

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

32K554

School Name:

ALL CITY LEADERSHIP SECONDARY SCHOOL

Principal:

ELVIS ESTEVEZ

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: All City Leadership Secondary School School Number (DBN): 32k554
Grades Served: Grades 6 to 12
School Address: 321 Palmetto Street
Phone Number: 718-246-6500 Fax: 718-867-5309
School Contact Person: Elvis Estevez Email Address: eesteve@schools.nyc.gov
Principal: Elvis Estevez
UFT Chapter Leader: Hassan EchChaouy
Parents' Association President: Liza Febo
SLT Chairperson: Elvis Estevez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Aracelis Abreu
Student Representative(s): Edgar Zavala
Javier Febo

District Information

District: 32 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway- Rm. 110, Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 917-239-1892

Borough Field Support Center (BFSC)

BFSC: _____ Director: Bernadette Fitzgerald
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elvis Estevez	*Principal or Designee	
Hassan EchChaouy	*UFT Chapter Leader or Designee	
Liza Febo	*PA/PTA President or Designated Co-President	
Mirtha Franco	DC 37 Representative (staff), if applicable	
Liza Febo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Edgar Zavala	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Javier Febo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Aracelis Abreu	Member/Parent	
Suzette Simpson	Member/Parent	
Fatima DeLuna	Member/Parent	
Cynthia Otero	Member/Parent	
Raymond Basilotta	Member/CSA	
	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.

All City Leadership Secondary School (ACLA) was established on July 1, 2003 as a school community serving students from grades six (6) to twelve (12). The ideas that shaped the culture of our school was drawn from a concept paper-developed by administrators, teachers, parents, and students- that was proposed and accepted by the Chancellor's Office via the creation of New Visions small schools. The basic concept of our school community evolved out of an existing middle school program called All City Leadership Academy in Brooklyn's District 32 which had as its core belief the following: to assist parents in the formation of their children. Since then, ACLA's mission has been modified but continue to reflect the central theme of forming young people within our charge: *to educate students to develop their social and intellectual skills needed to succeed in a post-secondary setting* as defined by the New York State Common Core Standards (please refer to the following link to review those standards: http://www.p12.nysed.gov/ciai/common_core_standards/).

Operating in a safe and nurturing school environment, the many constituencies that work collaboratively together (parents, community based organization members, staff, teachers, administrators, and students) ensure that the social, physical and emotional needs of all of our students are met with an equitable program of study that allows each student to demonstrate his or her intellectual potential in being able to be at or above the performance levels of the common core standards by the time of their high school graduation. For students who have an Individualized Education Plan (IEP), identified as an English Language Learner (ELL), or have achieved the highest performance levels on state assessments, every opportunity continues to be given to ensure that their needs are met in either bridging the cognitive skills that have yet to be performed in classroom work and state examinations via academic intervention services and/or by providing rigorous course electives within our school's instructional program above the high school course requirements. In addition to the aforementioned, ACLA has partnered with the Ridgewood Bushwick Senior Citizen's Council (RBSCC) to provide important ancillary service to our students' families that include counseling and mental health services, immigration assistance, GED studies, after-school and summer programs for students in grades K to 12, and employment opportunities for our high school students.

The *Framework for Great Schools* (FGS) has allowed our school community the opportunity to investigate the policy itself from the NYCDOE (please refer to the following link http://schools.nyc.gov/NR/rdonlyres/C955EF12-EBBC-4B41-AF8D-20597C55DF0C/0/StrongSchoolsStrongCommunities_NYCDOE.pdf) and, in the upcoming school year, further reflect on the work entitled, *Organizing Schools for Improvement: Lessons from Chicago*, by Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu, John Q. Easton, from which FGS is grounded. Initial conversations in professional learning meetings continue to support FGS and the elements contained therein- though more data needs to be researched by our school community to make the connection between what the overall investigation yielded from the Chicago study, which was based solely on elementary schools, and the direct applicability to secondary schools in general.

The good news about FGS is that it completely compliments, if not validates, the original concept of the founding of our school community and is certainly aligned to the mission of our school. Within all of the stake holders of our school, the sense of trust in one another is the social adhesive that binds and gives credence in approaching every decision that is made for any action that occurs within our school. We believe, above all, that trust is at the forefront of all the FGS elements that has been quantified from all of our constituents. From student programs, school trips, parent involvement, staff professional learning, social events, etc., we are all organized around the concept of helping students achieve post-secondary readiness by the time they graduate from our school. The evidence of this quantification can be found each year from surveys that are distributed to students, parents and teachers by the NYCDOE- please refer to our most recent survey: http://schools.nyc.gov/OA/SchoolReports/2013-14/Survey_2014_K554.pdf.

An area of focus for next year will be analyzing and evaluating the FGS element that involves rigorous instruction. Using Hess' Rigor Matrix, our faculty will be developing syllabi, unit and lesson plans to ensure that an appropriate measure of exposure to content and depth in understanding will be present across all classroom in order to, once again, be aligned with our aforementioned mission.

