

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

18K617

School Name:

HIGH SCHOOL FOR INNOVATION IN ADVERTISING AND MEDIA

Principal:

ADALEZA MICHELENA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: HIGH SCHOOL FOR INNOVATION IN ADVERTISING AND MEDIA School Number (DBN): 18K617
Grades Served: 9-12
School Address: 1600 ROCKAWAY PARKWAY, BROOKLYN, NY 11236
Phone Number: 7182908760 Fax: 7182908766
School Contact Person: JAMIE WEYERBACHER Email Address: JWEYERBACHER@SCHOOLS.NY C.GOV
Principal: ADALEZA MICHELENA
UFT Chapter Leader: ANTHONY FUSARI
Parents' Association President: MARTHA KNIGHT
SLT Chairperson: JAMIE WEYERBACHER
Title I Parent Representative (or Parent Advisory Council Chairperson): Martha Knight
Student Representative(s): TIFFANY HAMID
TORRANE JAMES

District Information

District: 18 Superintendent: DONALD CONYERS
Superintendent's Office Address: 335 ADAMS STREET, 5TH FLOOR, BROOKLYN, NY, 11201
DCONYER@SCHOOLS.NYC.GOV
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Alexandra Anormaliza
131 Livingston Street, Brooklyn NY 11201
Director's Office Address: _____
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: (718) 935-5265 Fax: n/a

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jamie Weyerbacher	*Principal or Designee	
Anthony Fusari	*UFT Chapter Leader or Designee	
Martha Knight	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Tiffany Hamid	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Torrane James	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robert Rose	Member/ Teacher	
Joseph Tartaglia	Member/ Teacher	
Vicky Batt	Member/ Parent	
Shanekie Allen	Member/ Parent	
Fenton Williams	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The mission of the High School for Innovation in Advertising and Media (HSIAM) is to provide academic and career competencies that will transform students into competitive candidates for future endeavors in college and career pathways. The school, providing a rigorous and real-world experience-based learning environment through the lens of advertising and media, will afford students transferable skills that make them highly qualified for a multitude of industries. Ultimately, the school's educational mission will empower students to make well-informed decisions about their educational and professional futures.

HSIAM is a small school of about 300 students located on the Canarsie Educational Campus. HSIAM is a New York State Certified Career and Technical Education (CTE) high school that concentrates on advertising and media. Every student is part of the program and is required to complete all necessary coursework for graduation and CTE endorsement. Students fulfill CTE requirements through completion of an advertising based coursework based on the advertising industry model and technology certification exams. Students acquire 21st century skills through various components, including advertising based courses, certification of mastery of computer programs, work based learning, internships and core academic instruction.

We are partnered with the 4A's, the American Association of Advertising Agencies, the national trade association representing the advertising agency business in the United States. The 4A's support our advertising program in several ways. They work with teachers to develop instruction that hones in on the skills needed in this competitive industry. They provide industry based experiences to students during their high school careers. They hold events and competitions that bring real corporate based advertising projects to our school. The Four As group also provides industry based opportunities, like Project Act, and scholarships for graduating seniors.

In reviewing the Framework for Great Schools, we have made a great deal of progress in Student Achievement. School strengths include a rich technology program where students learn how to use digital media to inform, communicate, and create. We also offer a full range of academic courses in accordance with New York City and New York State academic policy. Recently we have added Computer Science and two Advanced Placement courses. There are also enrichment activities addressing a broad range of student interests from music to theater to animal rights. Academic support is offered during student lunch periods and is open to all students.

A continued challenge with respect to Student Achievement remains seeing an increase in our graduation rate. Though steadily increasing since 2012, the rate for the class of 2014 was 80%. As a school that is a limited unscreened school, we mainly service that surrounding community. Our goal is and has always been to support the community we serve by ensuring that young people get the opportunities and experiences they deserve, including high school diplomas. We are confident that our school can provide students with an educational program that leads to graduation and that all of our

students attain diplomas. We continue to examine our academic program, CTE program and partnerships to identify areas for adjustment to increase our four year graduation rate.

18K617 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	304	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	6	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	2	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	14
School Composition (2013-14)					
% Title I Population	76.3%	% Attendance Rate			85.2%
% Free Lunch	76.4%	% Reduced Lunch			5.4%
% Limited English Proficient	7.0%	% Students with Disabilities			22.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			86.3%
% Hispanic or Latino	7.7%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	3.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.7%	% Teaching Out of Certification (2013-14)			31.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			6.68
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	56.0%	Mathematics Performance at levels 3 & 4			62.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	82.3%	% of 2nd year students who earned 10+ credits			66.7%
% of 3rd year students who earned 10+ credits	72.0%	4 Year Graduation Rate			69.7%
6 Year Graduation Rate	73.8%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

Based on an analysis of Regents passing rate data from 2012 to 2014, there has been a general increase in passing rates for the English, Math and Science Regents. The 2013 - 2014 School Quality Guide’s section on Student Progress also shows that for these subjects, the school is either “Approaching,” “Meeting” or “Exceeding” targets.

Regents data ranging from years 2012, 2013 and 2014 Global History and Geography and United States History exams indicate a decline in student performance. Trends show that passing rates have declined since 2012. This decline also reflects that the school is “Not Meeting the Target” for either exam.

Our school's strengths lie within the a culture for learning. High expectations are supported with high expectations through school members and relative programs. Teachers design instruction based on Common Core Learning Standards, and design learning experiences that command rigor. Our partner programs also communicate high expectations through their approaches to preparing students for college and career readiness. According to the 2014 – 2015 Quality Review conducted at HSIAM, high expectations was considered an area of strength, Quality Indicator 3.4, "Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations," Findings from the reviewer stated "School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness and establish a culture for learning that provides ongoing feedback to help students and families understand student progress toward those meeting those expectations." The impact was described as "Students and families express appreciation and positively reflect on the school-wide feedback practices that help them understand their progress, and state that the school’s focus on college and career readiness is supporting them in getting to the next level in education and life. A key piece of evidence that correlates this finding to academic success of our students was that "Students shared that teachers and administration help them to do well in their classes by being available for one-to-one tutoring, providing feedback on difficult tasks, and by providing multiple opportunities to improve their performance and grades. The school offers all students the opportunity to stay after school to work on projects with teachers who volunteer their time."

