

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K539

School Name:

HIGH SCHOOL FOR SERVICE & LEARNING AT ERASMUS

Principal:

PETER FABIANSKI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School for Service Learning School Number (DBN): 17K539
Grades Served: 9-12
School Address: 911 Flatbush Ave Brooklyn, NY 11226
Phone Number: 718-564-2551 Fax: 718-564-2552
School Contact Person: Jacob Baty Email Address: jbaty@schools.nyc.gov
Principal: Peter Fabianski
UFT Chapter Leader: Modupe Anuku
Parents' Association President: Sherrian Cambridge
SLT Chairperson: Evan Farkas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sherrian Cambridge
Student Representative(s): Jade Burkett
Shady Aly

District Information

District: 17 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, Room 510, Brooklyn, NY 11201
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-923-5145 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity School Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, NY 11209
Director's Email Address: cwatson21@schools.nyc.gov
Phone Number: N/A Fax: N/A

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)
Peter Fabianski	*Principal or Designee	
Modupe Anuku	*UFT Chapter Leader or Designee	
Sherrian Cambridge	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Hermine Francis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jade Burkett	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shady Aly	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Judy Kamlar	Member/Teacher	
Isabella Paluch	Member/CSA	
Bridget Jason	Member/Parent	
Sennon-Britton, Michelle	Member/Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The High School for Service and Learning (HSSL) is a small school of approximately 430 students, situated on the Erasmus campus in Flatbush, Brooklyn. The school has experienced increases in academic success and overall school climate each year as teachers collaborate together around improving student achievements through a focus on literacy instruction across the content area. This collaborative effort highlights one aspect of the Framework for Great Schools that HSSL improved on this year.

Our student population is primarily African American with a growing Hispanic and multi-racial population from the Middle East and South Asia. Students come to HSSL with a strong sense of cultural pride and sense of community. This plethora of perspectives adds to the rich culture of the school. The number of students who qualify for free lunch is around 70% and Title 1 is funding is around \$300,000. Our student with disabilities population has increased to 22% and our ELL population is about 11%. Our attendance rate has maintained around 86% for several years.

As noted above, we continue to grow in the areas of academic achievement, professional development of teachers, and inquiry work, and we are continuing to increase student college readiness, through focused attention from our college coach and a strategic plan from our administrative team. We have partnered with ESI, YMCA Teens Take the City, and Brooklyn College to offer supports for our students and enrichment activities not limited to college visits, college course work, and mentors for our most at need students. Our strengths lie in our maintaining an excellent attendance rate, preparing students for success on Regents exams and in their academic course work, and in creating a culture of respect in the school.

Additionally this year we have instituted a 9th grade initiative, providing choice in course work, mentors, after school enrichment activities, and a wide range of clubs (ranging from sewing to Soca to fashion to cross fit and beyond). Further, we have instituted a 12th grade internship program to allow for students to work in the community to gain career readiness skills.

17K539 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	445	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	8	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	66.3%	% Attendance Rate			86.1%
% Free Lunch	73.7%	% Reduced Lunch			5.3%
% Limited English Proficient	9.7%	% Students with Disabilities			19.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.2%	% Black or African American			82.3%
% Hispanic or Latino	10.4%	% Asian or Native Hawaiian/Pacific Islander			2.5%
% White	2.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.23
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	60.3%	Mathematics Performance at levels 3 & 4			61.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.9%	% of 2nd year students who earned 10+ credits			77.9%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate			75.0%
6 Year Graduation Rate	76.8%				
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			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

Based on results from the 2014/2015 Quality Review (QR) and our School Quality Snapshot, it is clear that college readiness is an area of need for our school. We scored a developing on 1.2, our area of focus on the QR. The QR report noted, “Since teaching practices have not fully incorporated the instructional shifts concurrent with the roll-out of the Common Core curriculum, rigorous questioning and multiple entry points are not yet embedded in the majority of classrooms. This has led to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products, including the work of ELLs and students with disabilities.” Likewise, on the college readiness metric of the Snapshot, it noted that only 14% of students graduated college ready so we were approaching target on that metric. The Framework for Great Schools calls for rigor in instruction and clearly there is a need for the school to improve in this regard, helping students to build the necessary skills to be able to compete in college and beyond. While the school has had a focus on literacy in years past and has made some strides towards improving student skills, the majority of students in the school scoring 1s and 2s on their 8th grade math and ELA exams presents a great challenge as we strive to improve rigor. Yet, rigor must be infused into the curriculum to prepare students for the challenges of college, specifically by aligning instruction further to the Common Core Learning Standards, which will surely lead to an increase in college readiness.

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 ensuring that all instruction is aligned to the CCLS/NYS Standards, by June 2016 we will increase the percentage of students who are college ready in ELA and Math by 4%, as evidenced by the New Visions student sorter.

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
Monday professional development time will be used for lesson studies to determine ways to better align instruction with Common Core Learning Standards.	Content teachers	September 2015 – December 2015, January 2016- May 2016	Assistant Principals
Create events to shift culture of school to a college going culture, including college trips, classroom visits, mentoring, promotion of college readiness standards, and tracking of college application process	All students	September 2015-Nov 2015	COSA and Peer Instructional Coach
Observation feedback cycles with greater attention paid to designing coherent instruction (1E), assessing teacher planning as well as execution of CCLS aligned lessons.	Content teachers	September 2015 – April 2016	Principal and Assistant Principals

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.
<ol style="list-style-type: none"> 1. Planning time for lead teachers (100 hours per teacher through Fall and Spring Term). 2. Weekly Monday PD meetings. 3. Common planning time for teacher department teams (4 teams with 56 hours of per session each for 4 members). 4. Common planning time for teacher inquiry. 5. Coverage for teachers who attend external professional development (15 days per diem per term). 6. Compensatory funds for afterschool meetings (40 hours per session per term).
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

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>After January Regents administration, 16% of students will be college ready in ELA and 14% will be college ready in Mathematics, as measured by the ELA Regents exam results and the Integrated Algebra Regents exam results as noted on the New Visions Student Sorter.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

1st period attendance has been a struggle throughout the existence of the High School for Service and Learning. On our Quality Review, we received a proficient on 3.4 so there is room for growth around creating a culture of learning in the school. While the QR report noted that “parents are supported and encouraged to partner with the school through frequent communication, progress reporting and leadership opportunities,” this has not correlated with an increase in 1st period attendance. Likewise, on our School Quality Snapshot while meeting target on student progress, we noted a decline in students achieving 10 credits in first year (dropping 28% from the previous year). Teachers noted that these issues are related partially to 1st period attendance. Thus we have some issues around creating Strong Family and Community Ties, a hallmark of the Framework for Great Schools in regards to helping parents in the community to aid their students in getting to school on time.

