complexity, add more text-based activities, and increase access to academic vocabulary. In Math, teachers will modify learning activities to build coherence, fluency, a deeper understanding of concepts, and increase opportunities for “real world” applications. In addition, they will incorporate more activities that emphasize citing textual evidence to support idea development. Teachers will utilize data analysis from the monthly periodic assessments and unit performance task assessments to embed multiple entry points and extension activities into learning activities in order to support students.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration and Department Leads</p>
<p>Teachers will be provided with professional development around curriculum alignment, developing periodic assessments, utilizing the data analysis cycle and planning Common Core aligned units of study that provide all students with entry points into learning activities, developing rigorous performance tasks, scaffolding learning for both struggling and advanced students. Teacher teams will be provided with protocols and strategies for utilizing a continuous cycle of data analysis to target student weaknesses in planning, analyze monthly periodic assessments and adjusting units of study and accompanying performance tasks..</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration and the Professional Development Team</p>
<p>Teacher teams will engage in cycles of data analysis around student assessment data such as monthly periodic assessments and end of unit performance tasks to identify student strengths and weaknesses, and implement targeted strategies to support students. Teachers will analyze student work products in cycles to</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration and Department Leads</p>

assess student comprehension, provide additional scaffolding for struggling students, provide extensions to challenge advanced students and re-assess learning to track student progress for groups of students and for individual students. Teacher Teams will analyze monthly periodic assessments and end of unit performance task assessments to push their own instructional practices and inform future planning for units and assessments..

Part 4 – Budget and Resource Alignment

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

- The Master Schedule will be adjusted to provide content area teams and grade teams with sufficient time to collaborate, problem solve, analyze periodic assessments and performance tasks, share best practices and make instructional adjustments.
- Resources will be used to provide weekly professional development workshops to all teachers.
- Resources will be used to provide access to new professional development opportunities for teachers at off-site locations or by outside vendors.
- Administration and the Professional Development Team will develop a comprehensive Professional Development Plan to support teachers in Danielson’s Framework for Teaching.

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

- Administration will conduct formal and informal observations to assess teacher effectiveness and to ensure that curriculum changes extend into classroom instruction.
- Administration and the Professional Development Team will meet monthly to plan, organize, and implement the Professional Development Plan. Adjustments will be made to the PD plan based on teacher feedback and feedback from Administration.
- Administration will attend Teacher Team meetings to determine the team’s effectiveness of analyzing student data and identifying students weaknesses to target , and conduct learning walks following data analysis to assess whether the data was used to make instructional adjustments based on students needs.
- By the end of Semester 1, teachers should have conducted three data analysis cycles on the monthly periodic assessments, and subsequent units should reflect planning considerations for a variety of entry points and extensions into learning activities to ensure that the content can be accessed and successfully accomplished by all students. Adjustments will be made based on progress made.
- By the end of Semester 1, two Common Core aligned units with performance tasks should reflect planning considerations for a variety of entry points and extensions so the performance tasks can be accessed and successfully accomplished by all students. Adjustments will be made based on progress made.

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.

Part 1 – Needs Assessment

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

When students are not in school, they are not being provided with the instruction that they need to achieve academic success. We track and monitor attendance daily, weekly, monthly and year to date by using the Automate The School (ATS) system. We specifically analyze the attendance list reports, no show reports, student missing retroactive attendance, 407 register reports, daily absent/late reports , 407 school summary reports, and summary distribution of days absent to monitor, identify and implement strategies to increase attendance. Our Attendance Team, which is comprised of representatives from all facets of our school community, meets to discuss the data trends and discuss the effectiveness of the strategies being implemented. Some data trends that we have notices include decrease in attendance on Fridays, right after long weekends, inclement weather, around big holidays. In addition, we have notices that the attendance for our senior drop significantly during the second semester, and overall school attendance decreased at the end of May and during the month of June. We need to get more granular about targeting specific groups of students with attendance issues, address students that come to school late and conduct more parent outreach to increase collaboration and communication with parents. According to ATS, our overall school percentage this year was 81.96 %.

Part 2 – Annual Goal

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

By June 2016, there will be a 5 % increase in whole school attendance rate as measured by the school’s Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will reorganize the structure for attendance meetings to focus the discussion on strategies being implemented to target specific sub-groups of students and track their impact on student attendance. The attendance ladder of referral will be implemented more effectively by assigning members of the attendance team responsibility for completing specific steps on the ladder.</p>	<p>All School Staff</p>	<p>September 2015 – June 2016</p>	<p>Administration, members of the Attendance Team including the school counselor, attendance teacher, parent coordinator, teachers</p>
<p>We will increase communication with students about the relationship between attending school regularly, accumulating credits and graduating on time by increasing Town Hall meetings. Some of these meetings will be whole school, and others will be held to address a specific sub-group of students. In addition, we will increase ways to recognize students with excellent attendance and students who have made great improvements in their attendance through certificates, Attendance bulletin board, ceremonies, trips and other incentives.</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Administration, Deans, school counselor, attendance teacher, parent coordinator, teachers</p>
<p>We will increase parent outreach for absentee students through letters, school messenger, phone calls, parent meetings, home visits and the Skedula/Pupil Path online system. Teachers will communicate with parents weekly through phone calls and Skedula/PupilPath about student attendance and academic progress. We will increase home visits and parent meetings for students with consistently poor attendance, and work with parents to implement a collaborative plan to increase individual student attendance..</p>	<p>Parents and guardians of all students</p>	<p>September 2015 – June 2016</p>	<p>Administration, Deans, school counselor, attendance teacher, parent coordinator, teachers</p>
<p>School systems and structures will be revised to address student lateness and attendance. There will be new procedures for students that arrive late. In addition, new procedures will be implemented for collecting and tracking daily attendance, and notifying families.</p>	<p>All School Staff</p>	<p>September 2015 – June 2016</p>	<p>Administration, Deans, school counselor, attendance teacher, parent coordinator, 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.