An area of focus was Quality Indicator 1.2 of the Instructional Core, “Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.” Findings from the reviewer stated “Teacher pedagogy is beginning to reflect a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching that is beginning to engage and meet the needs of all learners so that all students produce meaningful work products. The impact is that across classrooms, teaching practices are becoming aligned to the curricula but inconsistently provide multiple entry points into curricula leading to an uneven demonstration of higher-order thinking skills in student work products, including the work of English language learners (ELLs) and students with disabilities (SWDs).” While instruction is aligned to curricula, practices especially in Domain 3 of the Advance Framework remain developing.

Regents data strongly suggests that the Social Studies Department is not providing the type of instruction that students need in order to demonstrate mastery of standards on subsequent Regents Exams. The Quality Review findings show that though there are pockets of effective pedagogy, it is not consistent. Given this the priority needs are to work on developing curriculum, particularly in Social Studies, that is engaging, differentiated and rigorous.

Part 2 – Annual Goal

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

By June 2016, the Social Studies Department will work collaboratively as a team and with the support of New Visions for Public Schools to develop rigorous CCLS aligned units of study and performance tasks to improve rigorous instruction by the development of three units of study in each of Global 1, 2, 3 and 4, as well as three units for both US History 1 and 2.

Specific - Global 1, 3 units, Global 2, 3 units, Global 3, 3 units, Global 4, 3 units

Measurable - Units align with CCLS and Tri State/EQUIP Unit Rubric

Achievable - Through support from instructional coach, affinity network and department collaboration.

Relevant - Strong curricula to support increase in Regents Pass Rates

Time Bound - June 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The school has agreed to participate in the New Visions for Public Schools curriculum programs for both Global History and United States History. This includes on site coaching,</p>	<p>Social Studies Department Teachers</p>	<p>September to June</p>	<p>Assistant Principal</p>

professional development meetings, intervisitations, resources, etc.			
Implementation of the New Visions for Public Schools Mock Regents Program. This includes mock regents testing administration, data reports with item analysis tools and support for data analysis and action plan development.	Social Studies Department Teachers	September to December	Assistant Principal, Data Specialist
Weekly department meetings every Tuesday for curriculum development.	Social Studies Department Teachers	September to June	Assistant Principal
Review of performance task assessment data at the end of each unit to identify areas of mastery and areas that require the provision of additional instruction.	Social Studies Department Teachers	September to June	Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Common planning time at least once a week for the Social Studies Department embedded in master schedule. • Yearlong commitment to participate in the New Visions for Public Schools (NVPS) pilots for both Global and US History. • Yearlong commitment to provide instructional coaching as provided by NVPS. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.	
Specific	Global 1, 3 units, Global 2, 3 units, Global 3, 3 units, Global 4, 3 units
Measurable	Two measurements: 1. Units align with CCLS and Tri State/EQUIP Unit Rubric 2. Student growth on in class assessments after each unit in terms of initial baseline data collected in September 2015
Achievable	Through support from instructional coach, affinity network and department collaboration.
Relevant	Strong curricula to support increase in Regents Pass Rates
Time Bound	By November 2015:

- two (2) units for each course will be completed and scored against Tri-State/EQuIP Rubric.
- 2 intervisitations conducted
- Completion of LASW protocol and report documenting next steps.

By January 2016:

- 2 units for each course will be completed and scored against Tri-State/EQuIP Rubric
- Analysis of data and instructional action plans based on Mock Regents Data

By February 2016:

- 2 units for each course will be completed and scored against Tri-State/EQuIP Rubric

2

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

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

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

Part 1 – Needs Assessment

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

Student success is only rendered through the most rudimentary structures, one being attendance. Research indicates that a student who misses an average of 10 school days a year encounter greater challenges towards credit accumulation in respect to their regularly attending peers. Additionally, New York state requires that for a student to receive credit for a course, the student must complete a minimum of 54 hours seat time. It is our school’s philosophy that part of student achievement is dependent on regular attendance.

Yearly attendance data has shown improvement over the past two years. For 2012 – 2013, the yearly attendance rate was 82%. For 2013 – 2014, the yearly attendance rate was 85%. This year, 2014- 2015, our rate was 86.7%.

While this data is hopeful, we believe that if we increased our attendance rate by at least 2%, more students will earn assigned credits and be on track for graduation.

In looking at specific cohorts, the lowest attendance rate this year was in the 2016 Cohort at 88%, thus suggesting the need for more targeted interventions for this group of rising 12th graders.

Part 2 – Annual Goal

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

By June 2016, there will be a 2% increase in whole school attendance rate as measured by the School’s Annual Attendance Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Bi-weekly attendance team meetings comprised of administration, business manager, attendance teacher, guidance counselor, teachers, dean and school aides to: review RSAL, RCUA, discuss open cases, open new cases, close cases, arrange for home visits, share out critical information including information about 407s and subsequent outreach, as well as development of action plans.	Students with less than 35% attendance in a 12 day period.	September - June	Administration
Communication to homes to inform families when children are not present on a daily basis.	Absent students	September - June	Administration, Office Support Staff
Weekly mandated parent outreach by teachers to contact parents of both sporadic or chronically absent students.	Late and/or absent students	September - June	Administration, Teachers
Employment of an attendance teacher to conduct outreach in the form of phone calls and home visits to investigate students who are identified as having patterns of absenteeism.	Students with 407s	September - June	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Common meeting time with facilitation guidelines and expectations. • Compensation for teacher work time beyond designated school hours. • Flexible faculty lunch periods to support meeting between teachers and students. • Pre-determined dates of meetings and physical meeting space . 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- Mid point benchmark: By January 2016, the year to date attendance rate will be at 87.5%.
- At least 50% of open 407 cases in the Fall 2015 term are closed by the beginning of the Spring 2016 term.
- Monthly celebrations for attendance with at least two additional students at each celebration.

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.