32K554 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	358	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	3	# Drama
# Foreign Language	7	# Dance	5	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		74.5%	% Attendance Rate	95.7%
% Free Lunch		78.7%	% Reduced Lunch	12.3%
% Limited English Proficient		1.5%	% Students with Disabilities	6.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	11.4%
% Hispanic or Latino		78.7%	% Asian or Native Hawaiian/Pacific Islander	6.3%
% White		3.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		11.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	13.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.35
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		60.0%	Mathematics Performance at levels 3 & 4	73.0%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	90.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		81.2%	Mathematics Performance at levels 3 & 4	79.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		100.0%	% of 2nd year students who earned 10+ credits	100.0%
% of 3rd year students who earned 10+ credits		79.5%	4 Year Graduation Rate	93.5%
6 Year Graduation Rate		97.4%		
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		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High 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 Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

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.

An analysis of our College Readiness metric from our most recent School Report indicated that for the past three years the students have earned a 47% (2012), 53% (2013), and 42% (2014) score under this category.

Area of strength and needs: we have programmed all students within this cohort to take the necessary classes that would provide for the opportunity to sit in for the appropriate Regents exam and address any performance skills and/or concepts that require remediation.

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.

- In an effort to increase the college readiness score of the 11th grade cohort on register as of June 15, 2015 we expect to increase this score to a minimum of 48% by June 2016.
- By June 2016, at least 70% of students in the 11th grade cohort as of June 15, 2016, will graduate with a NYS Regents Diploma.

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?
<p>Students who are in need of achieving the college readiness score either in ELA or Math (or both) will be registered for an appropriate English or mathematics class throughout the school year. The curriculum that will be used will be based on Engage NY for the Common Core Algebra Regents and a focus on Argumentative writing for the ELA Regents. Progress Reports will be mailed home to families of students who will be enrolled on these courses.</p>	<p>Current 11th graders who will be 12th grade students in September.</p>	<p>September to June 2016.</p>	<p>Teachers: Math: Ms. Acosta Math Supervisor: Ms. Rivera. ELA: Ms. Schrank ELA Supv: Mr. Basilotta</p>
<p>12th grade students who are on register as of September 2015, will continue to meet with the guidance team to ensure that they are on pace to graduate by June 2016- i.e. taking the necessary courses and regents examination. Planning sessions will occur throughout the school year with parents and twice a week the students will be visited by the Guidance Team to assess their progress toward a post-secondary plan after graduation.</p>	<p>Current 11th graders who will be 12th grade students in September.</p>	<p>September to June 2016.</p>	<p>Guidance Team: Mr. Quinones and Ms. Schrank. Supervisor: Principal Estevez</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>In order to achieve the aforementioned goals, we have planned to have dedicated periods for the respective subjects mentioned for the college readiness courses and have deliberately made them so that the classes will not exceed a 20:1 student to teacher ratio. In addition, we have also programmed the guidance team and their respective students to meet for a minimum of two periods a week during an advisory period. Finally, per session funds have been made available to allow for the guidance team and teachers to meet with parents after-school or during the weekend to discuss the progress of their children.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	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.

By mid-November, the Principal will meet with the guidance team and the Math and ELA teachers to discuss the progress of students. In addition, we will make adjustments to any course syllabi or program to further accommodate student needs as required.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Research shows that attending school is only part of the equation for being successful academically. Attendance, therefore, is a priority for a school in order to help achieve our school’s mission of preparing students with the necessary skills to be effective citizens beyond the secondary level.
- In addition, 11th and 12th grade students will spend a minimum of 90 minutes per week discussing and finalizing post-secondary plans with the Guidance Team.

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.
- To ensure that a school-wide attendance rate of 90% or higher will be achieved by June 2016.
 - To program 100% of all 11th and 12th graders to receive a minimum of 90 minutes per a full week of school- during the entire school year- to develop and carry out a post-secondary plan of action.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Daily attendance will be taken by teachers of all students. Students who are absent will have a post-card immediately mailed home. If repeated absences should</p>	<p>All students</p>	<p>September to June 2016</p>	<p>AP Basilotta will be the supervisor. The Guidance counselors and pupil accounting</p>

occur, the guidance team will make a phone call to the parent- a follow-up meeting with the student by guidance will occur to assess the absences. If no contact is made with the home or no response is given by the caregiver, the attendance teacher will be sent to the house to investigate any excessive absences.			secretary will ensure phone calls and mail-out of absence cards are made and sent.
Weekly meetings with all 11 th and 12 th grade students will occur with guidance counselors to coordinate the creation and carrying out of post-secondary plans.	11 th and 12 th grade students	September to June 2016	Guidance Counselors

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.											
Aside from postage and phone calls made by our staff, an Attendance Team (which includes Asst. Principal Basilotta, the Guidance Team, Attendance Teacher, and pupil personnel secretary) will be formed to investigate each excessive student absence or absence without notification by the parent in order to achieve our goal.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • <u>Daily attendance reports will be generated by the Assistant Principal and made available to all staff. Information and updated lists of absent students will be used to notify the absent student’s caregiver. An interim report will be made in November, January, March, and May to assess overall patterns.</u> • <u>At the end of each month the Guidance team will meet with the principal to provide updates on students in the 11th & 12 grades.</u>
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.
- Review of student work from our most at-risk students by teacher teams was instrumental in observing student gains in academic skill development throughout the school year.