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, we will increase first period attendance from 56% to 60% as measured by ATS by starting an attendance initiative.

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
Weekly attendance team meetings comprised of administration, attendance teacher, guidance counselors, lead teachers and parent coordinator to: review Attendance reports RSAL, and RCUA, discuss open cases, open new cases, close cases, arrange for home visits, share out critical information including information about 407s, home visits and determine next steps.	Long Term Absense Students (LTAs) and Students with poor attendance	September 2015 – Nov 2015, January 2016-April 2016	1. Administrators 2. Attendance Teacher 3. Guidance Counselors 4. Parent Coordinator 5. Lead Teachers 6. Classroom Teachers
Weekly mandated parent outreach by teachers to contact parents of both sporadic or chronically absent 1 st period students	Late students	September 2015 – October 2015, January 2016-April 2016	Administration and teachers
Creation of interventions for students with patterns of 1 st period lateness.	Late Students	September 2015 – November 2015	Attendance Team

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.

1. Teachers will have regular time for outreach on Tuesdays as per the new contract.
2. A common planning period on Mondays will be used as the time for teachers to meet in grade level inquiry teams.

3. Administrator will supervise attendance teacher (100 hours of per session for Fall and Spring term).
4. Administrator will supervisor parent coordinator. (20 hours of per session per term)
5. Compensatory time for adults who assist in planning and supervising attendance celebrations.

Per session will be paid to support the work of all members of the attendance team for any work done with respect to attendance outside of the work day (150 hours of per session per term)

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.

In February, utilizing CAASS data, an analysis will be made to determine if progress towards our 2% increase in first period attendance is on track, reflecting an improvement in Community and Family Ties. Likewise after the 1st semester, an analysis will be made of credit accumulation numbers to look for an increase of 3% over the previous year.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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.

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.

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) <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>

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.

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

	Tax Levy		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.

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

Section 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

	Tax Levy		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.

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

Section 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.

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <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>

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.

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

	Tax Levy		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.

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

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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)	Credit Deficiency	APEX Learning, online credit recovery program	Classroom instructional time in computer lab, classes are kept small to ensure that proper monitoring of student progress is possible, teachers will be paid per session to grade and provide feedback for students.	During the school day and after school W-F.
Mathematics	Credit Deficiency	APEX Learning, online credit recovery program	Small classes in computer labs during the day and after school tied to teachers who provide timely feedback.	During the school day and after school W-F.
Science	Credit Deficiency	APEX Learning, online credit recovery program	Computer lab with small classes and timely teacher feedback.	During the school day and after school W-F.
Social Studies	Credit Deficiency	APEX Learning, online credit recovery program	Computer lab course during day and after school for focused time to work for students with teachers providing feedback in a timely manner.	During the school day and after school W-F.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Dean or Guidance Referrals	Guidance counselors identify students in need of additional credits in all subject areas or in need of passing the Regents exam. Students receive new programs with Extended Day and	Guidance counselors meet with students by class each term to explain at-risk services available to them. They also meet with students individually and provide counseling services.	Guidance counselors meet directly with students during the school day as scheduled or as often as needed. School psychologists will meet with

		<p>Saturday School classes entered on their program cards. Likewise, Guidance counselors are available during the day for support of students in crisis, as well as support in academic endeavors</p> <p>The School Psychologist will use various strategies to address students in need of academic intervention. The school psychologist will meet with guidance counselors and teachers at least once a month to discuss identified students. She will collect bi-annual academic progress reports from teachers of identified students. Meetings will also occur between the school psychologist and students monthly to discuss progress, goals, and action plans. She will also meet with parents, teachers, and school staff to assist with developing academic strategies for learning and classroom management.</p> <p>Social workers use meetings, crisis intervention protocols and mediation between student-parent, student-teacher and student-student</p>	<p>Individual and small group counseling for academic empowerment and crisis intervention will be provided to students. She will also formulate behavior intervention plans for students experiencing behavioral challenges.</p> <p>The Social Worker provides counseling and support individually, in small peers groups and family groups.</p>	<p>students during the school day as scheduled or as often as needed.</p> <p>Social Workers meet directly with students during the school day as scheduled or as often as needed.</p>
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		relationships. Social workers connect parents and students with recreational, educational, medical and self-empowering		
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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.
We will partner with HR representatives from New Visions to access candidates with high quality training. Likewise, we will recruit teachers from the Teaching Fellows and the NYC Teaching Collaborative. Hiring team will attend hiring events, review resumes and participate in hiring process. Beyond this, new teachers will be placed into curriculum pilots offered by the New Visions Affinity group and will have access to weekly teacher inquiry groups and the full professional development course offerings from the New Visions Affinity group.

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).
Teachers engage in professional development on a weekly basis during contractual Monday sessions. In these sessions, they focus on creating literacy interventions and on lesson studies around embedding CCLS into the curriculum in line with our goals outlined above. Resources are also allocated for professional conferences and PD workshops.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher teams were formed to select the MOSL test selections for the school and in the creation of the professional development plan that was aligned to the instructional focus for the year. Teams comprised of teacher leaders in each department and administrative members meet twice a semester to discuss changes to professional development and interpretation and analysis of assessment results. Likewise, the SLT met to formulate these goals and to discuss the steps in the realization of the CEP in the school.

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	307,126.00	X	5A, 5B
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5A, 5B
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,681,875.00	X	5A, 5B

¹**Explanation/Background:**

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

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

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

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

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

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 our school. Therefore, our 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 our school and the families. Our 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 our school community. Our 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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)

The High School for Service Learning, 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 increase 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 staff at the school 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 and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 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>HS for Service and Learning</u>	DBN: <u>17K 539</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>34</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 type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</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: _

At HSSL, there are 34 ELLs. Of these 34 ELLs, 11 have less than 5 months in the country, and 23 have between 2 and 3 years in the country. There is one ESL teacher that gives self-contained classes that are separated by level.

-
For the past five years, the ESL population at the High School for Service and Learning (HSSL) has exhibited the same trending need for further support and instruction in the modalities of reading and writing. As annually indicated on the RNMR, the majority of our students score approximately one proficiency level lower on the NYSESLAT in reading and writing than they do speaking and listening. In addition, our students have consistently expressed that both the ELA Regents and the US/Global History Regents (all substantial writing-focused assessments) provide the greatest challenge and concern for them as they make their way towards graduation status.