The school has set up a structure in which all teachers are members of the grade team for which they teach, as well as department. Last year’s work had four specific areas of focus, Looking at Student Work (LASW – analysis of student work to identify skill gaps and inform instructional decisions), Kid Talk (targeted discussion round at risk students based on academic performance and other indicators), Lesson Study (analysis and revision of lesson plans) and Curriculum and Unit Development. Grade team meetings happened twice a week, where teachers spent one session on LASW and one session on Kid Talk. During weekly department team meetings, teachers conducted multiple rounds of lesson study, where they would write lessons as a group, watch it taught by a team member, and then debrief by evaluating observation notes and student work. Department team meetings also worked on developing curricula, creating common assessments, and sharing best practices. According to the Advance Teacher Evaluation System, there was an increase in the evidence of effective and highly effective practice.

The 2014 Quality Review Report also cites the positive impact of our teacher teams, earning a proficient for Quality Indicator: 4.2, Teacher teams and leadership development. The report findings and impact stated “Teacher teams consistently analyze assessment data and distributed leadership structures have built teacher leadership capacity. Analyzing the work of students teachers have in common has resulted in improved teacher practice and student performance. Teacher leaders have a voice in key decision-making affecting instructional decisions and student learning.”

However, the number of students demonstrating college readiness has increased, but not enough in terms of whole student population. In 2013 – 2014, -- For 2014 – 2015, the class of 2015 has 50% of students college ready in ELA and 25% college ready in Math. 20.3% are college ready in both.

The work among teacher teams is evident in the data, in that the work among teams is demonstrating student progress. However, data also suggests that the work of the teams need to target specific areas that lead to better student performance on Regents Exams. According to the most recent Quality Review Rubric, well developed teams “are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of CCLS (including the instructional shifts), resulting in school-wide instructional coherence and increased student achievement for all learners.” We believe that by increasing the scope and depth of teams’ inquiry work, we can improve the college readiness rates of our students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, ELA and Math inquiry team members will collaboratively analyze student performance tasks to identify skill gaps and plan instruction accordingly, as measured by a 5% increase in students scoring at or above passing rate on the Common Core ELA and Common Core Algebra Regents.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Grade teams to meet once a week for the purposes of LASW inquiry and instructional planning. Department teams to meet once a week for the purpose of LASW inquiry and subsequent instructional planning.	All teams	September to June	Administration, Team Leaders
Initial meeting with all families about college readiness.	Families	September	Administration, Team Leaders, Guidance
Implementation of systems to structure, guide and focus meetings, including use of protocols, i.e. LASW, lesson study, discussion, and use of online systems to document agendas and minutes.	All teams	September to June	Administration, Team Leaders
On-going work with teacher leaders to review and adjust inquiry work as needed.	Team Leaders	September to June	Administration

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.

- Teacher schedules with common meeting times.
- Use of designated professional work time afterschool as department team meeting time.
- Compensation for teacher work time beyond designated school hours.
- Flexible faculty lunch periods to support meeting between teachers and students.

- Pre-determined dates of meetings and physical meeting space.

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

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

Part 5 – Progress Monitoring

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

In December 2015, Mock Regents in both ELA and Algebra will be administered to all students scheduled for the exams in June 2016. The expected pass rate among students is at least 65% in each subject.

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

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

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

Part 1 – Needs Assessment

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

Currently, our school uses a differentiated professional development model to address the varying needs of teachers and with attention to school’s instructional goals. We currently have three groups in place:

1. Advanced Google Implementation to help teachers use Google Apps for education to improve classroom instruction, led by the Data Specialist.
2. Growth Mindset to help teachers develop and implement strategies that stem from the Growth Mindset theory to help render student achievement, led by the Assistant Principal
3. Assessment Theory and Practice to help teachers learn when, how and why to use assessments as measures of progress and for the purposes of informing instruction, led by the Principal.

Teachers were split into three groups and rotated through each series every six weeks. There were many positive impacts as cited by teachers and evident in practice. More teachers had implemented tools like Google Classroom, more teachers had addressed classroom culture in terms of Growth Mindset, more teachers had focused on assessments that were purposeful over punitive.

While we plan on continuing using this model for this school year, we did want to expand it to focus on the sharing of best practices. Teacher observations this year showed that in many classrooms, teachers had structures and/or practices in place that positively impacted student learning, from assessment practices to discussion strategies. It is important that time is given for teachers to share what they do that works for students so that teachers learn from each other.

These needs are also evidenced in the 2014 -2015 Quality Review report under Quality Indicator 1.2 Pedagogy, “ Teacher pedagogy is beginning to reflect a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching that is beginning to engage and meet the needs of all learners so that all students produce meaningful work products. Across classrooms, teaching practices are becoming aligned to the curricula but inconsistently provide multiple entry points into curricula leading to an uneven demonstration of higher-order thinking skills in student work products, including the work of English language learners (ELLs) and students with disabilities (SWDs).” To achieve consistency, it requires that teachers have a structured format to share best practices .

Furthermore, according to a 2013 report by the Center for Public Education, the main findings allude to the importance of professional development that is consistent and relevant.

1. The Common Core standards focus on teaching for critical thinking, but research shows that most classroom instruction is weak in this area. Therefore, professional development needs to emphasize practices that will turn students into critical thinkers and problem solvers.
2. Most professional development today is ineffective. It neither changes teacher practice nor improves student learning. However, research suggests that effective professional development abides by the following principles: • The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.
3. Research estimates that pre-recession spending on professional development occupied between two to five percent of a typical district's budget. However, many districts do not track their professional development spending at all, leaving them in the dark about their costs.
4. In switching to effective professional development, the most significant cost item for districts will be purchasing time for teachers to spend in professional learning communities and with coaches.
5. Support during implementation must address the dual roles of teachers as both technicians in researched-based practices, as well as intellectuals developing teaching innovations.

Part 2 – Annual Goal

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

By June 2016, school leaders will create and implement a professional development program for all teachers that builds their capacity to implement effective and/or highly effective practice according to the HEDI scale of Domain 3 of the Advance framework based on the communal sharing of current best practices.