- The parent coordinator, attendance teacher, and school counselor are key personnel in the plan to improve the school attendance.
- The Master Schedule will be adjusted to provide content area teams and grade teams with sufficient time to collaborate, problem solve, and share best practices around increasing attendance.
- Resources will be allocated to support mailings, Phone Master, Skedula/Pupilpath to support communication with families about student attendance.
- Resources will be used to support student town hall meetings, student recognition ceremonies, awards, certificates, trips, and other attendance related incentives.
- Resources will be allocated to Afterschool programs, additional tutoring and Saturday Academy to allow students with attendance issues additional time to make up missing work and get individualized supports.

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

- Administration and the Attendance Team will meet twice monthly to plan, organize, and implement the Attendance Plan. Adjustments will be made to the Attendance plan based on teacher feedback and variations in student attendance trends.
- Student attendance will be monitored daily, weekly, monthly and year to date.

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.

Part 1 – Needs Assessment

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

In order for a student to be on track for graduating, they need to accrue 5 credits during the Fall semester and 5 credits during the Spring Semester, for a total of 10 credits by the end of the year. Our school has established structures to foster teacher collaboration across content areas and grade teams to track and monitor student progress. We have also provided after school and Saturday Academy tutoring to help struggling students get back on track. Despite these efforts, credit accumulation data for all grades indicated that students were able to accrue a little over 8 credits by the end of the year. We need to ensure that all students have access to the curriculum, and that teachers are providing the necessary scaffolding for struggling students during instruction so that they can be successful in completing class activities, tasks and assessments. We also work on building skills in students that support perseverance, problem solving, time management, and teamwork.

Part 2 – Annual Goal

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

By June 2016, each grade will increase the credit accumulation for students earning 10 credits by the end of the year 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). • 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?</p>
<p>Teachers will work collaboratively to modify curriculum to ensure that all students are provided with multiple entry points and extensions to support the increased rigor that alignment to the Common Core brings such as increasing more access to informational texts, increase text complexity, add more text-based activities, and increase access to academic vocabulary. In Math, teachers will modify learning activities to build coherence, fluency, a deeper understanding of concepts, and increase opportunities for “real world” applications. In addition, they will incorporate more activities that emphasize citing textual evidence to support idea development. Teachers will embed multiple entry points and extension activities into learning activities, and differentiate learning based on student needs. By providing individualized daily supports, teachers can target students who may not have done as well the previous marking period to provide early interventions and increase the number of students passing classes and accruing credits at the end of the course..</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration and the Professional Development Team</p>
<p>Teacher teams will engage in cycles of data inquiry around student assessment data to identify student strengths and weaknesses, and implement targeted strategies to support struggling students. Teachers will analyze student work products weekly to assess student comprehension, provide additional scaffolding for struggling students, and re-assess learning to track student progress for groups of students and for individual students. By continuously tracking student progress throughout the marking period, and focusing on specific areas that students need additional support; teachers can increase student performance which will lead to an increase in the number of students passing classes and accruing credits at the end of the course..</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Department Leads, and teacher teams</p>
<p>We will increase communication with students about the relationship between attending school regularly, accumulating credits and graduating on time by increasing Town Hall meetings. Some of these meetings will be whole school, and others will be held to address a specific sub-group of students. The same things will be done to communicate with parents. In addition, we will increase ways to recognize students who are excelling academically, passing all classes, and students who have made</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Administration, Department Leads, teacher teams</p>

great improvements in passing their classes through certificates, mailing letters home, Honor Roll bulletin boards, ceremonies, trips and other incentives. By celebrating student accomplishments each marking period, it will serve to empower students in our school community to try their hardest in their classes, and understand the healthy strategies that they can put in place to ensure that they are able to pass their classes and accrue credits in a timeline that will move them closer to graduation. In addition, communicating with parents will increase the parent support in ensuring that students are moving toward accruing credits at the end of each course..			
Students will be provided with access to additional tutoring programs that will be available during the lunch, Afterschool and during Saturday Academy. These programs will provide students with individualized help to support learning, completing class activities and tasks and preparing for upcoming assessments to ensure that students are able to pass classes and accrue credits..	All Students	September 2015 – June 2016	Administration, Department Leads, and teacher teams

