

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>22K611</b>
<b>School Name:</b>	<b>ORIGINS HIGH SCHOOL</b>
<b>Principal:</b>	<b>JOHN BANKS</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Origins High School School Number (DBN): 22K611  
Grades Served: 9-11  
School Address: 3000 Avenue X, Brooklyn NY 11235  
Phone Number: 718-891-0037 Fax: 718-891-0047  
School Contact Person: John Banks Email Address: [Jbanks3@schools.nyc.gov](mailto:Jbanks3@schools.nyc.gov)  
Principal: John Banks  
UFT Chapter Leader: Pete Diamantis  
Parents' Association President: Edna Bryant  
SLT Chairperson: Dave Elliott  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Tanya Tuff  
Student Representative(s): Anthony St. Jules  
Taylor Bryant

**District Information**

District: 22 Superintendent: Michael Prayor  
Superintendent's Office Address: 6565 Flatlands Ave. Brooklyn NY 11236  
Superintendent's Email Address: [mprayor@schools.nyc.gov](mailto:mprayor@schools.nyc.gov)  
Phone Number: 929-271-3608 Fax: 718-241-9223

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Director's Office Address: 415 89th St., Brooklyn NY 11209  
Director's Email Address: [cwatsonharris@gmail.com](mailto:cwatsonharris@gmail.com)  
Phone Number: 617-212-4934 Fax: 718-759-3909

## 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)
John Banks	*Principal or Designee	
Pete Diamantis	*UFT Chapter Leader or Designee	
Edna Bryant	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Tanya Tuff	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Anthony St. Jules	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Taylor Bryant	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nicholas Bakalov	CBO Representative, if applicable	
Betty Andre	Member/ Parent	
Stella Glover	Member/ Parent	
Charles Jacobs	Member/ Parent	
David Elliott	Member/ School Business Manager	
Marisa Castillo	Member/ UFT Representative	
Daniel Farrell	Member/ UFT Representative	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

Origins' mission is to nurture and develop students as problem-solvers and flexible thinkers, individuals who have mastered the process and motivation necessary to attain success through today's constantly evolving educational expectations. The instructional philosophy of the school is based on the belief that to be prepared for success after high school, in college and in a career, students must learn how to set clear goals for a project, whether it's an essay, a presentation, a business plan, or themselves, and see those goals through to completion through a process of inquiry and research-based work. They must also be comfortable presenting to an audience, working in collaboration with others, and reflecting on their work. To support and develop these skills, students will engage in project-based units of study, an interdisciplinary liberal arts curricula, technology assisted personalized learning experiences, arts integrated studies, and real-world internships, creating a portfolio of their work and growth over their four years of high school. As a culminating experience, students will publicly present and defend their work twice a year to panels of students, teachers, parents, and community members. Through the school's personalized college and career goal-setting program, students learn how to create long-term goals and achieve them through immediate concrete actions and study. And as a result of our values of curiosity, creativity, reflection, empathy, and determination we not only develop intellectually active students, but nurture compassionate ones.

Origins High School is a new high school that has just finished its second year, located on the Frank J. Macchiarola Educational Complex in the diverse neighborhood of Sheepshead Bay, Brooklyn. We have an ethnically and academically diverse student population that represents our community with over 14 different languages spoken in the school and a 17% English Language Learner population. To support our diverse students we work with a Community Based Organization, Partnership with Children, which provide individual and group counseling services, trains students as peer mediators, and provides community resources and workshops for parents. As we end our second year, we are also working to open a School-based Health Clinic in the 2015-2016 school year that will serve the entire campus.

In addition to our community-based supports, we are a PROSE school, innovating in our calendar, schedule, and programming options for students. Our calendar has been tailored to support our student end of term presentations and celebrations of work. Our schedule serves to offer students with both their core academic courses, as well as additional electives in English and the Arts. As we grow, we continue to build and develop a rich Arts program, offering a variety of courses in visual art, digital art, and music.

Over the course of our second year, we have worked to improve our Rigorous Instruction, an area of celebration in our Quality Review. We focused on reading instruction across subject areas and developed a reading program that would grow with the school. To support this we developed a reading consultancy with two other network schools, Landmark and Academy for Young Writers, engaging in school visits, reading data and structure shares, and working together to develop, review, and benefit from school and classroom visits. This partnership has produced growth in the quality and development of shared reading structures across Origins classrooms. We continue to build and develop these structures in our third year through the Learning Partners Program.

A second area of growth this year has been our Collaborative Teachers. Each week our teachers develop a team action plan for a selected student, as well as reviewing student academic needs and developing a shared instructional approach to address these areas of need across classrooms. Teachers lead this work and share their classroom practices, as a result with a focus on developing aligned curriculum and fully involving special education and ESL teachers in content-area class planning. In our third year we continue to refine this work to better support the diverse needs of our student population through increased differentiation of daily classroom work.

Additional areas of focus for our third year are building Strong Family- Community Ties through an emphasis on upper grades parent outreach, as well as developing a whole school focus on Rigorous Math Instruction.

## 22K611 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	213	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	1	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		164.6%	% Attendance Rate		88.7%
% Free Lunch		80.0%	% Reduced Lunch		5.9%
% Limited English Proficient		14.1%	% Students with Disabilities		14.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		38.8%
% Hispanic or Latino		21.2%	% Asian or Native Hawaiian/Pacific Islander		14.1%
% White		20.0%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		12.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)		4.17
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		84.4%	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
<b>Accountability Status – High Schools</b>					
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		N/A			

**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.

With a wide range of student academic levels both above and below grade level and a large percentage of English Language Learners, it is important that we keep the modification and extension of our curriculum at the center of our planning. Part of our Quality Review feedback was that we provide modifications for students, but not consistently applied differentiation across all classrooms. In order to provide access and opportunity to all learners in the school, we will focus our unit planning on both modifications and extensions.

**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.

To increase the differentiation of classroom strategies for students at or above grade level in grades 9, 10, and 11 by providing scaffolds appropriate to students’ level as measured by the inclusion of modifications and extensions in each subject area’s unit planning that are assessed and reviewed in January and June.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Training and use of the SIOP model of modifying daily activities and projects for ELLs – summer training scheduled in curriculum development with a focus on</p>	<p>ELLs</p>	<p>Summer training and mid-year analysis/PD</p>	<p>Principal Teachers</p>

differentiation, along with January assessment and revision of curriculum.			
Professional development in developing modifications and extensions for project-based instruction	SWDs and Students above grade level	Weekly curriculum meetings	Principal Teachers
Professional development in differentiating daily instruction to support different levels of learner in the classroom with summer and school-year training by Dr. Rhonda Bondie from Fordham University on differentiating for all learners	SWDs and Students above grade level	Summer training and trimester training sessions	Principal Teachers Dr. Bondie

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• SIOP resources for professional development sessions in the summer and January</li> <li>• Weekly curriculum meetings on Thursday Afternoons</li> <li>• Thursday afternoon training sessions three times through the school-year <ul style="list-style-type: none"> <li>• Teacher Per Session for Summer Training through FSF</li> <li>• Thursday Afternoon Schedule Adjustment - Early Dismissal of Students for Staff PD</li> <li>• Weekly Departmental Inquiry Meetings</li> </ul> </li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• Data review of key sub-group’s (ELLs, SWDs, and Students who are above grade level) progress towards meeting unit objectives and standards, as assessed by overall growth in standards in mid-year and at the conclusion of the school year</li> <li>• Lesson, project, and student work analysis in January and June showing growth in the number of differentiation strategies applied in each course</li> <li>• An increase in the inclusion of shared routines in observations of classroom strategies</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**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.