Based on this work, success will be measured by an increase in Measures of Teacher Practice HEDI scores. By the end of the year, at least 85% of teachers will have an average score of at least 3 out of 4 with respect to Domain 3 of the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teacher based professional development model using the Monday PD Block and other times as requested by teachers.	Teachers	October 2015 - June 2016	Administration, PD Committee
Develop list of observed best practices and meet with teachers to discuss them.	Teachers	June - September 2015	Administration, PD Committee
Ongoing review of scheduled presentations to ensure that there are presentations that relate to the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).	Teachers	Ongoing	Administration, PD Committee
Create professional development calendar, including expected outcomes, teacher presentation dates, practice being presented, and learning activities.	Teachers	September 2015	Administration, PD Committee
Conduct visits with other teachers to observe specific practices learned during a session.	Teachers	October 2015 – June 2016	Administration, Teacher Leaders
Conduct survey for feedback on professional development series.	Teachers	November 2015	Administration, PD committee

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Compilation of research based articles (Center for Public Education, National Staff Development Council, etc.) to share and review with teachers to introduce/explore/discuss importance, structures and outcomes of teacher led professional development. • Use of mandatory weekly professional development session time • Coverage for intervisitations • Compensation for teacher work outside of regular hours 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By January 2016:

- At least three teachers will have presented a best practice.
- For each presentation, one intervisitation to observe the practice will be conducted.
- At least half of teacher evaluations will cite evidence of at least one best practice presented.

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

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

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

Part 1 – Needs Assessment

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

In reviewing our school’s survey for 2013-2014, 97% of parents showed satisfaction with the Instructional Core, 95% in Systems for Improvement, and 90% in the category of School Culture. However, for the question, “How often have you been invited to an event at your child’s school (workshop, program, performance, etc.), only 40% of parents indicated a range between three or more times. This year, we had at least four parent teacher conferences and one grade level meeting, making this percentage very concerning.

In reviewing the Quality Review for 2014 -2015, Quality Indicator 3.4, High Expectations, was cited as an area of celebration. Supporting evidence included “Parents stated that regardless of when students enter the school, guidance, teachers, and administrators work to support students in making progress and preparing for college and careers and parents are supported and encouraged to partner with the school through frequent communication, progress reporting and leadership opportunities.” This feedback from parents must be consistent, in that all parents should be able to say that they feel connected to our school, beginning with being invited to activities at the school.

For several years, our Parent Association has failed to conduct any work to engage families in the school community. Our budget also prevents us from hiring a parent Coordinator. As a result, we have spent a significant amount of time at the school leadership level to develop other systems for family engagement. This includes having mandated time each week for teachers to contact parents, making part of the guidance counselor’s duties to conduct regular parent outreach, holding grade level informational sessions bi-annually, etc.

In looking at our attendance rates from this year’s family engagement activities, less than half of our student’s families were in attendance. This indicates two issues. First, we need to examine how we reach out to parents and what is the most effective approach. Also, we have to examine reasons why families who have been contacted aren’t attending.

Going forward, we need to conduct further research into our current practices for outreach and planning of events to develop an appropriate plan to increase communication with families.

Part 2 – Annual Goal

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

By June 2016, parent participation in school wide events (parent teacher conferences and individual grade meetings) will increase by 10% in comparison to last year, as measured through school based electronic attendance tracking systems.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Professional Development session for teachers on communicating with families	Teachers	October 2015	Administration, PD Committee
Send home letters with event dates at least two weeks before scheduled events.	Families	September 2015 - June 2016	Administration
Offer at least two health and wellness workshops during the year for families to attend for free (ideally resulting in attendance for other general meetings)	Families	September 2015 - June 2016	Administration, Parent Association, School Leadership Team
Expand the school website to include Parent Association information, upcoming events, school news, etc.	Families, students	September 2015 - June 2016	Administration, Website Coordinator
Data Specialist to oversee the implementation of families making NYCDOE accounts.	Families	September 2015 - June 2016	Administration, Data Specialist
Share all communication via Skedula Messenger and RoboCall Application	Families, students	September 2015 - June 2016	Administration
Translate communication about events and provide translation services at all events.	Families, students	September 2015 - June 2016	Administration, Parent Association

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Use of the mandatory family engagement time required to be completed by teachers • Funds for materials and personnel at school events

- Compensation for teacher work time beyond designated school hours
- Pre-determined dates of meetings and physical meeting space

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

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

Part 5 – Progress Monitoring

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

By January 2016, there will be a 10% increase in family attendance at parent teacher conferences in comparison to the year prior.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>The need for services is based on student’s academic performance in several areas:</p> <ul style="list-style-type: none"> • Regents Grades • Report Card Grades • 8 th Grade NYS Test Scores • In class summative and formative assessments. <p>Programming for AIS is completed by the Academic Policy Team. Requests for AIS can also be made by a teacher, parent, and/or the student.</p>	<p>The program is for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are assigned based on a consensus made by the student’s grade team.</p> <p>During the school day, academic intervention takes the form of small group instruction with targeted skill based objectives.</p> <p>The curriculum for all ELA programs focuses on intensive literacy instruction using the workshop model.</p>	<p>The method for delivery of service is in the form of small group instruction. Various modes of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction. Students are also given individualized support to complete class based assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards</p>	<p>AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool. AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool.</p>
Mathematics	<p>The need for services is based on student’s academic performance in several areas:</p> <ul style="list-style-type: none"> • Regents Grades • Report Card Grades • 8 th Grade NYS Test Scores 	<p>The program is for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are assigned based on a consensus made by the student’s grade team.</p>	<p>The method for delivery of service is in the form of small group instruction. Various modes of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class</p>	<p>AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool. AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool.</p>

	<ul style="list-style-type: none"> In class summative and formative assessments. <p>Programming for AIS is completed by the Academic Policy Team. Requests for AIS can also be made by a teacher, parent, and/or the student.</p>	<p>During the school day, academic intervention takes the form of small group instruction with targeted skill based objectives.</p> <p>The curriculum for all Math programs is based on the type of mathematics course the student is preparing for, including algebra, geometry and/or trigonometry.</p>	<p>instruction. Students are also given individualized support to complete class based assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards.</p>	
Science	<p>The need for services is based on student's academic performance in several areas:</p> <ul style="list-style-type: none"> Regents Grades Report Card Grades 8 th Grade NYS Test Scores In class summative and formative assessments. <p>Programming for AIS is completed by the Academic Policy Team. Requests for AIS can also be made by a teacher, parent, and/or the student.</p>	<p>The program is for students who need credit, assistance in passing the Regents exam and/or additional subject area tutoring. Students are assigned based on a consensus made by the student's grade team.</p> <p>During the school day, academic intervention takes the form of small group instruction with targeted skill based objectives.</p> <p>The curriculum for Science programs focus on the type of science course the student is preparing for, including Living Environment and Earth Science.</p>	<p>The method for delivery of service is in the form of small group instruction. Various modes of instructional delivery are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction. Students are also given individualized support to complete class based assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards</p>	<p>AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool. AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool. .</p>
Social Studies	<p>The need for services is based on student's academic performance in several areas:</p>	<p>The program is for students who need credit, assistance in passing the Regents exam and/or additional subject</p>	<p>The method for delivery of service is in the form of small group instruction. Various modes of instructional delivery</p>	<p>AIS is provided as lunchtime tutoring during student lunch periods daily and afterschool. AIS is provided as</p>