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.
- At least 1 grade level of student performance will be obtained by our most at-risk students who will be grouped to have their work evaluated throughout the year by Teacher Teams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher Teams will be organized to meet during professional periods to analyze and evaluate student work and modify the delivery of instruction to our most at-risk students.</p>	<p>Teacher Teams</p>	<p>September to June</p>	<p>Principal and Assistant Principals</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.											
Where appropriate, schedules will be modified to leverage maximum teacher participation in inter-visitation and Teacher Teams.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		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.
September- baseline assessment and formation of action plan for each student assigned to teams; Election Day PD: mid-term assessment of student (continued modification of instructional plan for the student and realignment of the delivery of instruction by Teacher Teams [also a summary presentation to the faculty of the work and progress of each Team’s work during Election Day]; January- mid-year analysis of student growth and modifications, again, to the individual plan for each student and proposed instructional plan for assistance; April- midterm analysis of student progress and final medication of instructional plans; June: final assessment of student to measure the progress for the school year.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Evidence from our school wide overall teacher ratings from the previous year demonstrated a 90% Highly Effective rating for teachers and the remaining 10% as being rated as Effective. At the core of these yields is the pedagogical practice of our teachers which is supported by the professional development facilitated by the Principal to ensure a school-wide focus on instructional practice and a sharing of best practices by inter-visitations or by experiencing other schools and, then, sharing what was learned and what should be avoided during instruction. The impact of the aforementioned ratings has resulted in positive student academic and social outcomes as evidenced by the improvement of our middle school ELA and math scores, graduation rates, high attendance rates and zero suspensions. [Please refer to the current school survey results on our school’s website.]

Part 2 – Annual Goal

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

1. At least 90% of the observed Teachers will earn a minimum rating of Effective on their annual rating based on their MOSL and MOTP data by June 2016.

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>
<p>Observations of teachers during their instructional periods by supervisors will occur as required to assess the quality of instruction based on Danielson’s rubric.</p>	<p>Teachers</p>	<p>Sept to June</p>	<p>Principal and Assistant Principals</p>
<p>Inter-visitation of teachers will occur to support non-evaluative feedback from fellow colleagues on best practices.</p>	<p>Teachers</p>	<p>Oct to March</p>	<p>Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>With regard to the formal/informal observation of teachers, there will be no disruption to the schedule. With regard to the inter-visitations of teachers, the use of substitute teachers will be employed to facilitate in this valuable collegial learning experience.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	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

<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>Regarding Teacher Team: November, January, March and May will be used to assess student progress with respect to the baselines given in early fall.</p>
<p>Regarding observations: end of October, December, February, April and May will be used to assess the quantity and quality of observations of teachers.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

One of our school’s founding principles is based on engaging our families and the community at large. As can be demonstrated by our most recent school survey, parents are more than content with the services we provide for their children; however as a school community we continue to strive toward improving our working with parents and community based organizations.

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.

Goal 1: The principal will host a “Welcome Back” meeting for parents during the first week of school- during this time, school programs, after-school programs, and services rendered by our community based organization partner will be presented.

Goal 2: The Parent Coordinator will have monthly workshops for parents

Goal 3: The principal will continue his practice of monthly coffee hour sessions with parents.

Goal 4: By April 2016, the principal will organize a Parent Symposium for all parents.

Goal 5: Monthly newsletters will be mailed out to parents.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Goal 1: During the first week of school, the principal will communicate with parents our school goals, in-school programs, after-school programs, and community based organization services that are available to each family. During this time, parents of students with IEPs and/or who are identified as ELLs will also have the opportunity to hear and ask questions about the various support programs that are offered to assist students and families.	Parents	Sept. 11, 2015	Principal
Goal 2: The Parent Coordinator will have monthly workshops for parents on various topics.	Parents	Sept to May	Assistant Principal
Goal 3: The principal will continue his practice of monthly coffee hour with parents. Mr. Estevez will hold these informal meetings to welcome available parents into the school building, present any updates, and provide for a question and answer forum for all who attend.	Parents	Oct-April	Principal
Goal 4: By April 2016, the principal will organize a Parent Symposium for all parents. Topics will include: ELL and special education strategies that can be used at home; resume-building for parents and students; common core standards explanation; homework without fear-strategies to assist with homework.	Parents	April 2016	Principal
Goal #5: Monthly Newsletters will be mailed home. Updates on the school programs, individual attendance reports and progress reports will be mailed home.	Parents	Sept to June	Principal

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.										
Budgetary resources will be used to contract service providers for our parent symposium. Funds have been set aside for parents to enjoy a complimentary breakfast during the Parent Coordinator’s workshops, and funds for postage will be set aside to ensure the delivery of necessary materials to inform parents.										
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.