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.											
<ul style="list-style-type: none"> • Administration, the parent coordinator, the testing coordinator, and school counselor are key personnel in the plan to improve credit accumulation. • The Master Schedule will be adjusted to provide content area teams and grade teams with sufficient time to collaborate, problem solve, and share best practices around increasing students’ academic performance. • Resources will be allocated to support mailings, Phone Master, Skedula/Pupilpath to support communication with families about students’ academic progress. • Resources will be used to support student town hall meetings, student recognition ceremonies, awards, certificates, trips, and other incentives. • Resources will be allocated to Afterschool programs, additional tutoring and Saturday Academy to allow students to get individualized academic supports. 											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
<ul style="list-style-type: none"> • Administration, school counselor, and teacher teams will meet weekly to track and monitor student progress during classroom activities. Instructional adjustments will be made to address struggling students, and recommendations for additional tutoring will be made based on student needs. • Teachers will enter weekly student grade data into Skedula/PupilPath so that parents can monitor their child’s progress on a daily basis. Progress reports are send home halfway into each marking period.

- Students' academic progress will be tracked each marking period through Report Card data to determine whether additional interventions and supports are necessary. In addition, transcript reviews are done with all students each semester to track their credit accumulation.
- In addition, after each marking period, parent outreach is conducted through phone calls and letters to communicate to parents about their child's academic progress. The attendance team additionally reached out to set up parent meetings for students who have been identified as being in jeopardy of accruing credits.
- Seniors are tracked on a special Spreadsheet that the 12th grade team created to track that seniors have completed all the graduation requirements and to ensure that they have completed credits in the required areas.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

In order to ensure that we have the most effective teachers in every classroom, we have been working very hard to support the professional growth of our teachers. After looking at data from scholarship reports, report cards and school survey results we have determined that our teachers are very knowledgeable about the curriculum and the Common Core Standards, but there are some inconsistencies with regards to the level of rigor and engaging students in the learning process. In addition, feedback from our Quality Review identified Pedagogy as an area for growth. Based on Measure of Teacher Practice (MOTP) rating data on Advance, the areas that teachers were rated Developing most often were Danielson 3b: Questioning and Discussion Techniques and 3c: Engaging Students in Learning. By targeting 3b, students will take on a more active role in the classroom, thereby engaging in the learning process.

Part 2 – Annual Goal

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

By June 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques, resulting in a 10 % increase in teachers improving to a performance level of effective or higher as reflected in component 3b – Questioning and Discussion Techniques in Advance.

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) 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?</p>
<p>Teachers will be provided with professional development around effective questioning and discussion techniques, including strategies for close reading of texts, how to scaffold questioning to push on students’ thinking, and how to establish student-driven Accountable talk discussions where students cite textual evidence to support their ideas. This will be through Common Core Library videos, outside presenters, modeling, sharing best practices, demonstrations, etc. All aimed at the goal of using effective questioning techniques to push students to think at high levels and engage all students in rich discussions grounded in textual evidence..</p>	<p>All Teachers, including those who received a rating of Developing on this component in Advance.</p>	<p>September 2015 – June 2016</p>	<p>Administration, Professional Development Team, Department Leads</p>
<p>Teachers will reflect on their professional growth from this past year in relation to Danielson 3b, including feedback provided by administrators from observations, and their MOTP ratings. They will create professional goals for themselves that include an action plan that identifies specific strategies they will use to target Danielson 3b. The questioning and discussion techniques modeled, shared, and discussed during professional development sessions with students will be added to their Professional Growth Plan, and then assessed during observations by Administrators..</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Teachers</p>
<p>Teachers will incorporate the Depth of Knowledge Chart to develop thought provoking questions when lesson planning. In addition, daily lesson plans and classroom learning activities will reflect higher order thinking questions and opportunities for content-driven class discussions.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Teachers</p>
<p>Teachers will collaborate in Teacher Teams to share best practices around building questioning and discussion techniques. In addition, they will conduct “Learning Labs” within their classrooms to experiment with various strategies and conduct inter-visitations to support each</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Professional Development Team, Teacher Teams</p>

other in developing a toolbox of effective pedagogical practices in questioning and discussion techniques.

Part 4 – Budget and Resource Alignment

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

- The Master Schedule will be adjusted to provide content area teams and grade teams with sufficient time to collaborate, problem solve, and share best practices.
- Resources will be used to provide weekly professional development workshops to all teachers.
- Resources will be used to provide access to new professional development opportunities for teachers at off-site locations or by outside vendors.
- Administration and the Professional Development Team will develop a comprehensive Professional Development Plan to support teachers in Danielson’s Framework for Teaching, especially component 3b: Questioning and Discussion Techniques.