	<ul style="list-style-type: none"> • Regents Grades • Report Card Grades • 8th Grade NYS Test Scores • In class summative and formative assessments. <p>Programming for AIS is completed by the Academic Policy Team. Requests for AIS can also be made by a teacher, parent, and/or the student.</p>	<p>area tutoring. Students are assigned based on a consensus made by the student's grade team.</p> <p>During the school day, academic intervention takes the form of small group instruction with targeted skill based objectives.</p> <p>The curriculum for Social Studies programs focus on the type of Social Studies course the student is preparing for, Global History and Geography and/or U.S. History.</p>	<p>are used, including Universal Design for Learning, collaborative learning groups, small-group instruction, and whole class instruction. Students are also given individualized support to complete class based assignments and build necessary skills to complete tasks relative the Regents and Common Core Learning Standards.</p>	<p>lunchtime tutoring during student lunch periods daily and afterschool.</p>
<p>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</p>	<p>The need for services is based on student's academic performance in several areas:</p> <ul style="list-style-type: none"> • Regents Grades • Report Card Grades • 8th Grade NYS Test Scores • In class summative and formative assessments. <p>The need is also based on observed behaviors.</p> <p>Programming for services referred to the Guidance Counselor.</p> <p>Requests for services can also be made by a</p>	<p>With respect to academics, the guidance counselor identifies students in need of additional credits in all subject areas or in need of passing Regents exams. Students receive new programs with after school tutoring sessions. The guidance counselor monitors these children closely, following up with regular meetings with students, teachers and families. In addition to meeting with her mandated students, the guidance counselor has established regular meeting times with students that are considered at risk.</p>	<p>The guidance counselors meet with students by class each term to explain at-risk services available to them. She also meets with students individually and provides counseling services.</p> <p>Individual and small group counseling for academic empowerment and crisis intervention is provided to students. She will also formulate behavior intervention plans for students experiencing behavioral challenges.</p>	<p>Guidance counselors and social workers meet directly with students during the school day as scheduled or as often as needed or as mandated by the IEP .</p>

	teacher, parent, and/or the student.	Based on referrals by teachers and her own meetings, a program for emotional and social counseling is developed and provided to support the student's needs in their personal and academic life.		
--	--------------------------------------	--	--	--

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In order to recruit and retain highly qualified teachers, we participate in two programs that address these areas specifically, both New Visions for Public Schools Teacher Staffing Program and Advance: Teacher Effectiveness.</p> <p>Some of the strategies and activities planned are:</p> <ul style="list-style-type: none"> • Create supportive teacher teams focusing on curriculum alignment to Common Core standards, grade level skill development, teacher team building, and data analysis. • Create time in teacher programs for department meetings, grade meetings, intervisitations and feedback sessions • Conduct Individual Planning Conferences with teachers at the beginning of the school year. • Conduct End of Year Conferences with teachers. • Conduct a yearlong cycle of observation and feedback in accordance with the Advance system. • Complete an entire round of observations by the end of October 2013 to determine what school wide supports are needed in these areas. • Assign first year teachers a mentor to provide guidance in their work. • Provide mentor services to teachers not in their first year. • Implement and assign extensive professional development opportunities to develop their content knowledge and teaching pedagogy. • Offer professional development in the school every Monday afternoon.

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).
<ul style="list-style-type: none"> • Our school's affinity, New Visions, will provide external Professional Development in CCSS Instruction. Administration will arrange for teachers to attend these sessions. • The NYC DOE will provide external Professional Development in CCSS Instruction. Administration will arrange for teachers to attend these opportunities. • Administration will attend applicable professional development sessions relative to the CCSS. • Administration will review previous teacher observation data, Measures of Student Learning results, Quality Review data and other pertinent school data to determine needs of teachers to be addressed during the Monday professional development block.

- A Professional Development Committee will be formed to include teachers and administrators in determining professional development needs.
- Administration will create a calendar for each term of school based professional development to be held during the Monday Professional Development block.
- The professional development structure will support the needs of teachers by following the differentiated professional development model.
- Teachers will cycle through different learning groups with targeted foci including assessment, engaging students in learning and technology to support instruction

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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The professional development provided regarding the use of assessment results to improve instruction is based on teacher needs and MoSL assessment implementation and results. Professional development takes place over the course of the school year, both during mandatory afterschool conferences and includes: an overview of the function and purpose of the MoSL, a clear explanation of each assessment type and model, policies and procedures for implementation, a review of the BOY MoSL results, and several sessions of inquiry cycles to unpack student data and determine necessary instructional moves. Later meetings will also be conducted to review EOY MoSL data where teachers will engage in cycles of inquiry in determining what the data suggests about instruction implemented and next instructional moves.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	210,832.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,116,143.00	x	

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The High School for Innovation in Advertising and Media, 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. The High School for Innovation in Advertising and Media will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The HS for Innovation in Adver</u>	DBN: <u>18K617</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>21</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The afterschool program is designed to provide additional support for ELL students. The focus is to assist in the acquisition of academic language and content in order to increase ELL pass rates on regents exams (which is currently close to 0%) and credit accumulation in courses. In addition, this program also permits the ESL teacher to provide additional access points to the academic content in the courses. 61.9% of our current ELL students have been receiving services for less than 3 years.