From September to June, the Principal will meet with the School Leadership Team to assess the delivery of services to parents mentioned above as a vehicle to measure the effectiveness of building strong family ties and community relationships.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students who have been classified as the lowest performing third of the 9th grade based on their 8th grade ELA and Math State scores (includes Special Ed and ELL students).</p> <p>Students who performed at the bottom third in the middle school ELA State Exam will have after-school assistance to remediate deficient skills.</p>	<p><i>Lightsail</i> Reading Program to improve Lexile scores; argumentative-style of writing will be the focus of developing writing skills</p> <p>Using Continental Press’s ELA program, both reading comprehension and writing skills will be addressed</p>	<p>Small group instruction within a small class.</p> <p>After-school with small group instruction</p>	<p>2 periods (totaling 100 minutes) of ELA Monday through Thursday</p> <p>90 minutes per week after-school</p>
Mathematics	<p>Students who have been classified as the lowest performing third of the 9th grade based on their 8th grade ELA and Math State scores (includes Special Ed and ELL students).</p> <p>Students who performed at the bottom third in the middle school Math State Exam will have after-school assistance to remediate deficient skills.</p>	<p><i>Common Core</i> Algebra math skills will be remediated via practice regents questions, tutoring, or direct instruction</p> <p>Using Continental Press’s Math program, all numeracy skills will be addressed via practice questions followed by tutoring or direct instruction</p>	<p>Small group instruction within a small class.</p> <p>After-school with small group instruction</p>	<p>2 periods (totaling 100 minutes) of ELA Monday through Thursday</p> <p>90 minutes per week after-school</p>

Science	HS students who have not passed a science Regents will be programmed for an extra period of Regents prep.	Using Barron's questions generator of questions, students will practice their comprehension of concepts on Regents-like questions	Small group instruction.	In-school service 1 period of 50 minutes per day 4x per week
Social Studies	Students who have been classified as the lowest performing third of the 9 th grade based on their 8 th grade ELA and Math State scores (includes Special Ed and ELL students).	Using a highly successful curriculum developed by Mr. EchChaouy, our SS teacher, students will use the reading, writing, speaking and viewing skills to engage the US curriculum to assist in earning passing grades on the US History Regents.	Small group instruction within a small class.	2 periods of 50 minutes each four days a week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Both mandated and students who request or are asked to be seen by the Guidance Team (GT) will be part of this at-risk program.	Using the one-on-one strategy or small group Advisory session, the GT will apply the necessary skills to assess and assist students who are in need of services.	Individual or small group instruction	Minimum 1x per week for one period or as needed.

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.
Recruitment: When staff positions become available, we utilize the NYCDOE's Open Market system or contacts within education programs of Colleges to fill positions. Our retention rate: our retention rate for the past 5 years is 100%. The administration celebrates staff accomplishments during professional development at least twice a year. Assignments: staff members are assigned to classes based on their state certification. Professional development: including our weekly common planning time, we encourage teachers to seek opportunities to develop practice or content delivery with professional development opportunities.

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).
Via our instructional support from our superintendent, available DOE webinars, and turn-key professional development from our staff, we are utilizing various venues of staff development for faculty members and the administration to become well versed in the CCSS. For example: in the Humanities Department, they are utilizing student work in argumentative essays to address CCSS. In the STEM Departments, they are using the design of questions and the process of solving problems to address CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

--

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Each spring, supervisors conduct a needs assessment of our school community regarding assessments. Teachers have input with regard to the exam they will administer which include unit-ending exams or periodic assessments from the DOE. In addition, faculty members receive professional development on evaluating assessments via item skill analysis training to support instruction and remediation of student performance skills.

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 that it has met the intent and purposes of each program whose funds are consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</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	279,758.00	x	Pages #19-#22: AIS services will be provided, in part, with allocating these funds for small class sizes to accommodate small group instruction.

Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,925,631.00	x	Pages #19-#22: AIS services will be provided, in part, with allocating these funds for small class sizes to accommodate small group instruction.

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[All City Leadership Secondary School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[All City Leadership Secondary School]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

School-Parent Compact (SPC) Template

[All City Leadership Secondary School] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and

programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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 32	Borough Brooklyn	School Number 554
School Name All City Leadership Secondary School		

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 Elvis Estevez	Assistant Principal Raymond Basilotta
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Ms. Arlene Martinez	School Counselor Michael Quinones
Teacher/Subject Area Jessica Schrank, ELA	Parent Liza Febo
Teacher/Subject Area Nilka Acosta	Parent Coordinator Yasmin Rosa
Related-Service Provider Stacey Murray	Borough Field Support Center Staff Member Martin Abrams
Superintendent Karen Watts	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	140	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	---	---	-------

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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										3	1	1	2	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	7	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	1

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	3	0	2	3	0	3	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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										3	1	1	2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1	0	0	0
Geography	0	0	0	0
US History and Government	5	0	2	0
LOTE		6		6
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - To assess early literacy skills, we regularly administer acuity exams to monitor student progress throughout the year and teacher based assessments. Teachers use data from acuity and MOSL administrations to inform their instruction. In addition, we utilize practice Regents examinations as baselines at the beginning, middle and end of year to assess and monitor student progress in the content areas and to modify instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? Across proficiency levels, data shows that students are the least proficient in the areas of reading and writing. As students progress from intermediate to advanced, speaking and listening are the areas in which they are most proficient, while reading and writing consistently score lower.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
- 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?
 - Students in ESL classes demonstrate that they are more proficient in speaking and listening with each passing year while they fluctuate yields in reading and writing. All of our students prefer to take the Regents examination in English; however, the results for many are not positive. Though some pass Regents examinations, others struggle with the content. For those whom do not pass the Regents exams, the frustration, according to post-exam conversations with the students, is not the language, but the ability to take the entire course and make sense of it during the test. Almost all of our ELLs are learning disabled students and their IEP reflect goals that require goals that are not on pace with State scope and sequences; yet our students are eager to in attempting to pass the exams.
 - At the beginning of the year, school leadership and the ESL teacher used the NYSESLAT as the first benchmark for student

progress. Throughout the year, students are administered practice exams and teacher-made assessments, to assess student progress. Teachers and administrators use the data to assess their needs and modify instruction accordingly.