Math is a content area that students often struggle with. We consistently encounter students’ math phobia and believe that it often stems from a lack of context for the math they encounter. Through our collective community reading instruction focus, we have seen the power of a whole staff initiative to change students’ perception of an area they struggle with. By including algebra-related activities throughout other content curricula and our school community, we seek to contextualize math being learned and surround students with a math rich environment.

**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 incorporate mathematical reasoning instruction across content areas and the school, in order to create an awareness of math’s real world applications as measured by the inclusion of at least one math-related activity in each content area’s curriculum by June 2016, ie. a survey and statistical analysis as part of a Journalism course aligned with a statistics unit in math.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional development in developing math activities in project-based instruction - scheduled for summer training in curriculum development with a focus on</p>	<p>Whole School</p>	<p>Summer - January</p>	<p>Teachers Math Model Teacher</p>

interdisciplinary planning, along with January assessment and revision of curriculum by interdisciplinary teams.			
Math Model Teacher will lead 4 sessions of Professional Development during Thursday faculty meetings and Chancellor's PD days across the course of the school year in planning interdisciplinary units of study	Whole School	Weekly curriculum meetings sharing activities and student performance	Teachers Math Model Teacher
Twice Yearly Math Night, featuring math games, demonstrations of learning, and math instruction for parents in mid-winter and late spring	Parents	Fall & Spring	Teachers Students Staff

#### **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.

- Summer Professional Development
- Thursday afternoon training sessions three times through the school-year
- Weekly curriculum meetings on Thursday afternoons
- Math Night run in conjunction with the PA
- Teacher Per Session for Summer Training through FSF
- Thursday Afternoon Schedule Adjustment - Early Dismissal of Students for Staff PD

**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 <sup>st</sup> Century Grant	X	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.

Lesson, project, and student work analysis in February will show planning or implementation of a math concept in a unit plan in 50% of curriculum maps

The inclusion of math language and activities in observations of classroom strategies will increase across the course of the year in non-math courses.

**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.

During our second year, we focused heavily on reading instruction across content areas, participating in a reading consultancy with two other schools in our network focused on improving reading instruction at the high school level. While we have seen growth in students’ reading levels and the alignment of reading instruction across the school, we believe that this work is integral to our instructional success due to the wide range of our students’ reading levels. Furthermore, we believe we need to continue to build on our shared reading strategies as our school grows. As a result, we wish to continue our work through our acceptance into the Learning Partners Program.

### 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.

To raise the reading level of English Language Learners and Students with Disabilities in grades 9 and 10 an average of 1.5 grade levels as measured by growth on the Gates MacGinitie reading assessment from a fall 2015 baseline assessment to a spring 2016 benchmark assessment and as the result of cross curricular reading strategies and protocols.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Reciprocal Teaching – we continue to train teachers on using Reciprocal Teaching, a strategy based reading protocol, to use as the format and routine for reading instruction across content areas, as well as refining it for use among content areas –</p> <p>ESL teachers work with classroom teachers to modify instruction and implement Reciprocal Teaching</p> <p>Teacher training – summer professional development and curriculum meetings will continue to focus on training teachers in implementing reciprocal teaching, as well as sharing practices</p>	<p>ELLs SwDs</p>	<p>Summer Training Weekly Staff Meetings Monthly LPP Visits and PD</p>	<p>Three ESL teachers Content Area Teachers Three Model Teachers</p>
<p>We will assess all students using the Gates-MacGinitie at the beginning of the school year and will measure growth by an end of year benchmark, using this information to inform groupings of students across content areas</p> <p>Communication of reading progress and goals for students during advisor check-ins and parent conferences</p>	<p>9<sup>th</sup> and 10<sup>th</sup> Grade Students</p>	<p>Assessment schedule – September baseline assessment, February mid-year benchmark, May end of year assessment</p>	<p>Three ESL teachers Content Area Teachers Three Model Teachers</p>
<p>Teachers are using tiered and modified readings to support different levels of reader – this includes some readings in the native language of beginner ELLs and small group tutoring in Uzbek and Arabic for select students</p> <p>Small group instructional period – ELL students have a small group instructional period twice a</p>	<p>ELLs SwDs</p>	<p>Once a month lesson and student work shares and analysis will be conducted to measure progress of the initiative and revise our approach</p>	<p>Three ESL Teachers Two Native Language Tutors</p>

week to support their development of reading strategies		End of unit analysis of effective reading materials	
Continued development of tiered reading materials across content areas			
Learning Partners Program focus on reading instruction routines across content areas using Reciprocal Teaching, as well launching an Independent Reading program in 9 <sup>th</sup> and 10 <sup>th</sup> grade English courses	Whole School	Summer PD  Twice Monthly Meetings and Site Visits	Three Model Teachers  Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Summer Institute training sessions for all teacher in reciprocal teaching, tiered reading, and reading protocol</li> <li>• September/October weekly curriculum meeting development</li> <li>• Twice weekly small group instructional period for ELLs</li> <li>• Participation in Learning Partners Program and learning visits to other schools involved</li> <li>• Twice weekly tutoring session for ELLs <ul style="list-style-type: none"> <li>• Teacher Per Session through \$13,000 LPP Allocation and School FSF</li> <li>• Teacher Per Diem for Substitute Teachers for Teacher Visitations and Trainings through \$13,000 LPP Allocation</li> <li>• Supervisor Per Session through \$13,000 LPP Allocation</li> <li>• 3 Model Teachers through LPP Allocation</li> <li>• Weekly Departmental Inquiry Meetings</li> <li>• Instructional Resources - Guides to implementing Reciprocal teaching, conference attendance, and additional resources through FSF</li> </ul> </li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• Progress towards the year’s identified goals will be monitored and discussed during curriculum meetings, along with a mid-year assessment showing average growth in the target sub-groups of .75 grade levels</li> <li>• Overall progress will be measured by the end of year assessment.</li> <li>• Once a month lesson and student work shares and analysis will be conducted to measure progress of the initiative and revise our approach</li> </ul>

- End of unit analysis of effective reading materials

- Weekly progress reports from tutors; three times per year analysis of program effectiveness

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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**Section 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.

As a new school entering its third year, we continue to work to increase the involvement of parents in the school as we grow. This past year we focused on increasing parent involvement across the school and found that we most struggled getting parents in our 10<sup>th</sup> grade cohort involved. We believe that for students’ continued success, we need to have parents involved in positive school events.

**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.

To increase parent engagement in 11<sup>th</sup> grade through advisor phone and email interactions, school emails, and additional outreach as measured by 50% of these students’ parents in the school attending at least one school event (student conferences, Roundtables, PA meetings, parent workshops) during the course of the 2014-2015 school year.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Advisory – the advisor is the point of contact with families and expected to reach out to them every two weeks</p>	<p>Whole School – Students and Parents</p>	<p>Twice weekly advisories from</p>	<p>Teachers, administrators, and deans</p>

		September through June	
Increased planning and communication of events geared towards parent involvement (potlucks, student talent shows, Roundtable presentations, parent workshops aimed at 11 <sup>th</sup> grade: financial aid, college planning; Partnership with Children outreach through home visits)	Whole School – Students and Parents  Additional focus on 11 <sup>th</sup> grade families	Events: Cultural Potluck – October,  Roundtables – December, March, June,  Student Fashion Show and Banquet – February,  Culture Shock (end of year talent show and fair) – June,  Monthly PA Events;  Parent Coordinator data review and targeted outreach efforts	Parent Association, Parent Coordinator, Student Council, Academic Dean
Teachers have been given a prep each week expressly for parents outreach to their advisee’s families. We will also add school messenger, additional funding for mailings, and funds to support PA events as it grows.	Whole School Parents	Weekly parent contact periods from September through June	Teachers with Administrative check-ins