-
Based on this data, we are creating a reading and writing program that will be held two days a week after school, from 3:00pm to 5:00pm on Wednesday and Thursday, and on Saturdays, from 9:00am to 1:00pm. The after school and Saturday programs will be offered the entire school year of. The program is open to all ELLs at the school, as well as former ELLs of up two years since passing the NYSESLAT. The after-school program will consist of direct reading and writing instruction in English, reading and writing language activities, and the publication of two student-designed, edited and produced literary collaborations of the students' own writing throughout the year. Students will also be introduced to different kinds of writing, as well as media literacy, in order to open up future interests and job opportunities while preparing them for a future that will combine reading, writing, and technology. In this after-school program, students will also be encouraged to develop their native language literacy by reading and responding to texts in their native language.

-
Because student writing (and reading) is the major focus of the after-school program, we will be partnering with various writing programs throughout the New York City area, including the NaNoWriMo Young Writers Program, the NYC National Writing Project, and the Tribeca Film Festival. The Saturday program will be conducted in tandem with the Saturday Institute at HSSL, in which the ESL teacher will collaborate with the History, Math and Science teachers at the Institute by pushing-in to their classes and providing ESL support and strategies for teaching writing across the content areas.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _

-
High quality Professional Development related to the programs we have created for ELLs will be provided throughout the school year to all faculty and staff at HSSL. The professional development will be designed and conducted by the ESL teacher (external professional development is currently being scouted for as well) and will be based on the rationale for the Title III programs--that the reading and writing modalities continue to be the biggest struggle for ELLs and former ELLs in meeting high school-level academic standards and expectations in English and therefore that literacy should be a curriculum focus in every content area. Topics to be covered include: Scaffolding Instruction for ELLs and The Additive Approach (How to Incorporate Students' Native Languages in the Classroom). The goal is to have at least three two hour professional development sessions throughout the year, with the first one to be held in November.

-
Also, the ESL teacher is currently scouting professional development for working with ELLs that are SIFE students and for the Additive Approach for teaching ESL. These opportunities will be of utmost help to the ESL teacher because it will help her reach her students that are in need of the most help.

-

Part D: Parental Engagement Activities

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

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

Begin description here: _

-
-
-
In addition to the initial parent orientation during the ELL identification process and the two school-sponsored parent-teacher nights/afternoons throughout the year, parents of ELLs will be invited to participate in two "Evenings with the Authors" at which students will perform readings of their original writings created in the after-school program. The students will MC and host the event (with the guidance and support of the ESL teacher). In addition, refreshments will be served and copies of the students' publication distributed to celebrate the students' writing achievements.

-
There will also be parental engagement activities in the form of specific meetings for ESL parents that address particular issues for their children, which include requirements for graduation, college preparation, and giving the parents a voice in their children's education.

Part E: Budget

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

Allocation Amount: \$11200

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 	<u>11,200.00</u>	<u>The expenditures for the Title III program will be used to cover the salaries of the ESL teacher and two content area teachers in the after-school and Saturday programs, as well as for the meetings for parental involvement. In addition, per session will be paid for teachers' participation in both the internal and external professional developments outside of the regular school day.</u>
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	<u>11,200.00</u>	<u>The expenditures for the Title III program will be used to cover the salaries of the ESL teacher and two content area teachers in the after-school and Saturday programs, as well as for the meetings for parental involvement. In addition, per session will be paid for teachers' participation in both the internal and external professional developments outside of the regular school day</u>

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 17	Borough Brooklyn	School Number 539
School Name High School for Service and Learning		

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 Peter Fabianksi	Assistant Principal Izabella Paluch
Coach Evan Farkas	Coach Daniel Landberg
ENL (English as a New Language)/Bilingual Teacher Elizabeth Adkisson	School Counselor Radika Dorancy
Teacher/Subject Area Geoffrey Cobb/Social Studies	Parent Ms. Cambridge
Teacher/Subject Area Peter Clock/Mathematics	Parent Coordinator Pearl Cummings
Related-Service Provider Thomas Nixon	Borough Field Support Center Staff Member type here
Superintendent Donald Conyers	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	425	Total number of ELLs	56	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	50	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	5
SIFE	12	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	43	12	1	4		3	3		10	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: _____
--	---

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											6		3	0
Chinese										1				0
Russian														0
Bengali										1	1			0
Urdu											2			0
Arabic										3	3		2	0
Haitian										3	7	6	8	0
French											2		1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani/T wi										1			1	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 NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2				0
Emerging (Low Intermediate)										4				0
Transitioning (High Intermediate)										1				0
Expanding (Advanced)										2				0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total												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	9		4	
Integrated Algebra/CC Algebra	22		19	
Geometry/CC Algebra	2		0	
Algebra 2/Trigonometry Math _____	1		1	
Chemistry				
Earth Science	16		8	
Living Environment	22		9	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	18		8	
Geography				
US History and Government	11		3	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Analyses of data patterns indicate that LEP students in the 11th and 12th grades are more likely to test at a transitioning level, or higher, of English proficiency across all modalities. For 2015, the NYSITELL data showed that all of the newcomers into the country had ELL status. All of them were in the entering or emerging level. This data determined how many hours of standalone and integrated ENL the students would have. The NYSESLAT data aids the teachers in seeing the students' progress from the NYSESLAT in 2014. All students improved their scores, but analyzing the scores in each of the modalities is necessary for each student. These results are shared with all teachers, in an effort for them to all be teachers of ELLs, and to understand how each individual ELL student needs to be supported.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities are analyzed by the ESL teacher each year and then communicated to the content area teachers in the form of an Individual Improvement Plan for each student. The plan identifies the child's weakest modality and offers suggestions as to how this particular modality can be emphasized and targeted in each of the content areas. The AMAO tools reveal that students
- 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?
 - All ESL students are offered a glossary and/or a copy of the exam in their native language (if available). We do not have bilingual classes. Test result data suggests that students of lower English proficiency have greater success in passing Math Regents (i.e. Algebra) in their first years of English language learning than they do of passing more written text heavy exams, such as Global History,