Part C: Professional Development

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

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

Begin description here:
The rationale for our year long (September 2013 - June 2014) professional development program is to help teachers develop a battery of skills and strategies that render effective instruction. The session topics have been designed with respect to both teacher needs and the Danielson framework. Each session is carefully crafted to reflect our school's beliefs about instruction through practical workshops. All teachers are invited to attend, as the content of the sessions is applicable for all instructors, including the ESL teacher. These sessions are held on a weekly basis afterschool every Wednesday. Two of the month's sessions are mandatory as per the UFT Contract, and the month's other two sessions are voluntary and teachers are compensated through per session funding. The majority of the sessions are provided through the school's administration. Other sessions are provided through the school's CFN, New Visions and our private consultant, Creative Classroom Solutions.

Below are the topics covered/to be covered in the series:
Google and the IAM Community
Instructional strategies in your lessons and the Common Core State Standards
SEIS and your instructional practice
Danielson Framework, Domain 2, Components 2a and 2c
Responding to student data
Danielson Framework, Domain 3, Components 3c and 3d
Danielson Framework, Domain 2, and the ICT classroom
Argumentative writing
Using Teachscape, an online teacher development program
Student discussion protocols
Creating an effective and efficient ICT classroom
Grade-based Inquiry Team Meeting
Strategies to become highly effective in Domain 4
Summative assessments
Literacy strategies for Spring 2014

Part D: Parental Engagement Activities

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

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

Begin description here: _

-
-
In an effort to increase our parent involvement, parents of ESL students are invited on a monthly basis to participate in workshops and activities geared towards college readiness and school leadership. Translated invitations for and materials are available at each of these meetings. There are also celebration events and other school spirit events where parents are invited to attend.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 18	Borough Brooklyn	School Number 617
School Name HIGH SCHOOL FOR INNOVATION IN ADVERTISI		

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 ADALEZA MICHELENA	Assistant Principal JAMIE WEYERBACHER
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher SIMEON BOYAR	School Counselor LAKISHA DAVID
Teacher/Subject Area type here	Parent MARTHA KNIGHT
Teacher/Subject Area N/A	Parent Coordinator N/A
Related-Service Provider N/A	Borough Field Support Center Staff Member CHRISTINE ETIENNE
Superintendent DONALD CONYERS	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	306	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	2
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	15	3	0	1	0	1	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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
Arabic														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2				0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1			1	0
Haitian										1	7		1	0
French										2	1	1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 New potential ELL admits take the LAB-R no later than 10 days after their first day of attendance. The data is recorded by the ESL teacher before being sent out to be officially scored. The ESL teacher uses this data, along with data obtained from English department-wide diagnostic tests (in writing, grammar, reading, etc.) to determine which level is best for the new students (before the official LAB-R scores are available). Students who have taken the NYSESLAT are scheduled according to the appropriate amount of hours they are entitled to (using discrete and push-in models). This year every student also took the NYCDOE Performance Task in ELA, and the data obtained from this assessment was used to develop instruction based on needs of the students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Most students are at beginning level in all grades, with two at intermediate level. suggesting the need for explicit instruction of skills and content as tested in the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 We review the test data and conduct an item analysis to determine areas in need of development. Based on findings, teachers receive support in implementing instruction through in house professional development and common planning time with the ELL teacher.

 Information about AMAQ is used to determine instructional plans based on the four modalities. Plans are based on the needs in both reading and writing. Instructional strategies primarily use both whole class instruction and independent reading and writing programs to work with the ELL population. The independent programs let students work at their own pace and address their individual needs while during the whole group instruction, teachers model skills and strategies that students will practice during their independent sessions. To address the writing needs, students write daily, formally and informally, and in varying formats. To address listening and speaking needs of our ELLs, students engage in accountable talk, practice public speaking, and listen to and complete activities based on news reports, lectures and interviews.

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?

Right now, we only have 18 ELL students, 16 who are beginner, 2 intermediate. Patterns are hard to identify because of the small amount and the common skill gaps among them. In terms of classroom exams, all are always delivered in English. Furthermore, ELL students continue to underperform on high stakes exams in comparison to native English speaking peers. During Regents testing, some students have asked to have a test offered in their home language, but will often go back to the English version. The use of exams in the native elanguage has not proven to help studnets pass these exams, as our ELLs continue to sit as the lowest third.

ELL Periodic Assessment data is use used to determine instructional planning, including unit objectives, skill sets, and instructional strategies. The school is learning that ELL students are performing below their native English speaking peers primarily because of a lack of language acquisition. In working with these students in their native language, they are very capable of demonstrating knowledge of content. They simply lack the English related skills to communicate clearly. Therefore, when possible, native language is used, either with teachers or technology, to support classroom instruction.

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?

The evaluation of the ELL program is done annually. The ELL teacher reviews student data, the NYSESLAT, the Periodic Assessments and informal classroom assessments to evaluate the strengths and weaknesses of the program. The teacher also reviews the goals that had been set the year before and evaluates whether they have been achieved. Then, new goals for the next year are set and an action plan to achieve those goals is created.

7. For dual language programs, answer the following:

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

N/A

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

We review all data sources, including NYSESLAT, MOSL, Regents and other classroom based assessments. Results are analyzed to determine the extent of growth among ELL students, and inwhat specific areas.

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.

Our English language learner identification process follows the guidelines specified in the New York State – LEP Identification Process Memorandum #2, attachment #2. Our identification team includes an ESL teacher, a staff member to assist with translation needs, and the guidance counselor.

The Home Language Survey (HLS) is administered by the ELL teacher. When parents or students need translation services, a translator is provided. All HLSs are reviewed by the ELL teacher who then interviews possible ELL students and parents. If the student is identified as an ELL, the LAB- R/ NYSITELL is administered and scored. If the student is not an English language learner, he/ she enters the general education population; however, if the student speaks a language other than English or speaks little or no English, the LAB- R/NYSITELL is administered and scored by the ELL teacher and the student is appropriately placed according to the score.

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).

We use the LENS, SIFE Questionairre and student work, including a personal statement to determine present level os performance and determine appropriate placement.

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).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator -
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years.

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following: The result of Step 1 (see above), the student's history of language use in the school and home or community, The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

- The principal must accept or reject this recommendation
- o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student
- o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

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.

The testing coordinator is responsible for this. Letters are generated after the test is scored and sent out via postal mail and also backpacked.