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Twice weekly advisory</li> <li>• Weekly parent contact preps</li> <li>• Scheduling and funding for parent involvement events and outreach</li> <li>• Weekly cabinet meetings</li> <li>• Weekly PwC meetings with 11<sup>th</sup> grade team</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

- Monthly check-ins on advisor outreach to parents using the advisor contact log
- Mid-year (February) review of parent involvement so far, along with targeting those families we have not had success involving in events, with the goal of at least 35% involvement
- We look at parent turn-out verse various outreach efforts after each event to better calibrate our next outreach effort
- Parent Coordinator monthly data review and targeted outreach efforts
- Tracking PwC outreach to 11<sup>th</sup> grade families specifically

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	ELL Level and NYSESLAT/NYSITEL Results  Gates MacGinitie Reading Assessment Results	Reciprocal Teaching Reading framework  ESL Reading/Writing Small Group Workshop – 7 students  After-school ESL tutoring	Small Group  Small Group  Small Group	During School  During School  After-school
<b>Mathematics</b>	8 <sup>th</sup> Grade State Tests  Beginning of Year DY0 Assessment	Individualized Cloud-Based Math Program (ST Math/Khan Academy) – 20 students	Blend of small group and one-to-one	During the school day and after-school
<b>Science</b>	ELL Level & Language  Progress towards standards in courses	Tutoring and project workshop  Native Language Support in Uzbek and Arabic	Blend of small group and one-to-one	During the school day and after-school
<b>Social Studies</b>	ELL Level & Language  Progress towards standards in courses	Tutoring and project workshop  Native Language Support in Uzbek and Arabic	Blend of small group and one-to-one	During the school day and after-school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Overage  Under-credited  Knowledge of external factors, ie. open ACS case, death in the family, outside therapy, etc.	Partnership with Children (PwC) Counseling Services– group and individual – 90 students  Mediation – peer and adult-led  Academic Counseling – all students	Small Group and one-to-one	Before, during, and after-school



## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We work to attract HQT through our current teachers' and administrators' connections to Math for America, NYU, Teachers College, Fordham University and a variety of professional associations</p> <p>We support teachers through professional development work focused on developing curriculum, analyzing student progress, establishing differentiated classroom structures, and social-emotional interventions.</p> <p>In-school mentors are assigned to support new teachers.</p> <p>All teachers attend staff development workshops for teachers during our summer institute. All of our staff members are offered multiple opportunities to attend further staff development through options including TESOL, NCTE, and CEC conferences,</p> <p>workshops offered through the NYCDOE and the New York Performance Standards Consortium, and professional development groups.</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We begin our year with a 10 day summer development institute, including internally developed and externally developed workshops. All teachers participate in two weekly meetings, one focused on student interventions and social-emotional development and one focused on curriculum development. Staff attends external conferences and workshops based on their areas of focus throughout the year.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

## Part 4: SWP Schools Only

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

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

### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers play an integral role in developing assessments and professional development option to improve instruction. Teachers provide feedback on professional development session each week during curriculum meetings. After each instructional inquiry cycle, teachers review data and decide on the next problem of practice to be addressed as a group and the necessary resources for that development. Twice monthly grade team leader meetings also inform follow up instructional development.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	226,036.00	X	5A, 5B, 5C, 5E

Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5A, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,190,403.00	X	5A, 5B, 5C, 5E

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 K 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.

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#### **Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

### School-Parent Compact (SPC)

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>611</b>
School Name <b>Origins High School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>John Banks</b>	Assistant Principal <b>Candace Huges</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Boris Balan</b>	School Counselor <b>Taniesha Valentine</b>
Teacher/Subject Area <b>Amanda Mignault/ESL</b>	Parent <b>Maya Charrat</b>
Teacher/Subject Area <b>Kyle Janosch/English</b>	Parent Coordinator <b>Yahya Haoumi</b>
Related-Service Provider <b>Dara Kammerman</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Michael Prayor</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>348</b>	Total number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	48	<b>Newcomers</b> (ELLs receiving service 0-3 years)	40	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	7	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	40	6		5	1	2	3			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	1			0
Chinese										1		2		0
Russian										1	3	3		0
Bengali														0
Urdu										2	2	5		0
Arabic										5	4			0
Haitian										3	2	3		0
French												1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	5	2		0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										2	6			0
<b>Emerging</b> (Low Intermediate)										2	3			0
<b>Transitioning</b> (High Intermediate)										4	1			0
<b>Expanding</b> (Advanced)										6	6			0
<b>Commanding</b> (Proficient)										2	5			0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total												3		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra		22		13
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science		1		1
Living Environment		15		6
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography		18		7
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Origins uses different assessments to assess the literacy skills of our ELLs. In addition to the initial NYSITELL and yearly NYSESLAT results, we use the Gates MacGinitie to identify the reading level of each ELL, as well as our other students. The information from the initial baseline administration of the Gates is used to inform classroom instruction, from the level of text used to differentiate instruction for specific students to the composition of student pairs and groups. The Gates is then administered again as a benchmark assessment in the winter and again in the late spring. Last year, we saw overall growth of 1.12 grade levels by our ELL students with 1.73 grade levels of growth by our 9th grade ELLs and .5 grade levels of growth by our 10th grade ELLs. This data shows that we are seeing more growth from our 9th grade ELLs, and we have been looking at structures that are used to support reading instruction across subject areas in 9th grade with the goal of implementing these structures across the school.

Using this information, we placed students in appropriate leveled reading intervention groups, with our entering and emerging ELLs working with our ESL teacher on scaffolded strategies, basic decoding and encoding skills, and direct vocabulary instruction. Our advanced level ELLs were placed in appropriate reading intervention groups with other teachers, using independent reading and small group readings to focus on individual skill development based on their appropriate level. As we transition between trimesters, we reassess student progress based on in-class performance and assessments and reconfigure our intervention groups as necessary. Our intervention groups function in addition to push-in and pull-out support of the two groups with our intermediate level ELLs focusing on decoding and encoding and vocabulary instruction and our advanced level ELLs receiving more content-area supports.

Additionally, through our analysis of performance and progress on the Gates, we identified two groups of struggling students, our native-speaking Yemeni and Uzbek students. As a result we have provided targeted tutoring in science and social studies to these students throughout the year to assist in content acquisition.

Additionally, we give our advanced ELLs the NYC performance assessment in English the fall and spring. Information from this

assessment gave our teacher teams a benchmark level on these students' reading and writing proficiency and helps us monitor progress throughout the year. Using item analysis we are also able to focus on discreet writing skills. The majority of our ELL students made significant gains in progress across the year on the NYC performance assessment with the two groups of previously struggling students, Arabic-speaking and Uzbek-speaking making less gains than our other ELLs groups.