4c. The periodic assessments reinforce what the other data shows; students progress faster in listening than in reading and writing. This analysis is used continuously to inform our instruction. Periodic assessments in the native language are used as well; this works to help teachers assess student knowledge of content areas in their native language. Additionally, it is used to help students decide if they want to take Regents exams in their native language or in English. However, we have realized that more instructional time is needed with students in teaching them skills in organizing and utilizing large quantities of subject matter.

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](#).]

Paste response to question here:

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

Based on the LAB-R results, students are placed in the adequate ESL periods, where they will also have access to technology, and other ESL resources allowing them to use their L1 as a way to guide their own learning process. Also, teachers are provided with professional development surrounding best practices that ensure the success of all our ELLs.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

We measure the success of our program by one benchmark question? Will the student obtain, at minimum, a Regents Diploma? Therefore, we look not only at the NYSESLAT, but all the required Regents exams as well.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The following is the procedure we would follow for any first-time new admit student for our school: the parents are given an informal oral interview, as well as the Home Language Identification Survey in their native language by a pedagogue (usually by Ms. Martinez, Certified ESL teacher and ESL Coordinator or by Mr. Estevez, principal). Once this is filled out, if the student is determined to be eligible for LAB-R testing, the student is administered the LAB-R, within 10 days of admittance. The LAB-R and LABR Spanish are given by certified ESL teacher. Eligibility is also checked in ATS before administering the LAB-R. If the student passes the LAB-R, the parent is informed that the student is not entitled to ESL services. If the student does not pass the LAB-R, the student is administered the LAB-R in Spanish in which determines the student's fluency in his/her native language. After this procedure, the parent is asked to come in for a parent orientation. When possible, we conduct parent orientations with more than one parent; if this is not possible, they are given individual meetings. At the parent orientation, parents and students are given the Academic Language and Literacy Diagnostic (ALLD)- this is used to determine whether or not the incoming students are SIFE. The parents are also shown the NYC Department of Education's Parent Orientation Video and are given the opportunity to ask questions to an ESL pedagogue about the various programs. When finished, parents are given the Parent Option Letter- the letter is read and discussed and the parents are asked to indicate their program preferences and sign the letter. All information and documents are available in the native language. At this point, students are in an ELL program and will be administered the NYSESLAT in the spring. To determine NYSESLAT eligibility, we use a variety of reports, including the RLER and class lists from ATS.

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).

When possible, we conduct parent orientations with more than one parent; if this is not possible, they are given individual meetings. At the parent orientation, parents and students are given the Academic Language and Literacy Diagnostic (ALLD) this is to determine whether or not the incoming students are SIFE.

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).

At parent interviews, the interviewer will ask the parent if the child has received Special Education Services. SESIS and ATS are also referenced to check any prior history in NYC public schools. The LPT members include:

Elvis Estevez, Principal
Ms. Arlene Martinez, ESL Teacher
Mr. Michael Quinones, Bilingual Guidance Counselor
Ms. Stacey Murray, Special Needs Teacher
Ms. Yasmin Rosa, Parent Coordinator

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.
At parent orientation, each parent is given the Entitlement Letter and the Program Selection Form, in their native language. After watching the parent orientation video, parents are given the opportunity to ask a pedagogical questions in English or their native language regarding the programs. Once all questions have been answered, the parent has the opportunity to make the selection for the Program. The Program Selection Forms, once completed and signed by the parent, are kept on file at the school. If a form is not returned, the ESL Coordinator, Ms. Martinez, will reach out via phone calls home, and attempt to reach the student's parents. If the form is still not returned, the student is placed in the current ESL program offered by the school, while the school's PPT committee will designate or conduct a home visit to collect form.
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).
Paste response to question here:
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.
An office has been set aside in the main office as part of the ESL parent center, where parents can come with concerns and questions, and meetings with school staff can be held.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Either if the student transferred in as an identified ELL student, or as indicated by the parent survey and program selection forms, 100% of our students' parents have opted for ESL as their program of choice. These forms are distributed by the ESL Coordinator and Parent Coordinator.:
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If this should occur at our school, the procedure we have in place, as mentioned above, is to reach out to the parent by phone and by mail. If the parent would still not return the form, the student is placed in the current ESL program offered by the school, while the school's PPT committee will designate or conduct a home visit to collect form.
9. Describe how your school ensures that placement parent notification letters are distributed.
Letters are distributed at Parent Orientations, Parent teacher meetings with the ESL Coordinator and mailed home with phone communication as follow up where necessary.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Files are kept in the main office where the child's permanent record is stored.
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.
The NYSESLAT is administered by certified teachers as directed by the State Education Department. Attendance sheets are given to each teacher for each component of the exam to insure that all students are tested on all four parts. We always have 100% student participation for all parts of the NYSESLAT exam as we announce, beforehand, to the students and parents when the exam will be administered.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters were backpacked to students and the parent coordinator followed up with a phone call to all parents. Letters were returned by students and/or parents.
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).
As indicated by the parent survey and program selection forms, 100% of our students' parents have opted for ESL as their program of choice this year. Parents prefer the immersion-like program the the ESL option offers.