Living Environment and English. These exams are often passed once the student has been living in the country and receiving ESL instruction for at least one to two years. However, students whose NL is Haitian Creole and/or French are often successful in passing the French Regents on the first attempt. Beginning-level ELLs across all grade levels often successfully pass the Math Regents Exams in their native language on the first attempt. Science and History Regents are typically passed in ESL students' second year of attending classes across the grade levels, while incoming ELLs at the intermediate and advanced-levels of ESL (across all grade levels) are more likely to pass Science and History Regents Exams, as well as the math exams, during their first year with the assistance of referring to the exams in their native languages and their usage of bilingual word-word translations. Both the content area teachers and the ESL teacher are involved in the process of preparing students for the exams, as well as administering, grading and later examining the results. The results are examined at both the departmental levels and grade levels.

b. N/A.

c. N/A.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

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

Communication between content area teachers and the ESL teacher is consistent throughout the year. In addition to the students Individual Improvement Plans, the ESL teacher provides content area teachers with a list of all current ELLs and former ELLs, their native language, and options to consider for using the native language throughout instruction. These options include but are not limited to bilingual dictionaries, translated texts and materials, texts in the students' native languages, and native language tutors. Targets of Measurement and Bilingual Progressions are used to modify instructional and support services such as Academic Intervention Services (AIS), content area support, ESL instruction or regular consultation between the ESL teacher and mainstream teachers. Transitional services, such as stand alone ESL, is provided until the student has progressed past the emerging level. Also, transitional materials are provided in the students' home language in order to strengthen the home language. Student's home and educational background are taken into consideration in instructional decisions by modifying lessons with home language materials, modifying lessons for reading levels, and modifying lessons with scaffolding and graphic organizers in order to aid the transition to a new educational system.

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).

Our program for ELLs is evaluated on an ongoing basis through both formal and informal means of assessment. Formally, teachers and administration examine NYSESLAT results regarding both movement across levels and passing. In addition, Regents Exam scores are considered, as well as graduation rates when evaluating the success of our ESL program. Informally, content area teachers and the ESL teacher communicate regularly through student inquiry meetings at both the grade and department levels in which the progress of target populations, such as ELLs, is tracked.

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.

All ESL students are identified as such through the Home Language Survey, an informal interview conducted by an ENL certified teacher (in the student's native language, if necessary) at the time of the new student's enrollment, and ultimately the NYSITELL examination, which is administered to all immigrant children whose home language is not English, as determined by the Home Language Survey and the interview. The NYSITELL is administered within the first ten days of the student's arrival. Students who score below minimum proficiency are targeted for ESL services, and their parents are contacted to attend an ELL parent orientation, if this was not done on the day of registration. Then, parents are given the orientation video, and they have to decide which program they would like for their children. Our school offers stand alone ESL, but if the parent chooses a transitional or dual language program for their child, the decision goes to the guidance department, where they look for a school for the child that has the available program.

Entering and Emergine level students are programmed for one self-contained ESL class and two integrated ESL/content area instruction five times per week. The Transitioning, Expanding, and Commanding students are scheduled for 45 minutes periods of integrated ESL/content area instruction 1 time per day five times per week. Each year, identified children are reassessed using the NYSESLAT examination. Because most of the ESL students are non-Spanish speaking ELLs, the Spanish LAB-R is rarely administered. In the case that a Spanish-speaking ELL is admitted to the school, the Spanish LAB-R is administered as a means of assessing the students' native language literacy for teachers' informational purposes. The results do not affect student placement as per the LAB-R results, especially since there are no bilingual classes offered. Every year, the ESL teacher and testing coordinator refer to the RLER and RLAT reports in order to ensure that all students who qualify for the NYSESLAT have been identified as needing tested. Then, the ESL teacher designs a schedule to individually administer the Speaking portion of the NYSESLAT to each eligible student once materials have been received and testing allowed to begin. The ESL teacher notifies each student and their teachers of this schedule through daily memos leading up to the testing date. School aides assist the ESL teacher on the testing days in tracking down students to be tested for the speaking portion. In case students are absent on the day for which they are scheduled, make-up dates are provided. The Reading, Writing and Listening portions of the NYSESLAT are given to whole groups of ESL students according to their ESL class schedules. In the case that students are absent for any portion of the test, several make-up dates are provided to ensure all students are tested.

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).

ENL certified teacher and guidance counselor are required to identify ELLs as Students with Interrupted/Inconsistent Formal Education (SIFE) as an additional part of the interview during the identification process. Students are given the SIFE questionnaire, and then a review of academic history and student work samples is necessary to determine level in home language and math. Students with low literacy skills in their home language and in English are identified through student work, and then they are administered the SIFE questionnaire and the LENS (if his/her language allows).

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, members of the Language Proficiency Team review the students' IEP. These members include the Special Education Director, ESL stand alone teacher, the integrated ESL/Content Area teacher, the school counselor, the related service provider, the parent, and the assistant principal, and school administrator. Then, the team reviews previous work in English and in his/her home language. The appendix of the EPRG is used to identify whether the student is SIFE. The Language Proficiency Team determines whether the student is eligible to take the NYSITELL. If the decision is made that the student is not eligible for the NYSITELL, the decision is sent to the principal for review. The final decision is made by the superintendent. Parents have 20 days to accept or reject the LPT recommendation. Parents are provided with necessary written and oral translations, provided by the DOE translation services. Student may be reevaluated 6-12 months after the first reevaluation. If the student remains an ELL, then the student will receive services as an ELL.

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.

All forms (with the exception of entitlement letters which are sent home by the ESL teacher) are administered and collected by the Guidance Counselor and an available pedagogue (preferably the ESL teacher) on the day of registration. After Entitlement/Non-entitlement/Continued Entitlement Letters/Parent Selection Forms have been distributed, the ESL teacher calls the student's parents to ensure the return the necessary forms as soon as possible. Usually, the forms are all returned at the ELL parent orientation session, but sometimes phone calls must be made until the forms are finally returned. The parent coordinator sometimes assists in this process. Copies of all entitlement letters (non-, continued, etc.) and parent selection forms are securely kept on file in the ESL teacher's classroom. question here:

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).

Parents receive a written notification of this option with the entitlement/non-entitlement letters within the first 10 days of school. These letters are sent in the home language. The letters are sent in the parents' preferred language. The individuals responsible for this process are the certified ENL teachers and the guidance counselors. The records are filed and kept with the students' folders in the guidance office. Language translators are also available for speaking in person or over the phone. Parents or students who are older than 18 are notified of their right to appeal within 45 days.

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.