We also give students writing and reading assessments in their native language. These assessments provide information about where students function within their native language and their approximate grade level. Looking at trends over the past two years has helped us identify and serve our different student populations appropriately. This information is used to help us understand students' prior educational experiences and proficiency, so that we can properly tailor our content area and literacy interventions and modifications to their appropriate level. We also offer students opportunities to read and write at the appropriate level in their native language.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Our NYSESLAT and NYSITELL data reinforces the findings of our other assessments. Certain language groups have made gains in English language skills at a greater pace than other groups across the two years of data we have. Given our native language assesment and prior educaitonal experience assessment of students, we have found that our Russian-speaking (5 expanding after 1 year, 1 commanding after 3 years), Armenian (1 expanding after 1 year), Urdu-Speaking (2 commanding after 2 years, 1 commanding after 1 year, 1 emerging after 2 years, 1 emerging after 6 months), Vietnamese-speaking (1 commanding after 2 years), and Chinese-speaking (1 commanding, 1 expanding after 1 year) students have made progress at a greater rate than our Arabic-speaking (1 entering after 2 years, 2 entering after 1 year, 1 emerging after 2 years, 1 transitioning), Uzbek-speaking (2 emerging after 2 years, 1 transitioning after 1 year), and Tajik-speaking (1 entering) populations. Our Spanish-speaking (1 entering after 1.5 years, 1 expanding after 2 years), Creole-speaking (3 transitioning after 2 years, 3 expanding after 3 years, 1 expanding after 2 years), French-speaking (1 entering after less than 1 year), and Ukranian-speaking (1 entering after less than 1 year) have shown mixed results that are not as conclusive.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
We use the data to track our students' progress and set new goals for moving students the following year. For instance, we saw many students making progress in English during the 2013-2014 school year, but few meeting the proficiency bechmark. We created a small group instructional period for students to focus on English language acquisition for the 2014-2015 school year, as a result. On the 2014 NYSESLAT, 66.6% (14/21) students made progress in English, meeting the requirement for AMAO 1, while only 9.5% (2/21) tested at proficient, missing the target for AMAO 2. On the 2015 NYSESLAT, 18.9% (7/37) of our ELLs scored a commanding, meeting the AMAO 2 target. Our preliminary review of the AMAO 1 data for 2015 is incomplete, but it appears that 57.1% of our ELLs made progress from the 2014 NYSESLAT to the 2015 NYSESLAT or from their entry results on the NYSITELL.
4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - a. Our patterns across performance levels show that students who enter high school at the emerging, transitioning, and expanding levels more quickly make progress towards proficiency in English. These students also perform more strongly on Regents exams in the native language. These trends also cincide with what we know about these students prior educational experience: most of them have expereined educational systems commensurate with American educational expectations. Our students who come in as beginners struggle more greatly with making progress and tend to have less experience with American-style education.
    - b. We use the results of periodic assessments to inform programming decisions by: 1) grouping students by different level in courses and providing co-teaching support; 2) creating small group targeted ESL instruction based on ELL level, and; 3) tracking progress for additional after-school and Saturday support. We also use the results to inform classroom instruction by: 1) creating leveled groups for tiered readings; 2) designing perject and coursework modifications; 3) directing the content of ESL small group instruction, and; 4) determining the content of additional targeted instruction.
    - c. One key take-away for our classroom teachers has been through the use of the Gates reading assessment. We have found that our upper-level and former ELLs have high comprehension scores, but still lag in vocabulary knowledge. This shows that they have developed strategies for comprehension, but still need targeted and explicit academic vocabulary instruction, especially after they have tested at expanding or commanding. This area is necessary for continued growth and informs lesson planning across subject areas. We utilize home language in all classrooms, either through translated documents or in the case of Uzbek and Arabic, small group instrucion in the home language. We have also been developing our library of native language resources acfross subject areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).  
[Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?  
We provide training for teachers in the development and utilization of language objectives across content areas. We have partnered with Internationals Network to provide training on creating and implementing language objectives in content classrooms and provide curriculum development time led by experienced staff for new teachers each summer in utilizing language objectives. Additionally, our grade teams review data on ELL levels (both NYSESLAT/WIDA and Gates MacGinitie), in order to develop appropriate groupings, targeted instruction, text level, and modifications.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We use a variety of measures to evaluate success. We utilize NYSESLAT scores and AMAO targets to track the progress made by students and to set goals and adjust programming of students. We use the Gates reading assessment to track reading progress and meeting our CEP goals. We also use Regents pass rates to evaluate student content knowledge vs. English language acquisition. Furthermore, we use ELL performance on class standards and summative projects to track overall success.

## 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.

When students first arrive at the school from enrollment, we review the information they provided to enrollment concerning their language preference, reviewing the Home Language Identification Survey if it has already been administered and administering it if not. We give parents the choice of completing the survey in their language of choice, along with an oral interview. Additionally, we ask parents to provide additional information concerning their student's prior schooling experience and where they have moved to the city from.

The pedagogues responsible for conducting the initial screenings and administering the HLIS are Mr. Banks (Principal), Ms. Hugee (Assistant Principal), Ms. Mignault or Mr. Balan (ESL teachers). All speak English. Mr. Balan speaks Russian and French, Ms. Mignault speaks Spanish, and Ms. Hugee speaks Spanish. Mr. Balan is responsible for administering the NYSITELL to all new students and Ms. Hugee administers the Spanish LAB.

This process is conducted in English. A formal assessment is also administered. The staff can meet the linguistic needs of families in the following languages: Russian, French, Arabic, Spanish, Tamil, Swedish, Farsi, Turkish, Polish. In the event of a language appearing that does not have internal support, the school would contact the Translation and Interpretation Unit for additional assistance as necessary. The team reviews, completes the survey, and makes OTELE determination. The survey is filed in the student's cumulative record folder and a copy is filed with the ESL teacher. If necessary, the student's New York City admission history is further examined to determine entitlement status. While the family is present, the school sets the date of the NYSITELL and Parent Orientation Meeting to make sure it occurs within the required time frames.

Based on the Home Language Identification Survey a newly identified student is given the NYSITELL and/or Spanish LAB test within 10 school days of initial enrollment. We administer the NYSITELL to any student who is new or returning to the city schools and speaks a language other than English at home. The NYSITELL is administered for initial identification and placement purposes only. The results are analyzed by Mr. Balan and Mr. Banks or Ms. Hugee to determine student's bilingual and ESL services. Copies of these tests are kept with the ESL teacher.

The NYSESLAT is given annually in the spring to determine for both English proficiency and continued entitlement to Bilingual/ESL service for the following school year. Mr. Balan (ESL Teacher) is responsible for administering the NYSESLAT. The listening, reading, and writing sections are taken in small groups. The speaking section is administered individually to each ELL. If a student is absent on the test day, the make-up test date is offered during the testing window.

In addition to the NYSESLAT, we use ATS reports to determine which students are entitled to receive services. Parent of entitled students are notified in writing of their child's status as an ELL. Copies of entitlement letters are kept in a student's cumulative record folder and with the ESL teacher.

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).

Either during the parent orientation or subsequently thereafter, we use a prior educational experience questionnaire detailing the courses taken, grades completed, and measure of equivalency, along with a math assessment measuring basic arithmetic and other math concepts to algebra. This is administered along with the NYSITELL to help determine the level of students' prior educational experience. We also administer questions to families about the prior education experiences of their student when they enroll or during our follow up meeting to the NYSITELL. Additionally, we review student work in the native language to determine whether their own understanding is commensurate with their age.

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).

A newly enrolled student with an IEP would be referred to the LPT, consisting of an AP, the ELL Coordinator, the SpEd Liaison, and the Parent. The LPT will review the initial interview and HLIS, prior use of the native language, and information from the CSE. The team would use the LPT NYSITELL Determination Form to make its recommendation if the student should take the NYSITELL. The principal will then review the team's recommendation and submit a determination within 10 days to the Superintendent's office for review within 10 days. The process and determination of each step will be shared of the student's family in the preferred language. A student will then be placed in the proper placement within

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.

Origins ensures that entitlement letters and non-entitlement letters are distributed and collected by Mr. Balan, an ESL certified teacher, or Mr. Banks, the Principal, at the Parent Orientation meeting. We hold these meetings for all parents of new students whose home language is not English. If a parent is unable to attend the meeting, we will go over the results by phone before mailing them home. Our parent coordinator, Mr. Haoumi, assists in this communication.

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).

At enrollment, we include the policy of request for appeal status in materials distributed to families concerning ESL programs and review in their preferred language verbally and in writing.

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.