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

- Administration will conduct formal and informal observations to assess teacher effectiveness in Danielson 3b: Questioning and Discussion Techniques, and to determine if strategies discussed in professional development sessions are being utilized effectively during classroom instruction.
- Administration and the Professional Development Team will meet monthly to plan, organize, and implement the Professional Development Plan. Adjustments will be made to the PD plan based on teacher feedback and feedback from Administration.
- In January of 2016, teachers will have a Mid-Year check-in conference with Administration to discuss progress made on their professional goals, and to make any adjustments

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

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

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

Part 1 – Needs Assessment

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

One of the most important components that determine the academic success of students is the partnership between schools and families. Communication is key to ensuring that schools and parents are able to track student progress and intervene to address any obstacles that may arise. As a school, we communicate with parents through phone calls, letters, Phone Messenger, meetings and Skedula/PupilPath. Despite these efforts, we have had limited parental involvement. During the Fall Parent/Teacher Conferences, we had 85 parents attend, and during the Spring Parent/Teachers Conferences, we had 60 parents attend. In addition, we did not have an active Parent Teacher Association for part of the year until elections could be held. We need to conduct more parent outreach, and build more collaborative relationship with families.

Part 2 – Annual Goal

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

By June 2016, the school will improve on the collaborative partnership with families as evidenced by a 10 % increase in the number of parents that attend school events and meetings, including parent/teacher conferences, in order to build a collaborative relationship with parents.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We will provide parents with a comprehensive calendar for the year that includes dates for all school events, marking period deadlines, report cards distribution, January/June Regents Exams, college trips, college presentations, and special parent events.	All Parents	September 2015 – June 2016	Administration, Parent Coordinator, Coordinator of School Activities, and Teacher Teams
We will give parents a questionnaire in the Fall to gather their feedback on what we can do to build a collaborative relationship with them, how best we can support their child, identify any supports needed for parents and families, and ensure that we provide them with effective strategies to support their child.	All Parents	September 2015 – June 2016	Administration, Parent Coordinator, Coordinator of School Activities, and Teacher Teams
We will increase the number of parent events and workshops during the year in an effort to communicate and collaborate with families to promote student success. We will have Parent Town Hall meetings for all parents. Some topics to be covered will be about understanding report cards and transcripts, and navigating Skedula/PupilPath to track student academic progress weekly. We will also have meetings for specialized groups of parents, including the parents of Advanced Placement students, incoming 9 th grade students, etc.	All Parents	September 2015 – June 2016	Administration, Parent Coordinator, Coordinator of School Activities, and Teacher Teams
We will create a monthly parent newsletter to update parents about school happening for the month, messages from the PTA, and updates from content area teachers.	All Parents	September 2015 – June 2016	Administration, Parent Coordinator, Coordinator of School Activities, and Teacher Teams

Part 4 – Budget and Resource Alignment

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

- The parent coordinator, school counselor and teachers are key personnel in the plan to increase parental involvement.
- The Master Schedule will be adjusted to provide content area teams and grade teams with sufficient time to collaborate, problem solve, and share best practices around parent outreach.

- Resources will be allocated to support mailings, Phone Master, Skedula/PupilPath to support communication with families about student progress and upcoming parent events.
- Resources will be used to support parent town hall meetings, parent events, parent publications, and student recognition ceremonies.

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

- Administration, parent coordinator, school counselor, and members of the PTA will meet to discuss parent concerns so that we can provide any information that parents may need, address any issues that arise, and look for solutions to problems that may have arisen.
- Teachers will enter weekly student grade data into Skedula/PupilPath so that parents can monitor their child’s progress, tag parents in important emails and individualized messages regarding their child, and set up next steps for continued communication.
- Parent attendance at all school events will be monitored to determine the increase in parent attendance. The PTA president will be actively recruiting parents to be involved in upcoming activities, meetings, events, fundraisers and sign-up sheets with specific roles that parents can play and be involved for upcoming events. These parents will also be involved in our parent phone tree to increase parents attending parent and school events.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	Recommendations for AIS services can be provided by content area teachers, guidance counselors, special education teachers, parents, and the students themselves as support is provided based on the individual needs of the student. In addition, student assessment data, attendance, and report card data is used to determine student progress.	PM (after school) school is offered to students needing extra help and regents review two times per-week and Saturday classes are available from 9am-1pm. “Lunch and Learn” Interested English teachers offer and or are assigned to tutoring during their circular six assignment	Tutoring, small group or individually based upon the need	Students are provided with services as needed during class time, during lunch, after school and on Saturdays
Mathematics	Recommendations for AIS services can be provided by content area teachers, guidance counselors, special education teachers, parents, and the students themselves as support is provided based on the individual needs of the student. In addition, student assessment data, attendance, and report card data is used to determine student progress.	Incoming freshmen are grouped according to their 8 th grade NY State Math exam scores and are scheduled for a second math course. Math teachers use this second math course to diagnose and address student deficiencies. Students failing the algebra regents are assigned to a four term algebra curriculum. Teachers review the algebra regents’ results, use	Tutoring, small group or individually based upon the need	Students are provided with services as needed during class time, during lunch, after school and on Saturdays