Normally, the ESL teacher is able to conduct the parent orientation and the NYSITELL on the first day of the student's arrival. However, if the parent is not available, the ESL teacher calls and writes a letter to invite the parent in for a parent orientation as soon as the NYSITELL results are known. At the orientation, parents view the orientation video (in their preferred language) in which they learn about the programs offered to English language learners. At High School for Service and Learning, do not offer a bilingual or dual

language program because we do not have enough requests to do so for students of one ethnicity; however, records of parent program requests are kept and monitored should the need to create these programs develop. The orientation and the NYSITELL are executed within 10 days of enrollement. The default program when a parent survey is not returned is a bilingual program.

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

All forms (with the exception of entitlement letters which are sent home by the ESL teacher) are administered and collected by the Guidance Counselor and an ESL certified teacher (preferably the ESL teacher) on the day of registration. After Entitlement/Non-entitlement/Continued Entitlement Letters/Parent Selection Forms have been distributed, the ESL teacher calls the student's parents to ensure the return the necessary forms as soon as possible. Usually, the forms are all returned at the ELL parent orientation session, but sometimes phone calls must be made until the forms are finally returned. The parent coordinator sometimes assists in this process. The letters are collected and stored in the guidance office in the students' individual files. If the parent wants a TBE/DL program, then the guidance counselor searches for an available program for the student.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Usually, the forms are all returned at the ELL parent orientation session, but sometimes phone calls must be made until the forms are finally returned. The parent coordinator and the guidance counselors sometime assists in this process. The correspondance is conducted in the parents' preferred language. The forms and collected and stored by the ENL teacher and the guidance office. They are stored with the students' files in the guidance office.

9. Describe how your school ensures that placement parent notification letters are distributed.

All forms (with the exception of entitlement letters which are sent home by the ESL teacher) are administered and collected by the Guidance Counselor and an available pedagogue (preferably the ESL teacher) on the day of registration. All forms and correspondance are provided to the parent in their preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all entitlement letters (non-, continued, etc.) and parent selection forms are securely kept on file in the ESL teacher's classroom.
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.

After the HLIS is distributed, and the home language of the student is determined not to be English, the NYSITELL is administered. The NYSITELL is administered in the students' stand alone ESL class and the students' integrated ESL/content area classes. The RLER and RELL reports through ATS is used to see which students are eligible for the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL teachers send Continued Entitlement Letters/Transitional Support Letters to parents of students based on the students' NYSESLAT results. Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.
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).

With one exception, parents have chosen the free-standing/integrated ESL program offered by our school. Any different requests will continue to be filed should a dual or transitional bilingual program be in demand. The ASPIRA Consent Decree demands that parents are offered the available programs in NYC, which are the stand alone ESL program, the transitional bilingual program, and the dual language program. The program models at our school are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
For the stand alone model, Entering and Emerging ESL students are grouped together, and by grade level. The 9th and 10th grade are grouped together, and the 11th and 12th grade are grouped together, for both the 1.) Entering and Emerging students and the 2.) Transitioning, Expanding and Commanding students. For the integrated model, students remain in their appropriate grade level classes, and there is an ENL certified teacher pushing-in in the ELA and Social Studies classes.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students are programmed specifically to ensure that all required minutes are met, and ESL classes are designed in such a way that all mandates are met in full. The Entering and Emerging ESL students are programmed 1 stand alone ESL class, 1 ELA class with a push-in ESL teacher, and and 1 integrated ESL/social studies class per day, five times a week. The Transitioning, Expanding, and Commanding students are programmed for 1 ELA class and 1 integrated ESL/social studies class per day, five times a week.
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.
Both the ESL teacher and content area teachers use a range of instructional methods to ensure that comprehension of content is achieved coupled with English language enrichment. These include, among others, scaffolding of lessons, use of visual aids, infusing art into the curriculum, drawing upon students personal interests and backgrounds, independent reading, journaling, vocabulary development, read-alouds, think alouds, access to native language materials, graphic organizers, manipulatives, and direct literacy strategy instruction. Although all instruction (with the exception of FL instruction) is delivered in English, NL supports are provided and encouraged. NL supports include French, Haitian Creole, Spanish, Twi, Bengali, Arabic, and Urdu. Co-teaching, with the content and ENL teachers, ensures that ELLs' materials are modified towards the same Common Core objective as the general education students. Each of these aforementioned supports ensures that ELL students are able to meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All students who are ELLs are given the opportunity to complete NYS Regents Exams (with the exception of ELA) in their native languages. These exams are graded by a faculty member who is fluent in that language. Either the Spanish LAB-R or an informal assessment in another language (designed in-house by a native speaker of that language) is given to newly admitted students in addition to the NYSITELL when there is reason to believe the student's native language literacy is minimal. Results of these assessments are communicated to all teachers, as well as possible strategies and scaffolds to implement in class.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Patterns across NYSESLAT modalities are analyzed by the ESL teacher each year and then communicated to the content area teachers in the form of an Individual Improvement Plan for each student. The plan identifies the child's weakest modality and offers suggestions as to how this particular modality can be emphasized and targeted in each of the content areas. Literacy is a focus for all content area teachers, including math. A writing, reading, listening and speaking component is part of every designed lesson. Students are assessed on a monthly basis in their stand alone ENL class or in their integrated ENL class.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Educational interventions are written and implemented for all SIFE at HS for Service and Learning are based on the consistent communication between content area teachers, guidance counselors, and the ESL teacher in regards to the students' ongoing academic development. The students' strengths are drawn upon in planning curriculum and designing differentiated means of

assessment in the students' classes so that the students are able to experience and exhibit significant amounts of success throughout their academic careers. In addition, these students are given the resources of extra tutoring during and after school.

b. Newcomers participate in our Balanced Literacy program at HSSL. In ESL class, the teacher models reading strategies for 10 minutes at the beginning of each reading session. The students have to practice these reading strategies individually or in pairs to improve their reading comprehension skills. A library

consisting of several genres for all levels of students is easily accessible in the classroom.

Students read these books in class and they take them home to read and complete story maps. Students also improve their

writing skills by writing memoirs, science fiction, and realistic fiction pieces. Again, the teacher models for the students before

they are asked to write. Whenever possible, art and music are included in the ESL curriculum. In addition, Saturday Academy courses are offered to students who would like to earn more credits and better prepare themselves for the standardized exams given in June and January, as well as after school tutoring and Regents prep classes. Many class activities and assignments are modeled after the ELA Regents tasks at the intermediate and advanced levels of ESL; however, the tasks are scaffolded in a way that allows for students to build both linguistic and academic proficiency simultaneously.

c. In addition to using the Balanced Literacy Program, these students (4-6 years of ESL) are tracked academically by both the

ESL and content area teachers in order to determine the student's overall achievement. In addition, both the student's ESL and

ELA teachers identify the student's weakest linguistic modality--reading, writing, speaking or listening--via the NYSESLAT results

and additional formal and informal class assessments. Once the area in need of development is identified, the teachers

differentiate lessons and activities to specifically target that student's weakness.

d. Programs have been created to help long-term ELLs achieve academic success. After-school classes are offered for the content

area courses, such as history, English, and science. There is also an SAT class on Tuesday and Thursday afternoons.