Parent orientation meetings are conducted by the LPT team members after NYISTELL results are tabulated in order to ensure parents have an understanding of the three program choices and selection process. These meetings are conducted in September and throughout the year as new students are registered and identified as ELLs. After a student is determined to be an ELL in accordance with screening procedures as outlined by OELL guidelines, the Parent Orientation meeting is conducted within 10 school days. Parents are distributed Parent Survey and Program Selection Forms in their native language. Parent Brochures and Orientation Video are available for parents in Albanian, Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu.

During Parent Orientation meetings available ELL programs are discussed by Mr. Balan (ESL teacher) in depth. Parents view the Orientation Video, which outlines goals for ELL programs available in New York City. The program choices are explained to parents in their native language. In the event the Parent Orientation Video is not available in the parents' native language, the school will contact Translation and Interpretation Unit for additional assistance. Once parents have received the information, they are given the option to select the program that best meets the parent's choice whether Transitional Bilingual, Freestanding ESL or the Dual Language Programs. Parents are informed of their child's right to placement in a bilingual class, if there are 15 students in one grade. Should a parent select a program other than Freestanding ESL, every effort is made to assist the parent with their placement request. If parents choose not to transfer, student is then placed in a Freestanding ESL program. Origins keeps track of parent requests for ELL program.

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

Parents are initially contacted by phone and mail and asked to come in for the orientation meeting. Entitlement letters are also distributed to parents at the meeting. Parents have the option of completing the Parent Survey and Program Selection form at the conclusion of the orientation or it can be returned by the student the following day. If parents are unable to attend scheduled Parent Orientation meetings or do not return the form, they are contacted individually via a courtesy call and certified mailing to remind

them to return the form in order to honor their program preference. The copies of entitlement letters, Parent Surveys, and Program Selection Forms are kept in cumulative folders and by the ESL teacher.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our parent coordinator keeps a list of parents who have not completed the survey and reaches out to them daily to determine their selection. Home visits are arranged with our social worker, if the family does not respond to the initial invitation and phone call.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement letters are distributed at the end of the parent orientation meeting, if possible, to ensure that they understand the placement and to answer any questions they may have.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Originals of all ELL documentation are placed in the student's cumulative file. Copies are kept by Mr. Balan, ESL teacher, in a binder for the team.
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.  
Our administration of the NYSESLAT is calendared the summer before the school year as part of our assessment schedule. We plan for the administration of the exam a month in advance, using the RLER and other ATS reports to identify and program students for the exam. We then notify families and students as to the dates of the exam and alternate schedule. To administer the NYSESLAT we alter our ESL teachers' schedules for two weeks in the late spring so that they are able to administer speaking portions of the assessment to each student, and then create a one day testing period in our students' schedule for the administration of the listening, reading, and writing section of the assessment in groups by grade. In order to ensure that students do not miss out on substantial amounts of instructional time in core classes, we administer the individual speaking portion during elective programs or immediately after school, when they normally would receive intervention services. Additionally, we attempt to administer the reading, listening, and writing portions of the assessment during our students' gym and elective periods, so that they also do not miss any core instructional time or services provided by the ESL team.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Each year, our parent coordinator, in conjunction with Mr. Balan and Mr. Banks, identifies which students should receive continued entitlement and transitional support letters and mails them home in English and the student's preferred home language, as well as providing them to the student.
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).  
We only have two year's data so far because we are a relatively new school. However, in reviewing our data we find the majority of our parents selected freestanding ESL (5/23 new entrants selected TBE, 18/23 new entrants selected ESL). Our program model is aligned with parent choice; we currently offer freestanding ESL. Families that seek TBE programs are assisted with other options, if there are programs available in the city.

## 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.
    - a) ESL instruction is delivered through a combination of Push-In and Pull-Out services. Our ESL instruction focuses on a blend of co-teaching by a content area teacher and an ESL licensed pedagogue, and Pull-Out sessions to support reading and math instruction, as well as support content area work. Modifications to the students' programs are conducted on the basis of student needs and prioritizing core academic subjects to maximize continuity of instruction. Most of our small group instruction in English is conducted when other students have foreign language courses in 10<sup>th</sup> and 11<sup>th</sup> grade and during elective periods in 9<sup>th</sup> grade. Students are programmed based on ELL status by grade in general education courses with one section of entering and emerging ELLs and a second section of transitioning and expanding ELLs. They attend most of their classes with heterogeneous general education students. Our content area classes are heterogeneously grouped with highly qualified content area teachers who receive professional development in ESL methodologies. Our ELL students also receive extra support in class from an ESL licensed teacher. For Pull-Out sessions, ELL students are grouped according to their proficiency level as prescribed by the New York State Guidelines.
    - 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)?

To ensure that the mandated number of instructional minutes is provided, our ESL Coordinator and Assistant Principal analyze each ELL's NYSITELL and NYSESLAT score when available to identify entitled students and to schedule the ESL program as mandated by CR Part 154.

      - Students who score at the Entering or Emerging levels receive 360 minutes of ESL instruction per week which is delivered through integrated co-taught courses across all subjects, as well as a small group instructional period for ENL that meets three times each week for an hour each time
      - Students who score at the Transitioning or Expanding level receive 180 minutes in ELA instruction per week along with co-taught subject area courses, and small group instruction to support content acquisition and academic vocabulary development.The program includes two components:
      - English Language Arts instructional component is delivered through instruction in English Language Arts and ESL.
      - Content Area instructional support is delivered through ESL methodologies, Sheltered Instruction and strategies with a co-teacher in most classes.
- Origins has 48 ELL students who are served by a 4 licensed ESL teachers. Furthermore, schedules are developed to meet the mandated number of instructional periods for each student's proficiency level. Additionally, ELL instruction is a part of our instructional focus each year with a focus on reading as a part of our CEP. Our teacher teams explore instructional practices weekly and design support for students. Students receive Push-In and Pull-Out ESL instruction during other content area classes, as well as ELA.
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 content area classes that utilize Push-In/Pull-Out with an ESL teacher are delivered in English. Freestanding ESL classes use the SIOp (Sheltered Instruction Observation Protocol) model of instructional support. Content area classes also utilize modified class work and activities to provide access to the content for ELLs. Content area and ESL classes use instructional materials and texts for different language proficiency levels. Additionally, digital resources that support different language proficiencies are used; all entering and emerging ELL students are assigned an iPad individually, and taught how to use these digital resources to support class instruction. There are additional resources in the different students' native languages to support English and content area instruction. We continue to develop these resources and a native language library as our curriculum develops. Content area teachers also develop language objectives that correspond to their content goals and utilize some strategies aligned with the SIOp model. Entering and emerging ELLs have access to bilingual glossaries for content area classes and also use Google translate and other digital resources through their individually assigned iPads. Classes, both content area and ESL, use a variety of visual aids. ESL teachers and content area teachers collaborate through weekly meetings and instructional materials sharing to support ELLs language development.
  4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All newcomer ELLs are given a writing assessment in their native language to determine their writing proficiency and provide data on prior educational experiences. Entering and emerging ELL students, along with some selected transitioning and expanding ELLs also participate in leveled independent reading in the native language to both assess and support their continued native language development.