		<p>acuity and common assessments to identify students' areas of weakness and target those areas throughout the semester.</p> <p>“Lunch and Learn” Interested Math teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>PM (after school) school is offered to students needing extra help and regents review two times per-week and Saturday classes are available from 9am-1pm.</p>		
<p>Science</p>	<p>Recommendations for AIS services can be provided by content area teachers, guidance counselors, special education teachers, parents, and the students themselves as support is provided based on the individual needs of the student. In addition, student assessment data, attendance, and report card data is used to determine student progress.</p>	<p>Students who did not meet the Regents' requirements for science are scheduled for a review class that meets daily for 45 minutes.</p> <p>“Lunch and Learn”, Interested Science teachers offer and or are assigned to tutoring during their circular six assignment.</p> <p>PM (after school) school is offered to students needing extra help and regents review, and lab make-ups two times per-week and Saturday classes are</p>	<p>Tutoring, small group or individually based upon the need</p>	<p>Students are provided with services as needed during class time, during lunch, after school and on Saturdays</p>

		available from 9am-1pm.		
Social Studies	Recommendations for AIS services can be provided by content area teachers, guidance counselors, special education teachers, parents, and the students themselves as support is provided based on the individual needs of the student. In addition, student assessment data, attendance, and report card data is used to determine student progress.	Students who did not meet the regents' requirements for U.S. History and or Global Studies are scheduled for a review class that meets daily for 45 minutes. "Lunch and Learn", Interested History teachers offer and or are assigned to tutoring during their circular six assignment. PM (after school) school is offered to students needing extra help and regents review two times per-week and Saturday classes are available from 9am-1pm.	Tutoring, small group or individually based upon the need	Students are provided with services as needed during class time, during lunch, after school and on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Recommendations for AIS services can be provided by content area teachers, guidance counselors, special education teachers, school psychologists, social worker, parents, and the students themselves as support is provided based on the individual needs of the student. In addition, student assessment data, attendance, and report card data is used to determine student progress.	Individual and small group counseling; parental outreach (telephone calls, letters mailed, home visits, parent meetings); collaborations with teachers and deans; psycho-social, behavioral and academic referrals as needed; school-wide assemblies and Town Hall meetings; student monitoring (conduct sheets, student contract); accurate class programming and Regents programming; case	Tutoring, small group or individually based upon the need	Students are provided with services as needed during class time, during lunch, after school and on Saturdays

		conferencing; participation in Pupil Personnel Teams		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.
<p>All of our teachers are currently teaching in their appropriate license area and are considered to be highly qualified.</p> <ul style="list-style-type: none"> • To meet future needs we will continue to utilize the services of the New Teacher Project and maintain a working relationship with the New York City Teaching Fellows and Teach for America programs. • We will develop partnerships with local colleges and universities for placement of student teachers. • We will attend New York City Department of Education and New Visions Network recruitment fairs. • We will interview candidates as a team and require them to model a lesson prior to being hired.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our yearly PD plan is aligned to support teachers in understanding and implementing the 6 Common Core ELA and Mathematics Shifts and the 8 prioritized components of the Danielson Framework. In order to ensure that current staff becomes highly qualified we conduct weekly professional development workshops that focus on the Danielson components that have been identified through observations as areas for growth, in addition to individually selected areas that teachers have identified on their Professional Growth Plan. There are also weekly department meetings and weekly team meetings that provide opportunities for teacher teams to engage in cycles of inquiry about student work and instructional practices. Administration will conduct informal and formal observations and provide teachers with specific, actionable feedback, and resources to ensure that teachers are working diligently to become highly qualified.</p> <p>In addition, outside vendors offer professional development sessions to teachers and content leads. These training sessions are offered and delivered during professional development days, faculty meetings, and invitations for teachers to attend outside sessions.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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 integrally involved in the collaborative process around major decisions in the school. We have a distributive leadership approach with a grade team structure and a cabinet (instructional leadership team) along with content teams and lead teachers. Assessment has been a focus of our school and for the past two years, including what types of assessments to use, how to administer them, and how to analyze the data from the assessments to inform our instruction. Our PD is centered around assessment as well, and integrated with our focus around the common core standards and the Danielson Framework, specifically Domain 3d. Teachers in grade teams and department teams focus on developing scaffolded assessments and receive training through internal and external PD offered both by the school, Children's First Network and the Department of Education.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document 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	349,697.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,262,934.00		

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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. **Performing Arts and Technology High School**, in compliance with the Section

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Performing Arts & Technology</u>	DBN: <u>19K507</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Saturday Program

Our ELL community is small, but it continues to grow. Our community mainly consists of beginner ELL students that are newly arrived from their native country. These students do not have any knowledge of the English language and face the challenge of having very low literacy skills in their own native language. To support our ELL students we are proposing Native Language Direct instruction in their Spanish, their native language, to encourage success and faster English language acquisition. Therefore, the certified LOTE (Spanish teacher) will teach the students Native Language Arts (Spanish). We will also have ESL classes that will be taught by a certified ESL teacher. This program will begin on November 22 and will end on June 20, for a total of 16 sessions. The sessions will be held on Saturdays from 9:00am to 1:00pm. There will be 2 groups of 5 students. Each group of students will alternatively meet for two hours with each teacher. Furthermore, there will be a one hour ESL session held on Fridays from 2:30pm to 3:30pm where Achieve 3000 will be used to support teachers direct instruction. These after school sessions will begin on January 9 and will end on June 12, for a total of 16 sessions. Digital technology will be utilized to support these students in language acquisition and conceptual understanding. To this effect, Castle Learning and Apex Learning, softwares that are already available in the school will be used. In addition to the above mentioned softwares, Achieve 3000 will also be purchased to provide students with additional opportunities to develop their literacy skills.