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.
Instruction is delivered primarily via the free-standing (pull-in) model. Students are scheduled as mandated by New York State for the appropriate number of classes per day. Students are grouped in heterogeneous groups by grade level and by ungraded, homogenous groups by proficiency level.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Beginner students (this year we did not have a beginner category) would be given 500 minutes of ESL instruction per week. Our intermediate students are given 360 minutes per week of ESL instruction and our advanced students are given 180 minutes of ESL instruction, as well as 200 minutes of ELA instruction per 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.
All of our teachers use English as the primary language of instruction. Every effort is made to pair our ESL students with Spanish speaking teachers (as most of our staff is fluent in the language). We utilize the workshop model in the delivery of our instruction focusing on vocabulary identification and development in order to bridge content that is not known by students and pairing it, where possible, to their common experience.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Spanish-speaking students who are newly enrolled are given the LAB-R in Spanish by a pedagogue who is fluent in Spanish. Students who can read and write in Spanish are offered Native Language Arts classes, taught by a certified Spanish teacher who previously evaluates their native language using various assessments. We have not have any new students who only speak Spanish to this point, but if the case should arise, we plan on evaluating their transcripts, administering the ALLD, and if possible, having our spanish teacher give them an assessment in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ESL teacher provides in-house assessments of the four modalities. In addition, we make sure that students are administered the ESL periodic assessments.
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
 - 6a) Currently, we do not have any students in the SIFE category. However, in the past, we have modified the schedule of the student to ensure the mandated ESL classes in addition to supplementary support that would afford students access to acquiring language skills at an accelerated pace- for example, vocabulary development classes associated with the subject area the student is studying or literacy websites (Lighsail) that would assist students in assessing and improving lexile scores of students.
 - 6b) Newcomers are the required ESL classes as noted earlier in this document, with one class period per day focusing on Language Arts.

Chart	<p>6c) ELLs receiving service for 4-6 years are given different options, depending on how their language skills have progressed. Students who have moved up to the advanced level are given 180 minutes of ESL, as well as 180 minutes of ELA per week. Students who have not progressed to the advanced level are given or 180 minutes of ESL per week and upto 360 minutes of ELA per week. They are also offered the same supports and tutoring as newcomers and SIFE segments.</p> <p>6d) Long-term ELLs are also given the number of minutes per week according to their proficiency levels.</p> <p>6e) Former ELLs are still eligible for testing accommodations. They are allowed to have a push-in ESL teacher at their parent's request, and are also permitted to enroll into the Saturday Academy and PM School Programs.</p> <p>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 <i>ELL Policy and Reference Guide, Re-Identification of ELL Status</i> section.</p> <p>N/A</p> <p>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?</p> <p>The instructional strategies we have found most beneficial has been increasing the vocabulary development of students within the context of writing using argumentative essays. This strategy has helped our students who have taken the ELA Regents exam. However, and it will be explained in a latter section, more instructional time is needed with students to assess its benefits. We utilize Continental Press's Empire NYSESLAT curriculum in helping our students with their literacy skills and performing well on the NYSESLAT exam. In addition, and as mentioned before, we began using the LighSail reading program (along with Vocabulary.com) and found students excited with these instructional programs.</p> <p>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?</p> <p>As with all of our Special Education students, Special Education ELLs are given options that allow them the least restrictive environment. They are offered flexible scheduling and can be placed in general education classes in certain subject areas, as per their IEPs.</p>
-------	---

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.

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

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



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

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.