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

ELL students have a variety of opportunities for evaluation in the four modalities of English acquisition: speaking, listening, reading and writing. In addition to our beginning and end of year reading and writing assessments, students complete longer written projects or exhibitions of learning in all content area classes, and ELL students complete modified versions of these exhibitions. Exhibitions and work are evaluated against interdisciplinary Common Core aligned power standards in reading, writing, listening, speaking and critical thinking. Three times a year all students participate in Roundtable presentations, which require students to present their projects/exhibitions to other students, family members, and educators. ELL students present a prepared spoken statement, as well as listen and ask questions of other students. Students are evaluated at these Roundtables based on their presentation skills and participation in questioning, in addition to the exhibition presented. These larger evaluations of the four modalities are also supported by shorter assessments and evaluations through the ESL program, in addition to content specific reading/writing assessments in content area classes.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. We have a small number of SIFE students. We assess academic abilities through a battery of assessments and program them for an appropriate section of our ESL program. SIFE students would then be programmed for appropriate additional intervention services through our native language tutoring in Uzbek and Arabic (our SIFE students currently speak one of these two languages) as well as our after school homework assistance period.

b. Newcomers receive differentiated instruction through our Push-In/Pull-Out ESL program. Extra support is provided in content area classes through the ESL teacher. The ESL teacher and content area teachers use scaffolding strategies, graphic organizers and visual aids to support literacy and content area instruction. Newcomers are also provided with supplementary materials such as leveled books/texts and native language libraries. In addition, beginner and intermediate ELLs are provided with bilingual glossaries and access to Google translate in all content area classes through an individual iPad. Our Pull-Out program focuses on developing reading, writing, and math skills, in addition to supporting content area classwork. The ESL Teacher uses the SIOP model to support content-area classes. Newcomers use high-interest leveled texts in content areas.

c. For our developing ELLs, we provide support similar to our newcomers, with a focus on improving reading and writing skills, as well as academic vocabulary acquisition. Appropriate Independent Reading texts and after-school interventions focusing on reading strategies and written responses are used to support these students, in addition the scaffolding strategies, graphic organizers, and visual aids. In addition, these students use appropriate leveled books/texts through MyON and our other digital programs to support content area classes.

d. Our focus with Long Term ELLs is on increasing academic vocabulary, reading, and writing in the content area classes. In addition, we use targeted in-class and after-school intervention groups and scaffolded access to grade level texts to support these learners.

e. Our former ELLs within 1-2 years of testing proficient participate in targeted interventions through continued in-class support, small group instruction focused on complex sentence composition and academic vocabulary acquisition. Students are grouped by reading, writing, or math needs and appropriate instructional materials and instruction is delivered. For less proficient students additional strategy instruction is accomplished through an independent reading workshop. For less proficient students in math, ST Math and Khan Academy, alongside conferencing with the math teacher work to support individual progress.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Every 6 months, a team consisting of our ELL Coordinator, Related Services Provider and an ESL Teacher will review the academic records of those students who have had an approved re-identification appeal, comparing their grades and progress towards mastery on standards in each academic class with their performance while receiving services, as well as conducting an interview with the student and family.

Chart How do 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?

Our ESL teacher collaborates with the special education team to plan for ESL instruction that is differentiated and aligned with a student's IEP. A variety of supplementary grade-level materials, including books on tape alongside the text, leveled books in the content areas, and modified project criteria are used to support these students. Visuals, graphic organizers and hands on activities in the content areas are also used to assist students in learning. Purposeful groupings of students to support activities in classes and required targeted small group intervention groups during after-school are also used to provide all students with access to the content, while advancing literacy proficiency.

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

We make every effort to use curricular, instructional, and scheduling flexibility to meet ELL-SWDs needs. In addition to support from the special education team and ESL teacher, students are required to attend after-school small group ESL, which provides tutoring and extra support in a small group setting. Teachers of ELL-SWDs have common planning time embedded in their weekly instructional program, along with both a team meeting focused on curriculum development and a second meeting focused on student supports. ELL-SWDs have some flexible programming, being able to participate in small group instruction with ELLs. During Pull Out ESL sessions, ELL-SWDs would be grouped together with general education students.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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.)	
Chart FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

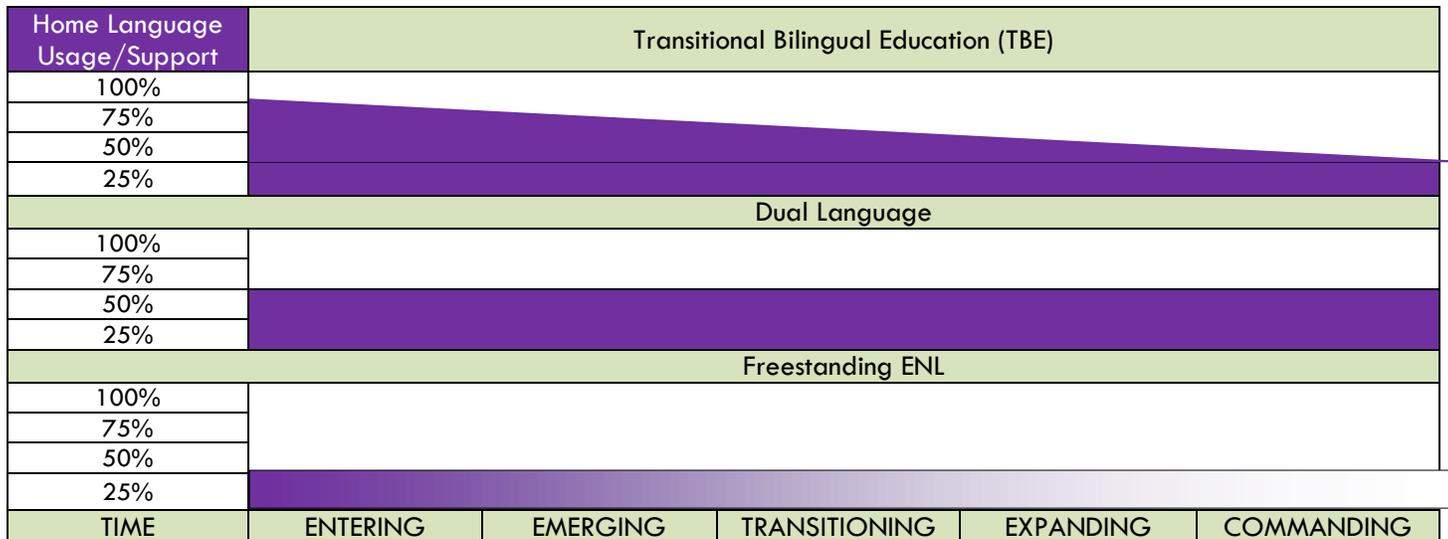


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We offer targeted intervention programs for ELLs in ELA, math and other content areas support for all ELLs in a Freestanding ESL program in English with some additional support in their native language. Currently, we program our interventions based on our beginning of year assesments. Our entering and emerging ELLs are grouped together for interventions and our transitioning and expanding ELLs are grouped together or with similarly proficient general education students.

ELA: Our entering and emerging 9<sup>th</sup> grade students are pulled out by the ESL Teacher 4 times a week. Pull-Out sessions are focused on advancing ELLs reading, writing, and math skills through the SIOP model and in conjunction with Access Code, a digital reading intervention program. In addition, this group receives targeted small group instruction during after-school, provided by an ESL teacher. Our transitioning and expanding 9<sup>th</sup> grade ELLs receive 1 pull out session per week, along with in class supports through modified activities, targeted independent reading, and leveled texts, in addition to our small group extended day program, where they are programmed based on their reading level. In the upper grades, students receive support in a small group period as part of their schedule, which focuses on basic language acquisition if they are entering or emerging, or on academic vocabulary and more complex grammar if they are transitioning or expanding

Math: Students are supported by the ESL Teacher during Pull-Out and Push-In sessions based on their English proficiency level. Students receive targeted individual support through ST Math and Khan Academy and supported by the math teacher up to 2 times per week based on ongoing assessment. Entering and emerging ELLs are supported by the ESL teacher 4 days per week in targeted intervention groups and transitioning and expanding ELLs are grouped based on their proficiency level with general education students. Students use a blend of ST Math, Khan Academy, and teacher conferencing to support individual progress in math

Science: Small group project-based science lesson support is provided during the school day, along with Push-In services. Leveled science texts and audio materials are provided during class and after school to support content area instruction. Additional support is provided during after school to support the work from class based on student need. We also continue to develop a library of native language texts aligned with the curriculum. Additional support is offered in Uzbek and Arabic for 10<sup>th</sup> and 11<sup>th</sup> graders taking science Regents.