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).

A written request is obtained by the parent, guardian, teacher, or student if 18 or older. The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the

decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

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.

Currently, we only have a free standing ENL program. We inform parents of the ENL program according to CR Part 154. A meeting is held in September 2015 to share this information. Interpretation services are made available. As new comers join our school, a parent orientation is conducted within 10 school calendar days of admission.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are contacted by the ENL Teacher and necessary translation provider to inform them of what needs to be returned.

We monitor program choice by writing down their selection. Outreach is documented and filed with the student records. Currently, we only offer an ENL program, so that is the default if no contact is made.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ELL teacher continues to make outreach and documents the outcomes.

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

The ELL teacher informs administration of when the letters have been distributed and the dates to expect them for return.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is placed in the student's cumulative record.

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.

Step 1: Identify Eligible Students - Completed by ESL teacher and testing coordinator

- Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.

- Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.

- Upon receipt of NYSESLAT materials, we count the number of booklets and answer documents

Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion

- To administer the speaking subtest during the administration window, we do the following: oAssign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window. We work with the other ESL teachers from the two on campus to coordinate a schedule.

- To administer the reading, listening, and writing subtests during the administration window, we assign a sufficient number of staff and adjust the school schedule as necessary. The other ESL teachers on campus collaborate to make a schedule and administer these parts.

- We use a form to track completion and set make up dates to ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

- The ESL teacher follows up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ELL teacher informs administration of when the letters have been distributed and the dates to expect them for return.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).

Most parents choose the ENL program. We only offer an ENL Program. We only have a school of 300 students, and only 18 ELLs. We share the ESL teacher with another school on campus.

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.
Single period, at least once a day, depending on required hours, two types of sections, heterogeneous and homogeneous.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We calculate the number of minutes according to the child's mandates and class program.
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.
Core content is integrated with literacy skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students are given assessments in their home language as determined by the content area teacher and ESL teacher recommendations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs receive a variety of teacher created assessments that address all four modalities. This is based on a review of performance assessments. The review is conducted by administration and teachers.
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 statusDifferentiation is determined based on individual assessment data. Key elements include leveled texts, translated documents, leveled tasks, additional teacher led support, peer support, etc.
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.
The principal will consult with the ESL teacher, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Annotating texts
Listening and Note Taking
Nonlinguistic representations, manipulatives
Cooperative Learning
Setting Objectives and Providing Feedback
Generating and Testing Hypotheses
Graphic Organizers
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?

Chart

Students are programmed according to their program mandates. Curriculum is developed by the teacher and reviewed by administration to ensure it is suitable for students to reach goals and achieve proficiency.