The following materials will be purchased for usage in the Title III program:

Books:

We will purchase the Science and Math Classroom Libraries which is available on ShopDoe from the vendor Attanasio and Associates. It will be used to support the comprehension of ELL students. Each book is designed to teach STEM objectives to improve content knowledge of ELLs. The Math Collection item number is 575683953 and the Science Collection item number is 575681160.

In addition, we will purchase a English-Haitain Creole Word-to-Word Dictionaries Set and a Spanish-English Practical Word-to-Word Dictionary Set. Both of these sets will be used support the language acquisition skills of ELL students. These sets are also available on ShopDoe from the vendor Attanasio and Associates. The item number for the English-Haitian Dictionary set is 90193772X and the item number for the Spanish-English Dictionary set is 901828084. Achieve 3000 - 10 licenses

Part C: Professional Development

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

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

Begin description here: We will support instructional practices geared towards the ELL population through focusing on second language acquisition support and strategies related to enhancing day to day instructional practice. Our Network will support our school by facilitating professional development. Our ELL services providers will also participate in workshops and trainings offered by the Office of English Language Learners. The Assistant Principal will observe ELL service providers and recommend professional development support based on her evaluation of the teachers intructional

Part C: Professional Development

needs.

Some PD's that will be provided to teachers working in the Title III program at our school are:

1. "Differentiating Instruction for ELL's" - This workshop with focus on how to modify and adjust instructional practices to specifically support ELL students. It will take place on January 13, 2015 at Performing Arts and Technology High School, during Period 4. It will begin at 10:30 and end at 11:10. The Assistant Principal will be the presenter and the Spanish teacher and ESL teacher will attend.
2. "Analyzing ELL School Data to Inform Instructional Practices to support ELL Students" - This workshop will focus on how to modify and adjust instructional practices to support ELL students based on areas of need identified by the performance of ELL students on in-class assessments. It will take place on February 10, 2015 at Performing Arts and Technology High School, during Period 4. It will begin at 10:30 and end at 11:10. The Assistant Principal will be the presenter and the Spanish teacher and ESL teacher will attend.
3. "Understanding the Literacy needs of ELL Students" - This workshop will focus understanding some key areas that ELL students typically struggle with when it comes to literacy and provide more support for ELL students. It will take place on March 17, 2015 at Performing Arts and Technology High School, during Period 4. It will begin at 10:30 and end at 11:10. The Assistant Principal will be the presenter and the Spanish teacher and ESL teacher will attend.
4. "Preparing Literacy lessons for ELL Students" - This workshop will focus on effective literacy practices that should be used to support the increased literacy of ELL students. It will take place on April 14, 2015 at Performing Arts and Technology High School, during Period 4. It will begin at 10:30 and end at 11:10. The Assistant Principal will be the presenter and the Spanish teacher and ESL teacher will attend.

Some PD's that teachers working in the Title III program will be attending are:

1. "Designing Effective Literacy for Long Term ELLs" - This workshop will focus on getting the literacy levels of ELL students at or approaching grade level in or to ensure that they have the skills and preparedness necessary for college and career success. It will take place on December 12, 2014 at Fordham University on the Rose Hill Campus. It will begin at 8:30am and end at 3:00pm. The presenter will be Nancy Cloud and the Spanish teacher and ESL teacher will attend.
2. "Translating Research to ESL Practice: Supporting ELLs in Secondary Schools Beyond Foundational Literacy - This workshop will focus on how to provide literacy support ELL students in secondary school settings. It will take place on December 16, 2014 at the NYC Department of Education Office of ELL Language and Literacy Development. It will begin 9:00am and end at 3:00pm. The presenter will be Stela Radovanovic and the Spanish teachers and ESL teacher will attend.
3. "Scaffolding Instruction for ELLs" - This workshop will focus on how to differentiate instructional practices and scaffold learning for ELL students. It will take place on December 19, 2014 at the Children's First Network 611 Ozone Park Building. It will begin at 12:00pm and end at 3:00pm. The presenter will be Dr. Soeurette Fougere and the Spanish teacher and ESL teacher will attend.
4. "SIFE Institute: Designing Effective Literacy Instruction for SIFE" - This workshop with focus on how to implement instructional strategies to strengthen L1 language skills assessed below grade average because of interrupted formal education. This workshop will provide needed training to for the Spanish teacher and ESL teacher to help bridge the literacy gap between the L1 and L2 of SIFE students. It will take place at Fordham University on the Rose Hill Campus. It will begin at 8:30am and end at 3:00pm. The presenter will be Nancy Cloud and the Spanish teacher and ESL teacher will attend.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _

We collaborate with parents to help ensure student success. We will provide parents with as much information about our ELL services, so that they can advocate for their families and their children's education. This outreach initiative will occur on a monthly basis and will be supported through collaboration with our Parent Coordinator, librarian, health clinic, a Spanish speaking teacher (who will serve as translator), the guidance counselor and support staff.