Social Studies: Small group project-based social studies lesson support is provided during the school day, along with Push In services. Leveled social studies texts, digital resources, and audio materials are provided during class and after school to support content area instruction. Additional support is provided during after school to support the work from class based on student need. We also continue to develop a library of native language texts aligned with the curriculum. Additional support is offered in Uzbek and Arabic for 10<sup>th</sup> and 11<sup>th</sup> graders taking the Global or US History Regents.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is proving successful for ELL students in both language acquisition and content knowledge. While we did not meet AMAO 2 targets during our first year, we retooled our program and saw a greater number of students test at commanding in our second year, meeting the trget percentage last year. We continue to tweak our program in accordance with this success in order to move more of our students towards commanding status, such as an increased focus on small group instruction for newcomer entering ELLs in 9<sup>th</sup> grade. We believe we have been even more successful in meeting our ELLs' content-area knowledge acquisition. Our blend of native language support and access to English language texts has resulted in our ELLs performing at roughly the same level as our general educaiton students on the Regents exams. Furthermore, over 50% of our top 10 students in each grade is an ELL.

12. What new programs or improvements will be considered for the upcoming school year?

We continue to push to add more differentiated native language support to our multi-lingual population and would like to build a larger native language library. We are also expanding our tiered text library through the use of MyON. Additionally, we are looking at increased flexible programming in 9<sup>th</sup> grade for our newcomer entering and emerging ELLs.

13. What programs/services for ELLs will be discontinued and why?

We have no plan to discontinue any of our programs at this point.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs participate in all programs at our school, from internships in 11<sup>th</sup> grade (many of our ELL students are our most successful and will be placed in internships in an area of their interest this year), to our varied after-school clubs (Art, Green Team/Garden Club, etc.), as well as on our sports teams (with our global student population, we offer global sports from the more common soccer team to the less common cricket team, as well as everything in between). Wealso have a Muslim Student

Association, a Culture Club, and feature our diversity through Community Cultural Potlucks and other events. This is all in addition to our academic programs, such as College Now, Regents Prep, and small group tutoring.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We use a variety of resources to support ELLs. Our resources include:

a. native language texts, fiction and non-fiction, in Haitian-Creole, Urdu, Russian, Arabic, Cantonese, Mandarin, Bengali, and Spanish

b. leveled English language texts in our English classroom to support independent reading

c. Continental's New York ELLs - NYSESLAT instructional materials aligned to the CCSS

d. Technology: 1 to 1 ratio of students to iPads, assigned to each ELL student with instruction in how to use online bilingual dictionaries, Google translate, ST Math, Khan Academy, among other more specific English language resources based on the topic of study, as well as recording software for practicing speaking and listening. Classrooms have wireless listening stations and audio that covers topics from class, as well as books on CD in English that correspond to high-interest books. We also have laptops, projectors, and a computer lab to support instruction.

e. Non-fiction ESL classroom resources for English instruction, including Pearson's Reality Central series, English 3D Issues and Portfolio series, and INSIDE series on reading, writing, and language

f. Continental's Big Ideas in Math

g. Vocabulary instructional texts, including Wordly Wise, Word by Word, and Academic Vocabulary by Marzano

h. Access Code - individualized online reading development program for entering or emerging ELLs

i. MyON - leveled online English language texts for subject area classes as well ELA, based on student's lexile score

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We currently only have an ESL program. Our ESL program utilizes independent reading books in our students' native languages, some non-fiction texts aligned with the curriculum in content area classes, digital resources through the use of iPads with access to bilingual dictionaries, Google translate, and additional native language supports.

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

ELL students use many of the same materials as students in general education classes with modifications and individualized opportunities for skill development. ELL students complete the same projects and presentations as students in general education classes but with modifications to support ELL students' ability to access the material. Independent reading books, non-fiction texts, and activities are aligned to the content area classes and grade appropriate. ELL students participate in the same school-wide activities as other students.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Prior to the school year, we reach out to all new ELL families and discuss our school, the school year, and families' background. ELL students attend an orientation where they meet teachers and fellow students, as well as their advisor. We partner new ELLs with other speakers of their native language who are proficient in English, in order to help acclimate them to the culture and structure of the school. We also work to pair families with community resources in their native language, ie. counseling through the Arab American League.

19. What language electives are offered to ELLs?

We offer a Russian language course to students in 11<sup>th</sup> grade and will expand to other grades next year.

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.)  
Our professional development for teachers begins over the summer. All teachers and administrators participate curriculum development workshops dedicated to developing curricular modifications and language objectives. Starting with the school year, weekly curriculum development meetings focus on modifications of class activities, assignments, and curriculum to support ELL students. Curriculum development will continue to focus on differentiation strategies including stations, conferencing, individualized digital resources, and incorporating native language supports using a collaborative inquiry team approach. Our year-long CEP goal is to raise the reading level of ELLs by 1.5 grade levels, and we utilize a whole-school approach to our reading instruction development. This is further supported by our involvement with LPP, focused on reading instruction at the high school level and adding additional compensated development sessions for all staff throughout the year.
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?  
Our summer institute focused on aligning language acquisition standards and objectives to content area curriculum, and we will continue to engage in applying our standards-based assessment model to ELL students and one of our teachers attended the Internationals Network training. Visits to successful ELL programs at other schools with similarly diverse language types are scheduled for teachers and administrators throughout the year. The school also provides teachers and administrators with opportunities to attend conferences and conventions focusing on ELL student instruction. Our ESL instructors attend PD opportunities through the DELLS, as well as other PD opportunities, such as the state TESOL conference, NCTE, and NCTM. Our English department is participating in the TC argumentative writing PD series, and all of our staff is participating in our LPP focus on reading at the high school level, especially focusing on ELLs. Opportunities to attend other conferences and professional development sessions will continue through the year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
All ELLs participate in our advisory program where they are paired with an advisor who acts as the liaison to families, monitors students' progress, and supports students socially and emotionally. This program also focuses on helping student through the transition from middle school to high school. We also work with a community-based organization, Partnership with Children, that provides counseling services, family outreach and training, and social work services, ranging from providing school supplies and backpacks to students to contacting and interacting on behalf of students with outside counseling and community resources. All incoming families are introduced to the CBO and provided with access to their services. Our school counselors focus on developing relationships with community groups that serve our diverse ELL populations. Additionally, our counselors train through PwC on understanding different cultures' community needs, as well as those offered through the DOELL.
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.  
Our professional development begins in the summer with 20 hours of workshops for all teachers and an additional 12 hours for new teachers focused heavily on differentiation strategies, reading instruction across content areas, and providing access for ELLs. This is supported by one weekly 50 minute session of curriculum development for all teachers focused on the following topics:
  - a. integrating language objectives into content area instruction
  - b. using standards-based grading to assess ELL students
  - c. modifying instructional activities and curriculum to provide access to ELL students
  - d. differentiating classroom instruction through stations, individualized digital resources, and conferencing structures
  - e. assessing ELL student progress

### 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?

We are working to schedule individual meetings with all of our ELL families to take place during the school day before the end of October with the ESL teacher they most closely work with, as well as a counselor. During this meeting the most recent assessment results will be discussed, along with a review of their transcript, outstanding Regents, current progress in coursework, current program, available interventions, and goals for the year. After an initial meeting of the ESL team and administration, ESL teachers schedule meetings with their assigned students. Depending on the needs of the student and family, either an in-house translator is scheduled to be present or a conference call with translation services is arranged.