Students

are informed in writing and orally about these important programs that will prepare them for Regents exams. They are encouraged to attend by their ESL and content area teachers. In addition, Saturday Academy classes are offered to

students

who need extra support in their core academic classes. These classes run from 9AM to 12PM on Saturdays.

e. Former ELLs are programmed for in regular contact with the ESL teacher and still benefit from the ESL testing accommodations. Furthermore, former ELLs are scheduled for 90 minutes of integrated ESL a week as per CR Part 154.2 for 2 years after testing out. ELLs can test out by either testing proficient on the NYSESLAT, or testing as advanced on the NYSESLAT and test at a level 3 or 4 on the ELA, or test advanced on the NYSESLAT and test 65 or higher on the English Regents. Many of the former ELLs volunteer as tutors or mentors to newcomers in the third section of the beginner level ESL class.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal meets with the Language Proficiency Team in order to review this student's academic progress. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian, believes that the student may have been adversely affected by the determination, the principal must provide additional support services.

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?

Both the ESL and content area teachers implement a variety of instructional strategies, including scaffolding, content modification, specific strategy interventions, manipulatives, graphic organizers, and resources and programs designed for this particular group of students. Within every lesson, delivery of instruction and the student product for assessment are differentiated as appropriate using visual aids, computer programs (such as Castle Learning), modeling, and student choice. The school ensures

Chart ELL-SWDs whose IEP mandates bilingual instruction receive an appropriate program through scheduled meetings with the ESL teacher, IEP distributions and notifications and regular communication on each student's progress. The LAP team meets regularly with the Instructional Supports team to....

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?
- Scaffolding techniques are used to help them achieve academic excellence. Lessons that target their strengths as well as their weaknesses are utilized to help them become proficient in English. They are included in all aspects of our school as well as in our ESL classes. In order to ensure that students have the least restrictive environment, flexible programming is used to maximize time with non-disabled peers. Students are not tracked but rather have options for stand-alone ESL, ICT courses, as well as resource room and general education courses.