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

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

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

Chart

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



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

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

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

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

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

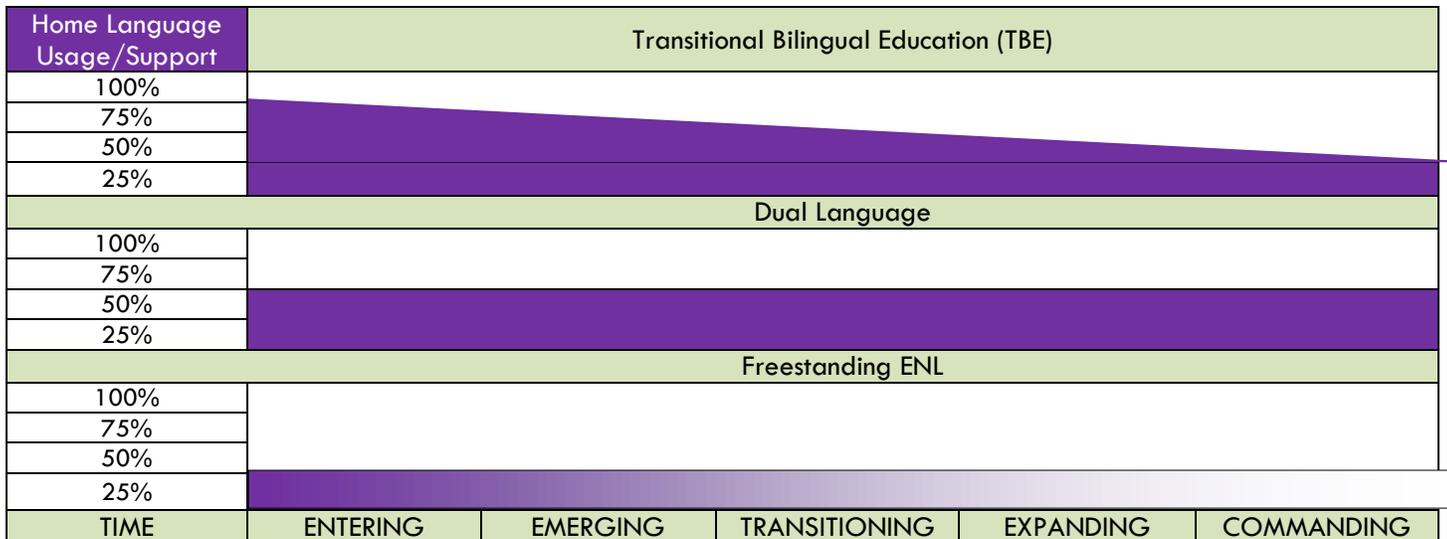


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
ELLs are provided targeted intervention in ELA, Math, Science and Social Studies during the day during their lunch period. This takes the form of small group tutoring where students work in groups of three to five with a teacher on specific skills. Students can also use the time to work on larger assignments as needed. The school is currently unable to provide afterschool and Saturday tutoring sessions, but when able, ELLs will be targeted to attend.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently, only one third of the ELLs are taking advantage of lunch time tutoring. Teachers do state that the tutoring helps to strengthen skills taught in content classes, like annotating texts. We plan to arrange for incentives, like class points, for students who attend.
12. What new programs or improvements will be considered for the upcoming school year?
Push in model for all content area classes, After school and Saturday sessions for enrichment, incentives for attendance to all enrichment programs (all are dependent on funding), more parent contact to share program information, more project based learning opportunities for ELLs.
13. What programs/services for ELLs will be discontinued and why?
none
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are welcome to all school programs. This year, we have several arts programs, including music and dance. The stand alone ENL classes were presented with these opportunities and translation services were provided as needed. Approximately one third of the ELLs are involved in the music and/or dance progprma.
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.
ELA - laptops, glossaries, leveled texts, audi books, picture books, translation services as needed
Math - laptops, glossaries, translation services as needed, manipulatives
Science - laptops, glossaries, translation services as needed, manipulatives
Social Studies - laptops, glossaries, audio books, translation services as needed
CTE - glossaries, translation services as needed
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Translation services are made available as needed. A staff member, such as a paraprofessional, provides translation.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ESL teacher shares the students' levels and grade with teachers, and teachers plan accordingly. Teachers are required to submit plans for ELLs, including service and resources to be used in instruction to administration for review.
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).
An orientation is conducted by school administration, guidance counselor, teachers and other faculty for students and parents to provide an overview of the school and programs and services.
19. What language electives are offered to ELLs?
We currently do not offer any at this time.
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.)
Every Monday, we conduct professional development for 80 minutes. It is led by staff where teachers take turns to share and demonstrate best practices. Every session includes a segment on the application for ELLs. The ESL teacher attends outside professional development as provided by the NYCDOE.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ESL teacher attends outside professional development as provided by the NYCDOE throughout 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?
We conduct a workshop in the beginning of the year with ninth grade teachers and other support staff. We highlight needs of ELLs in transition and important supports to provide. We provide them with strategies like small conferences and explicit instructions to help incoming students feel comfortable and safe in high school.
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.

Every Monday, we conduct professional development for 80 minutes. It is led by staff where teachers take turns to share and demonstrate best practices. Every session includes a segment on the application for ELLs. A minimum of 8 sessions over the year are designed to specifically address language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Additionally, to meet the 50% of required professional development hours, our ESL teacher attends professional development in both our school and the school he is shared with on campus. These sessions always include a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ESL teacher also attends at least three 6 hour sessions of professional development for teacher sof ELLs as provided by the NYCDOE.

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?
The ESL teacher calls each parent at the start of the school year and invites them for a meeting. Appropriate interpretation and/or translation services are provided by a staff member.
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.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Currently, all ELL parents are invited to attend parent based meetings, including parent association, school leadership and Title 1. Translated notices are always sent out. We are currently working on a plan to develop specific activities that target ELL parents to get them invovled in the school community.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We are currently seeking out partnerships.
5. How do you evaluate the needs of the parents?
We are currently drafting a survey to be completed by parents to identify their needs and develop plans to address them.
6. How do your parental involvement activities address the needs of the parents?
We are currently drafting a survey to be completed by parents to identify their needs and develop plans to address them.

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.
We have no further additions at this time.

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)
ADALEZA MICHELENA	Principal		10/21/15
JAMIE WEYERBACHER	Assistant Principal		10/21/15
NA	Parent Coordinator		1/1/01
SIMEON BOYAR	ENL/Bilingual Teacher		10/21/15
MARTHA CURRY	Parent		10/21/15
SAMUEL KAMIN	Teacher/Subject Area		10/21/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
LAKISHA DAVID	School Counselor		10/21/15
DONALD CONYERS	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 18K617 School Name: H
Superintendent: DONALD CONYERS

Before you begin, please check the following:

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

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

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

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

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

The means used to assess needs in written translation and oral interpretation include but are not limited to:
Review of data obtained from the Home Language Information Survey and DOE Language Preference Letter; the Environmental Survey and the Progress Report
ATS report, RPOB, is generated and reviewed to determine the home languages of students.
The teachers ask students to indicate language preferences for all types of communication on their information sheets.
Administrators, teachers, and LAB/BESIS Coordinator are surveyed to determine the most common home languages of our students.
The school collects data using the Home Language Survey regarding the primary language spoken by the parent/guardian of each newly enrolled student and whether the parent/guardian requires language assistance to communicate with the school.

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.

Ibo	1
Akan	1
Arabic	5
English	284

None Listed	5
French	3
Fulani	1
Haitian Creole	16
Spanish	6
Urdu	1

Part B: Creating a Communications Calendar

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

Parent Association Meeting Notices (Monthly)
 Student Handbook (Annually, Septmeber)
 Grading Policy (Once per term)
 NYS Assessment Calendar (Annually, September)
 Policy Updates/Changes (As needed)
 Bulletins (As needed)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conferences
 Academic Planning
 Grade level information presentation
 Intervention/At Risk
 Attendance calls and meetings (all staff)
 Guidance Couselor calls and meetings

Part C: Providing Language Assistance Services

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

The school provides written translation of school specific documents that contain critical information regarding a student's education in Spanish, Haitian Creole, and Arabic. These documents are made available at the same time the English documents are available to parents/guardians. All written translation is provided in house by school staff or through use of Google Translator.

Other correspondence includes a notation in the above identified languages stating to contact our main office for additional information.

Procedures for timely provision of translated documents include delivery of the notice to the designated staff member, with a turnaround time of 3 hours. The document is then distributed to students who have language preferences other than English.

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.

The school provides oral interpretation services to parents/guardians who communicate in Spanish, Haitian Creole, French, and Urdu through staff members at the school. These staff members are available for meetings with parent/guardians. These staff members are available to make phone calls to parents/guardians to arrange meetings and to inform parents/guardians of their child's progress in school. The oral interpretation and parent/guardian outreach are conducted in-house by school staff

If another language is needed but cannot be provided, the school will use the Translation and Interpretation Unit. .

Part D: Training Staff on Policies and Procedures

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

At the first faculty conference of the year, staff is provided with an overview of translation services available. They are given a list of websites and phone numbers to get information and support.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights

- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Chancellor's Regulations A-663 are emailed to and reviewed by all administrators and supervisors to fulfill parent notification requirements for translation and interpretation services. Parents/guardians in need of language access services are not prevented in reaching the school's administrative offices due to language barriers. The school obtains from the Translation and Interpretation Unit a translation of signage and forms for parents of more than 10% of the children who speak a primary language that is not English or a covered language.

Part F: Monitoring and Quality Control

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

A survey will be given to parents at every Parent Association Meeting to gather feedback on the quality and availability of services. Individual meetings with parents for who English is not the preferred language will be asked informally to give feedback.