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The following are some of the topics we will have parent workshops on to assist our ELL families:

1. "Support for ELL students" - This workshop will inform the families of ELL students about the support services that Performing Arts and Technology High School provides for them to ensure their success. It will take place on October 18, 2014 in room 224. It will begin at 11:00am and end at 12:00pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students. A translator will be available.

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2. "ELL Saturday Program" - This workshop will inform the families of the ELL students participating in the ELL Saturday Program about the ways that it will support the language acquisition skills of ELL students. It will take place on November 19, 2014 in room 224. It will begin at 6:45pm and end at 7:30pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of the ELL students participating in the Saturday Program. A translator will be available.

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3. "ELLs in NYC public schools - This workshop will focus on providing the families of ELL students with information about understanding the Chancellor's Instructional Focus, School Accountability Reports, PATHS Instructional Focus, the Common Core Instructional Shifts, and knowing their rights as a parent. It will take place on December 13, 2014 in room 224. It will begin at 11:00am and end at 12:00pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students.

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4. "Communication about Student Progress" - This workshop will inform the families of ELL students about the school system Skedula, how they can access PupilPath where they can see their child's attendance, report cards, transcripts, etc. They will also be provided with support in creating an email account to keep communication open and how to read a transcript. It will take place on January 14, 2015 in room 224. It will begin at 6:45pm and end at 7:30pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students.

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5. "Supporting your ELL at home" - This workshop will inform the families of ELL students about strategies that they can utilize to support the development of their ELL at home. It will take place on February 7, 2015 in room 224. It will begin at 11:00am and end at 12:00pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students.

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6. "Understanding Immigration and Healthcare Changes" - This workshop will inform the families of ELL students about important changes to immigration and healthcare policies and connect families to resources that they need. It will take place on March 18, 2015 in room 224. It will begin at 6:45pm and end at 7:30pm. The presenter will be Norma Cirino, Parent Coordinator and the audience will be the parents of ELL students. Representatives from the health clinic will be available.

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7. "Navigating the College Admission Process" - This workshop will inform the families of ELL students

Part D: Parental Engagement Activities

about important steps that need to be taken in the college application process. The guidance counselor will be able to support ELL parents will reading transcripts and understanding the importance of selecting the right college. It will take place on April 18, 2015 in room 224. It will begin at 11:00am and end at 12:00pm. The presenters will be Norma Cirino, Parent Coordinator, and Brandi Sanabria, Guidance Counselor, and the audience will be the parents of ELL students.

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8. "Completing the FAFSA Application" - This workshop will support the families of ELL students as they complete the FAFSA application and answer additional questions related to the college application process. It will take place on May 13, 2015 in room 224. It will begin at 6:45pm and end at 7:30pm. The presenters will be Norma Cirino, Parent Coordinator, and Brandi Sanabria, Guidance Counselor, and the audience will be the parents of ELL students.

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9. "College and Career Readiness" - This workshop will support the families of ELL students about additional steps they can take to ensure that their ELL students is college and career ready, including available Summer activities and programs that can support this goal. It will take place on June 6, 2015 in room 224. It will begin at 11:00am and end at 12:00pm. The presenters will be Norma Cirino, Parent Coordinator, and the audience will be the parents of ELL students.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 01	Borough Brooklyn	School Number 507
School Name Performing Arts and Technology H S		

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 Franklin Encarnacion	Assistant Principal Diana Ramsawak
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Brandis Sanabria
Teacher/Subject Area Covuris Then/Math	Parent type here
Teacher/Subject Area Sharron Davila/Social Studies	Parent Coordinator Norma Cirino
Related-Service Provider type here	Borough Field Support Center Staff Member Camilla Holmes
Superintendent Lashawn Robinson	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	1	Number of teachers who hold both content area/common branch and TESOL certification	
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	
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]		Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	443	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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	10	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	0
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	10	1	0	2	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
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: _____
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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										4	5			0
Chinese										2				0
Russian														0
Bengali														0
Urdu														0
Arabic										1				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)										3	3	0	0	0
Emerging (Low Intermediate)										0	0	0	0	0
Transitioning (High Intermediate)										2	0	0	0	0
Expanding (Advanced)										2	2	0	0	0
Commanding (Proficient)										7	2	1	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										7	2	1	1	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	0	0	0	0
Integrated Algebra/CC Algebra	5	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	4	0	0	1
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	4	0	0	3
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
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 immediately administered this exam when they enroll into our school, 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, shows a consistent pattern of students testing orally proficient, though 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 observed trend.
- 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?
PATHS 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.)PATHS 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).

According to the data collected from the LAB-R and the NYSESLAT results, data indicates a consistent pattern of students testing orally proficient, though 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.