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

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



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

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

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

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

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

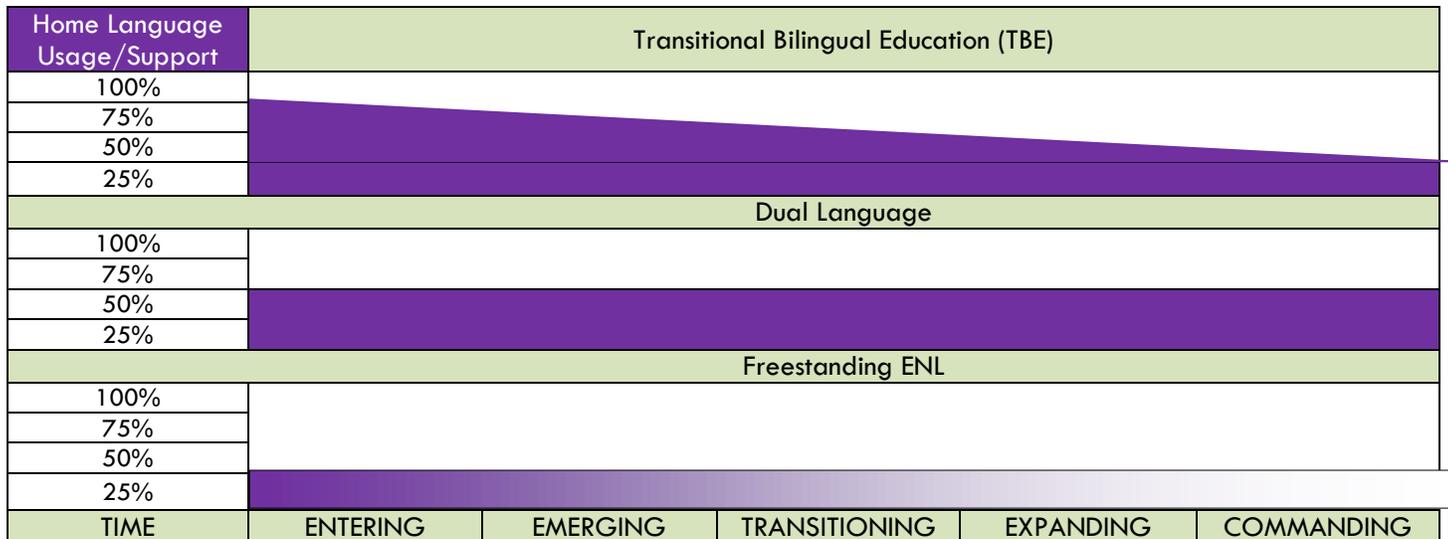


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We offer after school tutoring to all ELLs on top of the self-contained/integrated ESL classes. Students also have access to peer tutors in their native languages (e.g. Haitian Creole, French, Spanish, Arabic, etc.) throughout the day to aid in their acquisition of the necessary skills and language to be able to thrive in various content areas. In science, mathematics, and social studies courses, bilingual dictionaries in the students' native languages are available for use and when possible, native language resources and references in the content areas are provided to aid in student understandings for projects, essays, etc. Student use of computers to access native language materials is highly encouraged in math, science and social studies courses. ESL students are given continual access to resource materials. In addition, students are given bi-monthly progress reports in content areas such as science, social studies, and mathematics so as to self-monitor and self-motivate through the assistance of grade-level inquiry teams. One to two times a month, grade-level inquiry teams of teachers meet to discuss student grades, classwork, participation, attendance records, graduation/college readiness and Regents readiness. Outreach is done for the students identified as "in danger" of one of the aforementioned categories. Each teacher by grade level, including the ESL teacher, becomes responsible for a handful of students with whom they communicate on a regular basis regarding a plan of action and development.
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 current program continues to effectively move students up in both NYSESLAT and Regents Exam scores. Because the content area teachers and ESL teachers are in regular communication regarding ELLs and their needs, all teachers are aware that they are teachers of ELLs. Although the ESL teachers often assist ELLs in completing work for their content area classes during lunch and tutoring hours, this is only after the content area teachers have spent time scaffolding and instructing the student on the assignment. Students are given baseline and 3 interim scantron reading assessments during the course of the school year as provided by the NYCDOE, and the LAP team reviews the data after each administration to identify areas of growth and need in the ENL population.
12. What new programs or improvements will be considered for the upcoming school year?
There are currently no new programs being considered for the upcoming school year. As it is the current ESL teachers' second year of teaching at this school, they are still focusing on fine-tuning the programs currently in place.
13. What programs/services for ELLs will be discontinued and why?
There are no programs/services for ELLS that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Comprehensive list of ESL students is shared with staff. There is an updated Google Drive spreadsheet, and students are alerted by the LAP team when there is a new ESL student in the school. All students are offered and afforded access to all available programs (including clubs, sporting teams, leadership committee, after school class and regents prep, etc.) at HSSL. The ESL teacher assists in the responsibility of communicating the activities and programs available at the school via an information posting board in her classroom to which all ELLs have daily access and she regularly calls attention to as part of her daily instruction. Many of the activities are offered campus-wide due to the fact that there are five schools on the Erasmus Campus. Therefore, the numerous activities are communicated to all students via flyers, letters home, and daily announcements. Announcements are broadcast during the third period for which the ESL teachers are with the beginning-level ESL students, so they regularly translate or ask a pedagogue fluent in the students' native language to translate the announcements for these students. The ESL teachers are highly supportive of students' participation in extra-curricular activities and serves as an advocate for these students to participate when talking to both parents and coaches. Many of the ELLs participate on the soccer and football teams, the after-school band and chorus, the leadership team, and in various academic activities.
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 a variety of materials to support the learning of ELLs. We have a leveled library consisting of the following genres: informational, realistic fiction, biography, autobiography and memoir, poetry, traditional literature, historical fiction, and careers. We also have audio-books that are used during reading workshop. Whenever possible, art, music and video are added to enrich reading and writing workshops. Books that come with software are also available for student use. We use technology presentations to facilitate ELL's learning. Students view short films from other cultures to increase their multicultural background knowledge. Utilizing Smartboard, Google Classroom, Rosetta Stone is used across the curriculum. The materials required by the different subgroups often differ according to perceived need. For example, intermediate and advanced students often request bilingual dictionaries to aid their comprehension, while beginner students often require fully translated materials or abridged versions of texts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in the self-contained/integrated ESL model through the strongly encouraged use of bilingual dictionaries and supplemental materials (e.g. textbooks or novels in the native languages) when necessary. Some students who are

struggling beginners are given the resource of a tutor in their native language. The tutors are often former ELLs and meet with the tutees during common lunch periods in the ESL classroom.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services, support and resources used are appropriate for high school students, from Entering to Commanding levels of English language proficiency. Utilizing IEP goals and lists of accommodations, ENL teachers and instructional support service team coordinate modification of lessons, texts, graphic organizers, exam format, leveled readings, and use of manipulatives and multi-media resources to ensure that ENL-SWD students receive grade-level content in an appropriate delivery method for their cognitive ability.
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).
Prior to the beginning of the school year, the ESL teachers contact incoming ELLs and their parents/guardians, if the contact information is available. This initial contact is attempted in order to welcome new students and their families to the school; to introduce themselves (the ESL teachers); to answer any questions they may have; to notify them of upcoming school events, such as new student orientation; and to inform them of available services, such as translation services.
19. What language electives are offered to ELLs?
Spanish is currently offered to ELLs as a language elective.
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)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As per the UFT contract, Monday afternoons are used for professional development activities. Present at these sessions are the pedagogues, special education teachers, speech therapists, occupational/physical therapists, and secretaries. The specific dates are November 3, November 17, December 15, February 22, February 29, March 14, and March 28. The professional development programs are based on the belief that all teachers are teachers of language arts and that English as a Second Language is a natural extension of English language arts. All teachers who teach ELLs are offered to attend several professional development workshops in ESL methodology throughout the course of the year. Among these workshops have been: ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for the Success of Secondary ELLs, and Targeting and Identifying SIFE. The information acquired at these workshops is then shared with all other teachers at collaborative meetings where the new information and strategies are turn-keyed, discussed and then implemented. The ESL teachers meet either one on one with a teacher who has requested assistance and training for ELLs or with one particular academic department, such as the social studies teachers. In these Monday meetings, teachers discuss the students specifically, the target material to be learned, and the various strategies that can be implemented to support the ESL students in achieving comprehension and academic ability.
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?
The ESL teachers work closely with ELA teachers in common planning time to engage in current work with the Common Core Standards and align her ESL curriculum plans to the standards. During common planning time, ESL teachers complete lesson studies and craft Common-Core aligned interventions to address student-skill deficits as identified interim assessments. The veteran guidance counselors are continually searching for available outside supports and opportunities of which they inform all ELLs, often through the ESL teacher. Many of our ELLs have attended free off-campus SAT preparation classes for ELLs and college-readiness workshops as a result.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All 9th grade teachers receive professional development at the beginning of the year on aiding incoming students from middle school with the transition process to high school. At these sessions, teachers are exposed to methods for aiding ENL students in a content area classroom. These teachers review graphic organizers, multi-media text, appropriate uses for home language translation and dictionaries, modification of assessment and materials, and proper grouping strategies. This is particularly important and effective for working with ELLs, as it suggests that more scaffolding, repetition, and modeling may be required for these students as they become acclimated to the high school environment. ENL teacher meets at the beginning of the fall and spring semesters to review pertinent data on ENL students, and to review proper introduction and programming as turnkeyed from Affinity Group Professional Developments for ENL students.
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.
All teachers who teach ELLs are trained in the Balanced Literacy workshop model. They teach the students reading and writing strategies in every lesson. Subject area teachers are introduced to textbooks that are at the reading levels of ELLs. Teachers learn effective methods of teaching ELLs new vocabulary words. Teachers of humanities work cooperatively to create an interdisciplinary curriculum for ELLs. Thus, the reading and writing strategies that students are learning in history, ESL, foreign language, and English classes are reinforced. Science and math teachers also work cooperatively to create an interdisciplinary curriculum. In addition, teachers learn about the students' cultures at professional development workshops. This knowledge is used by teachers to better communicate with newcomers, as well as to help students adapt to American culture. Records of staff professional development, including Monday meeting small groups PDs, are kept on file by both department and grade-level teams.