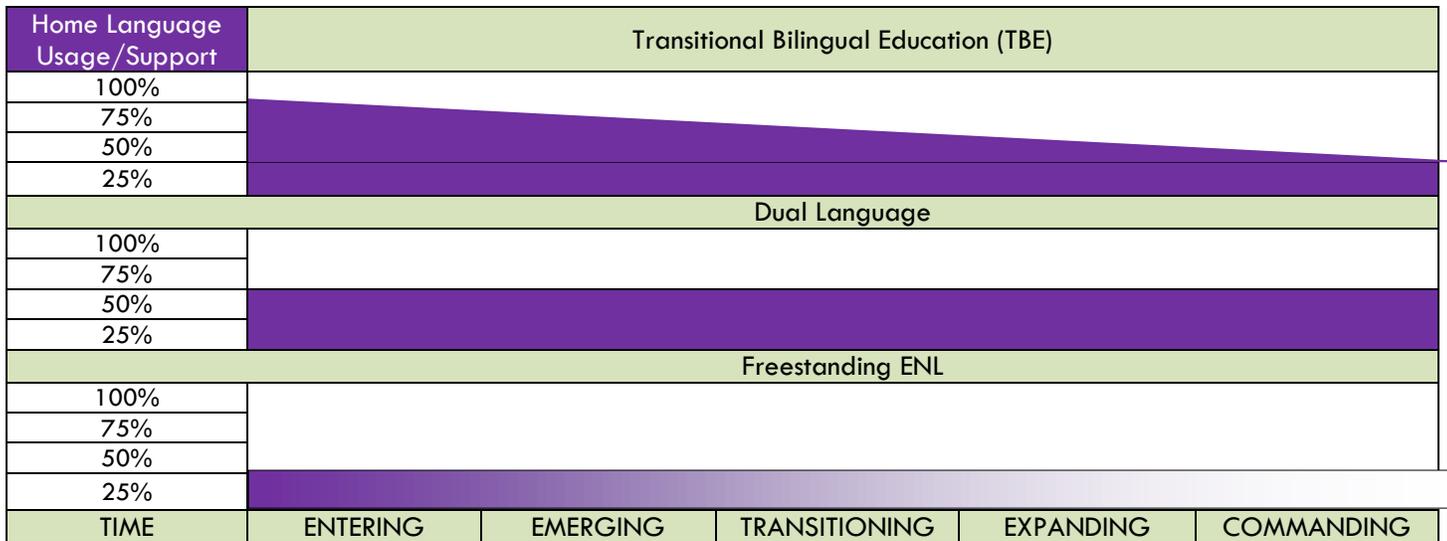


*Note: “other approved services” does not apply to New York City at this time.

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.
A variety of targeted intervention programs are used for ELLs in all content areas:
 - After-school tutoring in Social Studies, Science, and Math (Spanish-speaking teachers present to assist content teachers)
 - Visual Learning web-based program for ELA/ESL: Vocabulary.com and LighSail Reading programs
 - Bilingual glossaries and dictionaries available in all subject areas
 - Saturday tutorial programs for our ESL/SWD students (3 hours per week)
 - Our community based organization providing additional ESL support after-school
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Although the credit accumulation has continued to keep pace with students per year, our incoming students continue to struggle with Regents examinations. It has been assessed, again, that it is not due to their inability to speak English, but rather in accessing the content learned in class with what the Regents asks them in that cumulative exam.
12. What new programs or improvements will be considered for the upcoming school year?
In addition to the required ESL classes as required by the State, we will offer 450 minutes of ELA, 450 minutes of Algebra, and 450 minutes of US History instruction for our intermediate and Advanced students. We believe that by extending the amount of time needed for specific activities for students to accomplish and retain in these subject areas, students will have the opportunity to focus their attention on specific material and vocabulary terms to assist them in passing the Regents as required in their first year (i.e. US History and Common Core Algebra.) This, then, we believe will serve as a foundation for years 2 and 3 in modelling the extended time model with fewer Regents to administer in those given years so that our ELL/SWD students can graduate on time and have the access to the advanced regents diploma in year 4.
13. What programs/services for ELLs will be discontinued and why?
Single period instruction in ELA, Math, SS, and Science during year 1. Instead, we will double the time and team together the teachers of the aforementioned subject areas irrespective of grade level.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Every student, including ELLs, have equal access to all programs. No one is excluded from pursuing any school-time or extra-curricular activity. In fact, it is encouraged in our daily morning announcements.
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 are aware of the potential for technology to aid in language development and acquisition. Teachers are offered projectors so that they can use PowerPoint and other software to more easily incorporate visuals and other ELL-friendly components into their teaching. We have also added a SMARTBOARD to the ESL room as well as a computer cart in order to provide students with all possible technology to make their learning more accessible and engaging. Additionally, we have a computer/library that is open after school for students to work on projects and/or essays and college applications.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In all content areas, there are measures taken to give native language support to ELLs. Though many teachers speak Spanish, bilingual glossaries are available in the subject areas, as well as bilingual dictionaries. Moreover, teachers meet with ESL teachers to find materials in the native language when possible. Flexible grouping is also used in the classes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELLs are provided with additional support in a PM School or Saturday class, which is supported both our Community Based Partner and Per Session funding from our school. During that time, students are engaged in learning activities based on their current grade and English proficiency levels. The program incorporates literacy skills, content based instructions, and reinforces daily instructional classwork.
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).
All newly enrolled students meet with Principal Estevez, Guidance Counselor Quinones, ESL Provider Martinez, and Parent Coordinator Rosa. They are immediately paired with a student in their class as a "buddy" and are incorporated in the daily activities of our school. Students are instructed to see any of the aforementioned adults as needed as we have an open door policy with every student. Periodically, the guidance counselor and parent coordinator check in with the student until such time that the student has fully acclimated into our school community.
19. What language electives are offered to ELLs?
Language Electives offered are: Spanish for native speakers and AP Spanish.
20. For schools with dual language programs:

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

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.)
All staff receive the mandated professional development required for staff. In the past, the Network coaches have provided the professional learning with regard to best practices, methodologies in teaching ELLs, and vocabulary development.
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?
In an effort to assist teachers, administrators, and support staff in addressing the needs of ELLs, the following professional development opportunities and the use of the common core, staff have agreed to use a common course syllabi across the school which includes sections of "differentiation" and "common core standards." In addition we encourage the following:
 - Encourage staff to register for graduate courses in differentiated instruction and ESL methodology
 - Continue to train teachers, administrators, and guidance counselors in technology and web-based programs for ELLs from Network coaches (we expect the new Borough offices will continue to provide PD in this area)
 - Continue to provide teachers, administrators, guidance counselors, psychologists, and other staff with professional literature to build awareness as to the needs of ELLs and best practices to address those needs.
 - Continue to train teachers and administrators in Common Core Standards and how they apply to ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Students and parents are invited to attend student orientations that are offered in English and native languages in late spring and early in the new school year. At these meetings, families meet with teachers and administrators to discuss the school year, calendar, expectations and coursework. Additionally, the principal holds monthly Principals/Parent meetings to meet with all parents, including ELLs, in assisting parents and their children in assimilating to our school community.
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.
Throughout the year, the entire staff is trained in ELL strategies. This has been done either by Network staff or by our ESL provider. These meetings can occur during our regularly scheduled professional learning time, Chancellor Conference Days, or as assigned by the principal. Records are kept with sign-in sheets and agendas which are housed in binders in our main office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school has 2 marking periods per semester as an initiative to inform parents of their child's progress throughout the semester as per their child's program. Our ESL and content area teachers schedule parent meetings and send out progress reports as needed. In addition, parent coordinator assists with the outreach as well. The school invites bilingual staff members to translate to Spanish speaking parents during these conferences.

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.

At the beginning of the year, the Principal holds a parent meeting where he communicates to all families our programs. This meeting is either translated by him or the Parent Coordinator. Parents sign in and folders of information are provided. A copy of the sign in sheet and folder presented are kept on file in the main office. Parents are notified of this meeting at the beginning of the school year via our monthly mail outs to all parents.

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

Our school has an active parent coordinator who assists the executive members of the PTA to hold monthly PTA meetings. ELL parent participation is high in these meetings and they are conducted in English and in Spanish. The PTA meetings have great participation of teachers as well. The school invites bilingual staff members to translate to Spanish speaking parents during these conferences. Additionally, we hold an annual Parent Symposium with parents to discuss common core standards, resume-writing, immigration services etc. All with Spanish speaking translators.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Ridgewood Bushwick Senior Citizens council is our partner CBO. They provide classes in GED, Adult ESL, health and immigration services to our families Monday through Saturday from 9 a.m. to 5 p.m.

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

During our initial interviews with parents, we mention to them our services and ask them which program they wish to sign up for. In addition, during our annual ELL meeting, all the programs are presented and parents are also welcomed to sign up during that time.

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

First and foremost, we ensure that they feel welcomed at our school and a level of trust is established. Next we move to speak with all parents and inquire about their needs or they themselves will inform us of such needs. With what has been stated above, we have provided the services that have been asked of us or we will find service providers via our CBO who will place them in contact with such an Agency to address a rare need that we cannot assist parents with.

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:

Part VI: LAP Assurances

School Name: <u>All City Leadership Secondary</u>		School DBN: <u>32k554</u>	
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)
Elvis Estevez	Principal		6/1/15
Raymond Basilotta	Assistant Principal		6/1/15
Yasmin Rosa	Parent Coordinator		6/1/15
Arlene Martinez	ENL/Bilingual Teacher		6/1/15
Liza Febo	Parent		6/1/15
Stacey Murray	Teacher/Subject Area		6/1/15
Tanya Weeks	Teacher/Subject Area		6/1/15
	Coach		1/1/01
	Coach		1/1/01
Micahel Quinones	School Counselor		6/1/15
Karen Watts	Superintendent		6/1/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **32k554**

School Name: **All City Leadership Secondary**

Superintendent: **Karen Watts**

Before you begin, please check the following:

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

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

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

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

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

The data which inform us regarding LEP parents is derived from various sources: interviews with parents and/or students, demographics as listed on our school's DOE website, or their expressed written desire to receive communication from the school in their language.

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.

Spanish is the only language in which translation has been requested in interviews or via parent surveys.

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.)

Monthly newsletters and calendars, report cards, after-school program information, test dates, annual handbooks, letters from the school leadership team.

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 Teacher Conferences as prescribed by the DOE for the high school division. Our annual Title I, Special Needs, and ELL meeting (held on the first Friday evening in September when students return from school). Monthly principal/parent meetings the first Tuesday of every month. Monthly Parent Association meetings the second Saturday of every month.

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 principal and many of the staff, including our parent coordinator, speak Spanish and translate all meetings in said language. In conjunction with our Spanish teacher, our bilingual secretaries also translate all documents into Spanish for our parents. To date we have not had the need of using the TI Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

60% of our staff is able to speak Spanish fluently and is able to speak with parents as needed or assist other colleagues in any meetings that requires interpretation. During our annual parent symposium, the school contracts with the DOE vendor for interpretation 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 principal will provide information for all staff of available translation services as provided by the T&I unit.

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

Our school is in full compliance regarding translation and interpretation. We ensure that all families are welcomed and have access to the language that they comfortably speak. To date, spanish has been the only language in which our families have requested services in translation. As mentioned above, we have many staff members, including the principal, who are fluent in spanish.

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)

In addition to meeting every single family who is accepted to our school, our Parent Coordinator provides an annual survey for parents to assess language needs. This year, we will have the document translated in Arabic, Cantonese, Manderin, and Polish to assess any new needs that may develop in the upcoming school year with our new students.