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.

We will use a note-taking form for each meeting that covers the above data. The family member present, student, and staff sign the document after a review of the data and goals have been set. The original is placed in the student's cumulative folder and a copy is kept by the ESL team, as well as given to the family. In order to provide accommodation, we will call and send a letter home with an in-person meeting preferred, but a phone conference scheduled as a 2<sup>nd</sup> option.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. During the summer prior to the start of 9th grade parents of ELLs are invited to an orientation for families. Students and parents have the opportunity to meet teachers, staff, and their student's advisors. Administrators, counselors and staff are also available to address questions and concerns. Parents receive information about available programs and school supports. All families are introduced to our community-based organization, Partnership with Children, and given the opportunity to enroll students in counseling services. Parents are invited to attend their student's Roundtable presentations three times per year to participate in their student's progress and learning. We have workshops tailored to our ELL population through our community-based organization throughout the year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with Partnership with Children to provide workshops and services to ELL families. We have worked with the local Arab-American association to provide services and community connections to our recently arrived Arabic-speaking students, as well as other local community groups associated with our student populations.

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

Formal and informal evaluations are utilized with parents of ELL students. This includes face to face meetings and informal regular phone calls by the advisor and community-based organization. Regular meetings with parents are scheduled. Translation and interpretation services are utilized as necessary. Parent surveys and questionnaires are used throughout the school year.

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

Parents are encouraged to attend PA meetings through advisor outreach, mailings in the native language, website announcements that can be translated into multiple languages using Google translate, as well as a weekly newsletter both emailed and backpacked home. Parents are invited to attend Roundtable presentations three times per year. Information concerning other activities that ELL students are participating in, such as PSAL sports, are communicated through the website and newsletter. Our ESL teachers and community-based association also host sessions for parents on: how to help their child with NYSESLAT; how to navigate your child's transition to a teenager, and; parent orientations.

### 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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Banks	Principal		1/1/01
Candace Hugee	Assistant Principal		1/1/01
Yahya Haoumi	Parent Coordinator		1/1/01
Boris Balan	ENL/Bilingual Teacher		1/1/01
Maya Charrat	Parent		1/1/01
Kyle Janosch	Teacher/Subject Area		1/1/01
Amanda Mignault	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dara Kammerman	School Counselor		1/1/01
Michael Prayor	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **22K611** School Name: **Origins High School**  
Superintendent: **Michael Prayor**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

At the beginning of the year and as students enter the school, we use the Home Language Survey, a family interview, student background interview protocol, and advisors' assessments of student's home languages to assess how many and in what languages of services we will need. We additionally use our summer parent orientation to confirm the findings of advisors and the HLIS. Advisor notes are kept in a shared Google Drive spreadsheet, as are the results of the HLIS. The HLIS and Bluecards are maintained in the main office, while the results of the educational background survey are maintained by the ESL teachers. We take advantage of DOE translation services for written and oral translation, Google translate for digital translation services, and teachers on staff who speak a foreign language (we currently have Arabic, Spanish, French, and Russian spoken by staff).

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.

Our school has a diverse student and family population. Our findings show that we have students and families that speak and write: Urdu (20), Arabic (7), Bengali (2), Cantonese (7), Mandarin (2), Russian (17), Uzbek (4), Ukrainian (2), Armenian (1), Vietnamese (1), Spanish (20), Tajik (1), Albanian (1), French (1), and Haitian-Creole (6).

## Part B: Creating a Communications Calendar

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

Welcome Letter, School Supply List & Dress Code - summer  
Cell Phone Policy - Sept. 2 & 8  
Discipline/Guidance/Mediation Policy - Sept. 2 & 8  
School-year calendar & important dates - Sept. 2 & 8  
Weekly newsletter  
Curriculum Night Announcement - Sept. 2 & 8  
Curriculum Overviews - Sept. 28  
After-school and Athletic Schedule - Sept. 2 & 8  
Regents Schedule Reminder- Jan. 5, May 27  
Parent-teacher conference announcements - Oct. 30, Feb. 28  
Monthly PA Meeting Announcement - 1<sup>st</sup> week of each month  
Roundtables Announcement & Schedule - Nov. 19-20, Feb. 28, May 27  
End of Year Fest Announcement - May 27  
Progress Report Mailing - Oct. 15, Feb. 15, May 15  
Grades Mailing - Dec. 15, Mar. 28, June 28  
Calendar Change for 2/1 and 6/9 Mailing (students report for school) - January 5, May 27

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.

9<sup>th</sup> Grade Orientation - Sept. 2  
Curriculum Night - Sept. 28  
Parent-Teacher Conferences - Nov. 19-20, Mar. 10-11  
Roundtable Presentations - Dec. 10-11, Mar. 23-24, June 20-22  
Cultural Potluck - Oct. 22  
End of Year School-Fest - June 18  
Monthly Advisor Phonecalls  
Monthly Guidance/Social Work Calls for Students on Caseload  
Daily Attendance Calls  
Monthly PA Meetings - 3<sup>rd</sup> Thursday of each Month

## Part C: Providing Language Assistance Services

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

Our grade reporting system, Jupitergrades, provides translation into many of the languages spoken by our students and families. Our website and weekly parent email use Google translate, so that parents can select the language they are most comfortable reading. We also take full advantage of the DOE translation resources for parent meetings, conferences, immunization letters, parent association meeting notices, etc. We use the templates for school holidays, parent-teacher conferences and other DOE notices that are available in translation at the Translation and Interpretation Unit's intranet site: [http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit). In addition to the required signage for welcoming new families to our school, we keep materials in the languages of our students available in the main office. Our written translation needs are serviced by a combination of in-house support (Spanish, Russian, French, and Arabic) and the use of an outside vendor for languages we are unable to serve in house. For documents that require translation outside of those we regularly keep available, we identify and submit for translation several weeks prior to a mailing or parent event so that the translation can accompany the English version.

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.

We are able to provide oral translation services in Russian, French, Arabic, and Spanish through our school staff and keep a list of staff and the languages they speak in the front office of the school. When necessary for phone calls, we utilize DOE translation services for other languages, as well as staff from other schools co-located in our building. When absolutely necessary we use Google translate, which has an oral translation component. For parent conferences or other one-on-one meetings, administrators or advisors submit a schedule of needs to the parent coordinator as conferences are scheduled and we provide an available in-house translator when applicable, and direct advisors to utilize external translators by phone and conference call when necessary.

## Part D: Training Staff on Policies and Procedures

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

During our summer professional development for all staff we review DOE translation services access and use. We also train staff on using Google translate and other online translation resources, as well as reviewing available in-house oral translation services. We also distribute the phone number of translation services to all staff at the beginning of each school year, as well as the list of bilingual staff.

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

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

### Checklist of Notification Requirements

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

Posted in our office is a sign indicating the availability of translation services for incoming families. During the parent orientation for new families, we show parents where resources are available on line for materials in their native language, including the Bill of Parent Rights and Responsibilities. We have ensured that our ELL coordinator, Dean, Assistant Principal, Principal, and CBO know which services are available through the DOE's translation services and how to access these resources. Staff has been trained in using Google Translate, and outward facing staff have been trained in how to utilize the translation functions of our online grading system and website to communicate with parents. When necessary, we ensure that qualified translators are available, either in-house or by phone depending on the applicable language.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We conduct a twice yearly parent survey, which includes questions similar to the Learning Environment Survey. The survey will be administered in November and February and will include questions on communication and language access. The survey will be online and include translated questions for our diverse student population.