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?
1. Parents/guardians of all students are invited to attend a PTA meeting approximately once a month. In addition to letters home, a phone messenger system is used to inform the parents of ESL students of upcoming meetings. The parent coordinator of sharing (ESL) school YCD, Ms. Desdunes (fluent in French and Haitian Creole), as well as Ms. Dufresne (Haitian Creole and Spanish), assist in parent communication both prior to and during the parent meetings for translation needs in these languages. When translations are needed in any other languages, a student or parent of a student who speaks the target language is called upon for assistance. Otherwise, the available DOE interpretation and translation services are utilized. All informative handouts for parents are available in English, Spanish, French, Haitian Creole, Bengali, Urdu, and Arabic. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible. This information is presented in both English and the representative native languages.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Copies of all letters, forms, phone calls, and meetings are kept in the stand alone ESL teacher's file cabinet in her room.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents/guardians of all students are invited to attend a PTA meeting once a month. Parents are also invited to meetings about immigration, college readiness, and the like. These activities keep the parents/guardians informed and involved in the ELLs education. Parent coordinator meets and greets new families and provides them with introductory materials in their home language, and she arranges for parental outreach in home language when students are identified as at risk.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Information for adult education classes is on hand at PTA meetings and at the initial parent orientation for new ELLs and for parents who are interested in pursuing their own education, particularly English and technology classes. In addition, the ELL instructors provide this information in English and parents' native languages at parent-teacher conferences throughout the year. The parent coordinator is actively involved in ensuring parents are both aware of and made to feel welcome in attending the PTA meetings by calling home to personally invite parents. If it is indicated that a language besides English is spoken by the parents at home, the parent coordinator utilizes our available translators as proxies to make the calls home to parents. School partners with Counseling in Schools and Brooklyn College to provide socio-emotional supports and additional academic opportunities for ENL students in the school.
5. How do you evaluate the needs of the parents?
The needs of the parent are often communicated within the context of PTA meetings or parent orientations. However, the ESL teachers (with the assistance of bilingual personnel) does extend an open line of communication to all parents through initial contact at the beginning of the year, as does the parent coordinator in her outreach to parents regarding PTA meetings. Upon a student arriving, parent coordinator gives the Parent Survey and Program Selection Form. School calls upon NYC DOE translation services when necessary to ensure that parental needs are assessed appropriately.
6. How do your parental involvement activities address the needs of the parents?
At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible. Through having such open lines of communication between the ESL teachers, parent coordinator, and parents, the parents' need to understand the role they can play in their child's education is met. It has been experienced that the more active role the parent plays in their child's education, the more chances of success the child has in school academically, socially, and emotionally. The parent coordinator aids in contacting the parents and facilitating the meetings.

D. Additional Information

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

Paste response here:

School Name: HSSL**School DBN: 539**

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)
Peter Fabianski	Principal		1/1/01
Izabella Paluch	Assistant Principal		1/1/01
Pearl Cummings	Parent Coordinator		1/1/01
Elizabeth Adkisson	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Geoffrey Cobb/Social Studies	Teacher/Subject Area		1/1/01
Peter Clock/Mathematics	Teacher/Subject Area		1/1/01
Evan Farkas	Coach		1/1/01
Daniel Landberg	Coach		1/1/01
Radika Dorancy	School Counselor		1/1/01
Donald Conyers	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: **539** School Name: **HS**
Superintendent: **Donald Conyers**

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.learn DOE.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.

There are two main types of translation needs at our school:

a. Written: Documents - birth certificates, transcripts, health records, court documents etc. These documents are translated by school staff fluent in the language. In cases of transcripts where the amount of credits and subject area is often not clear, documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing. ENL teacher and guidance counselors created a shared Google Sheets file that is updated on a bi-monthly basis.

b. Oral: Spoken translation for non-English speaking adults and students. Many of the parents and students arriving from non-English speaking countries speak only their native language. Upon entering the school, the guidance counselor identifies the language spoken by the family and enrolls the help of a translator. At present, we have native speakers of Haitian-Creole, French, Spanish, Russian and Urdu. Another important aspect of our translation needs is the fact that we do not have a bilingual program (not enough students in any grade level). Students are taught in core subject areas in English and many times other students translate for newcomers.

Parent/guardians' language preferences are determined by the Home Language Identification Surveys, Student Emergency Contact Cards, and ATS Bio Reports, Blue Card data, the ATS Report of Preferred Languages, Teacher Surveys, and Parent Surveys.

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.

Haitian Creole, French, Spanish, Arabic, English, Urdu, and Bengali

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.)

Parent-teacher conference announcements: Before semi-annual parent-teacher conferences
After-school program information: At the beginning of each new semester when after-school programs are beginning
NYSESLAT/Regents testing dates: April 2016
Letters from school leadership: September 2015, February 2016

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.

Parent meetings are Sept. 30, Oct. 21, Nov. 19, March 10, and May 10. Translation requests will be sent 2 weeks before these meetings.

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.

The materials provided by the Department of Education for vital information are most often sufficient tools in meeting the needs of non-native English speaking students and parents. Based on the data that informs us of our population's needs, the appropriate documents are prepared prior to the beginning of the school year and are kept on file. In addition, in-house staff members and volunteers have been

identified as translators in Haitian Creole, French, Spanish, Urdu and Russian. In the rare case that an in-house staff member or volunteer cannot meet the student and parent needs, an outside vendor is requested. Arrangements will be made with vendors for translation early in order to ensure that the event is covered.

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.

At all times staff members (school aides, paraprofessionals, teachers, guidance counselors) are available to translate for parents/guardians visiting the school or bringing children to be registered. In emergency cases (accidents, safety violations, family emergencies), the same staff is asked to assist. In extreme situations (after regular school hours), other students may be used to translate or calls are made to homes of appropriate staff member interpreters who translate over the phone. The school provides each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language and instructions on how to obtain such services.

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.)

The ESL teacher and office staff provide each staff member with written notification of the parent/guardians' rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain and deliver such services.

The school will provide professional development exclusively on translation and interpretation services. Also, all teachers and staff will receive a copy of the "I speak" cards which includes the phone numbers for on the phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The ESL teacher and office staff provide each parent, whose primary language is a covered language and who requires language assistance services, with written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services.

All notification documents can be accessed at the Translation and Interpretation Unit's intranet site.

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)

Twice a year parents/guardians of ELLs will be administered a survey in their home language about how they interpret the quality and availability of the services provided to them. A focus group will be held of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on the quality of services provided.