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 based on 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 the 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. PATHS 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.
PATHS 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. Students 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 instructional 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 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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

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

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

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

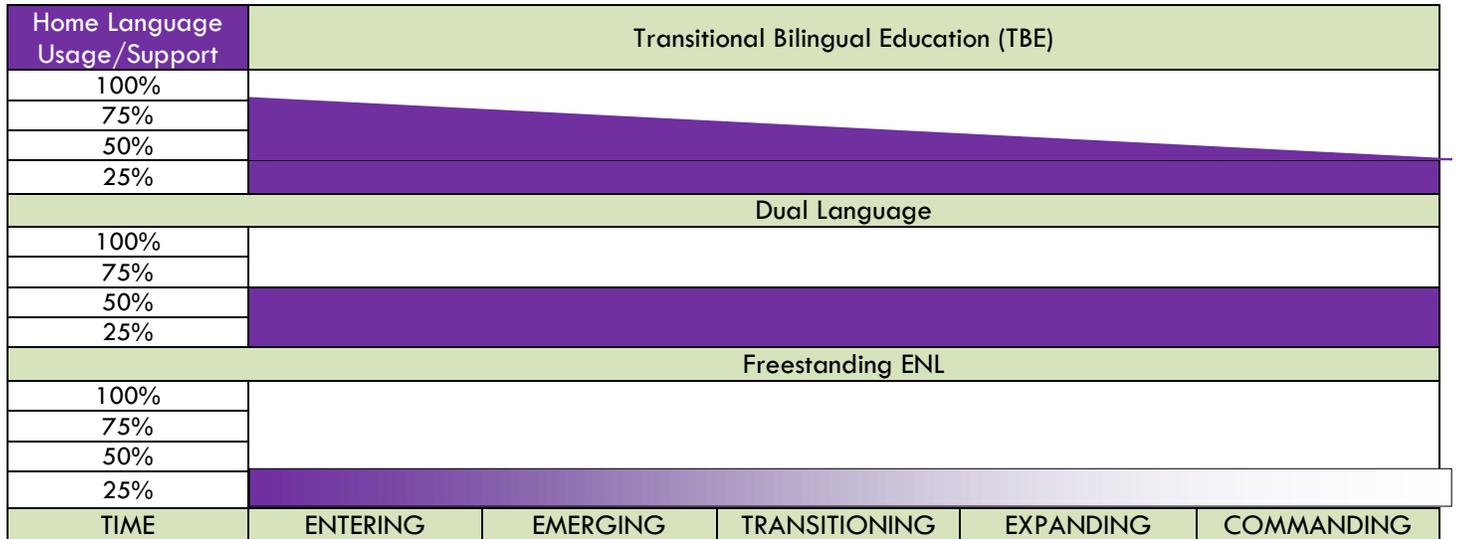


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. PATHS 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 posted 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? PATHS 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.

School Name: Performing Arts and Technology

School DBN: 19k507

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: #INGEST ERROR!

School Name: **Performing Arts & Technology H.S.**
Superintendent: **L**

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.

When parents come in to PATHS they are directed to fill out our New Student Packet. The blue student emergency card in addition to other documents identifies languages other than English that are spoken at home. The ATS Bio also includes information about the home languages spoken by the parent/guardian as well as home contact information. In addition, school staff, pedagogues who administer the Home Language Survey converse with students about family life in order to assess any changes in language needs. This information is shared throughout the school community so that documents sent home are translated appropriately.

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 21% of our parents do not speak or read English. The majority of language spoken among parents is Spanish. Following that is Haitian, Chinese and Bengali. Because the ELL population at P.A.T.H.S. is relatively low, the Main Office, ESL teacher, Pedagogue conducting the Home Language Survey, and Guidance Counselor are able to alert the school community as to students whose parent or guardian speaks a language other than English at home and are in need of translation services. This information is updated on all school systems including Skedula and ATS.

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.)

We translate documents that we disseminate to our parents including Letters, agendas, flyers about school events and calendar items, monthly newsletters, parent surveys, parent/teacher conferences information, NYS testing information, and information about our after school and Saturday School programs.

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 include PTA meetings, back to school night, Title 1 Meeting, Parent Teachers Conferences, AP night, parent workshops, and individual meetings set up by the Main Office, Deans, teacher teams, and individual teachers.

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. Some official documents are DOE translated into other languages and then other 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 services 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 members who are able to serve as

translators/interpreters in Haitian Creole. These staff members are made available when necessary to function as interpreters/translators whenever the need arises. In addition, over the phone translators will be provided via the Translation and Interpretation Unit to aid teachers and school staff in communicating with parents.

Part D: Training Staff on Policies and Procedures

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

We share information with staff at the September professional development sessions. In addition, office staff are trained on how to use the Translation and Interpretation Unit and are available to support teachers in how to secure an in school translator for their meeting or phone conference, and how to use the translation services as well.

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 English, they are provided with a translated copy of Bill of Parent Rights and Responsibilities in their home language. We have posters in all the languages spoken by members of our school community (English, Spanish, Haitian Creole, Chinese, and Bengali posted in our 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)

Our parent coordinator conducts parent surveys and we communicate with parents during PTA meetings, parent workshops and during Parent teacher conferences to gather feedback from parents about the quality of our communication with them.