

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

18K637

School Name:

ACADEMY FOR CONSERVATION AND THE ENVIRONMENT

Principal:

EUGENE MAZZOLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Academy for Conservation and the Environment School Number (DBN): 18K637
Grades Served: 9-12
School Address: 6565 Flatlands Avenue Brooklyn, New York 11236
Phone Number: 718-968-4101 Fax: 718-968-4296
School Contact Person: Eugene M. Mazzola Email Address: emazzol@schools.nyc.gov
Principal: Eugene M. Mazzola
UFT Chapter Leader: Scott Carlson
Parents' Association President: Elizabeth King
SLT Chairperson: Sybil Girard
Title I Parent Representative (or Parent Advisory Council Chairperson): Elizabeth King
Student Representative(s): Tenzin Ponpotsang
Kalla Rodriguez

District Information

District: 18 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue Brooklyn, New York 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, New York 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 718-759-4900 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eugene M. Mazzola	*Principal or Designee	
Scott Carlson	*UFT Chapter Leader or Designee	
Elizabeth King	*PA/PTA President or Designated Co-President	
Judith German	DC 37 Representative (staff), if applicable	
Norma Wright	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Tenzin Ponpotsang	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kalla Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vida Marshall Boyea	Member/ Parent	
Alma Cudjoe	Member/ Parent	
Vacant for 9 th Grade Parent	Member/ Parent	
Sybil Girard	Member/ Assistant Principal	
Vacant for Teacher	Member/ UFT Teacher	
	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.

At ACE teacher teams work diligently to plan, implement, reflect and revise instruction. Our vision, mission and instructional focus was created in conjunction with our teacher teams. ACE's vision is: "Every Graduate will be prepared for College / Career success" Our Mission is to prepare students with the knowledge, skills, confidence, and motivation to become positive members of their community, environment, and society. Students will engage in rigorous activities that will foster college / career success through our teacher-generated ACE core beliefs of how students learn best: accountability, routines, applicable knowledge, and data driven reflective modified instruction.

Our Instructional focus is Productive Engagement, in which teachers strategically use data to assist students in building skills for independent college / career success by actively engaging students in cognitively challenging activities that will encompass critical thinking, problem solving, student generated questions, and real world applied knowledge.

Our teacher teams meet once per year to review and revise the instructional focus and make adjustments that will further driven instruction and student learning.

Our school has partnerships with Cornell University, and Brooklyn College. Through Cornell University we provide a senior Hydroponics Internship class in which students are taught part time by a Cornell Professor and participate in growing various forms of vegetation within our school building using the hydroponics technology. Through Brooklyn College they provide the Talent Search and TRIO Programs that offers our students a wide range of college preparation programs from SAT Prep, counseling, and local tours of surrounding universities.

We have a community-based organization called CAMBA (Church Avenue Merchants Block Association). CAMBA is a Brooklyn-based non-profit organization founded in 1977. One of the programs that CAMBA offers our students is the Teen Relationship Abuse Prevention Program (RAPP). The goals of RAPP are:

- a. Prevention: increase student awareness of abusive relationship behaviors and providing the ability to develop healthy relationships.
- b. Intervention: increase emotional support and stability for at-risk students and those in abusive relationships.
- c. Teacher/School Staff Professional Development: improve the ability of teachers and other school staff to identify teen relationship abuse and make appropriate referrals to the RAPP social worker.
- d. Community Outreach and Parent Education: increase awareness of abusive teen relationship behaviors outside of school and the community.

Another partnership at our school is Healthcorp. This non-profit organization was founded by Dr. Mehmet Oz in 2003; the Health Corps program empowers students to become proactive health leaders in their communities and environment. Through education in and out of the classroom through workshops, after school cooking and fitness clubs and health fairs, Health Corps helps students to learn a holistic approach to health, to discover how to foster a healthy lifestyle including balanced nutrition, fitness and mental resilience.

The time schedule of our school allows for our students to all have the same lunch period. This enables our teachers to meet daily on different teams during our common planning time. During common planning time teacher's work on

content teams, grade/inquiry teams as well as developing professional learning opportunities for all staff members. We also allocate one day a week where our students can get extra tutoring from their teachers.

Over the past year we have made gains in all of our regents passing rates. This year we will be focusing on continuing to increase our promotion rate specifically in the 9th grade, continuing to increase rigorous instruction that is aligned to college readiness across all grade levels, and increasing the expectations of our students in regards to their own mindsets as well as ensuring that we continue to provide a supportive environment for all our students.

18K637 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	312	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				61
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	72.6%	% Attendance Rate		84.5%
% Free Lunch	74.6%	% Reduced Lunch		5.4%
% Limited English Proficient	7.9%	% Students with Disabilities		22.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		84.6%
% Hispanic or Latino	8.2%	% Asian or Native Hawaiian/Pacific Islander		3.2%
% White	2.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.14
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	30.4%	Mathematics Performance at levels 3 & 4		48.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.0%	% of 2nd year students who earned 10+ credits		82.3%
% of 3rd year students who earned 10+ credits	85.0%	4 Year Graduation Rate		67.7%
6 Year Graduation Rate	67.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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.

As a school leadership team we reviewed our data regarding observations through the advance system, as well as student and parent feedback from surveys and informal conversations. We also examined feedback from our last Quality Review and Principal performance observations which state specifically to continue to reinforce units of study that are aligned to the common core learning standards and design lesson activities that require rigorous students thinking and application of knowledge.

Our strengths are as follows:

- Strong teacher teams
- Content specialists
- System for review and assessment of teacher generated units
- Peer feedback

Priority Needs:

- Increased performance in Classroom discussion.
- Increased performance in student to student interaction and learning.
- Increased critical thinking skills

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 through teacher lead professional development, teacher learning rounds, and shared best practices 60% of all teachers will obtain an overall rating of at least effective in domain 3, instruction as measured by the Danielson rubric for teaching.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Summer Professional Development that will use teacher knowledge with shared best practices internally and externally to implement Teaching practices that will incorporate student generated questions, text annotation, the four square writing technique and use of the organizational checklist throughout classrooms and across grade levels.</p>	<p>Creative Classroom Solutions Consultants Administration Teachers</p>	<p>Summer 2015</p>	<p>Principal Assistant Principal Lead Teacher Content Leaders</p>
<p>2. Monday Professional Development sessions to re-visit and re-inforce component studies.</p>	<p>Classroom Teachers</p>	<p>September 2015 – June 2016</p>	<p>Lead Teacher Administration</p>
<p>3. Common Planning Time content and grade meetings to discuss students and strategies that affect respective subject areas or grade levels.</p>	<p>Content Leaders Grade team leaders Classroom teachers</p>	<p>September 2015 – June 2016</p>	<p>Lead Teacher Administration</p>
<p>5. Parents will be invited into classroom twice per year, once in the fall and once in the spring. Parents will be asked to join Content themed clubs on a monthly basis to obtain a better understanding of what their child will be learning and reading throughout the year.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Principal Assistant Principal Lead Teacher Content Leaders</p>

Part 4 – Budget and Resource Alignment

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

1. Partnership with Creative Classroom Solutions that assisted teachers in aligning their unit plans with Common Core Shifts and the Danielson Rubric for Teaching through 1 full day PD in the Summer 2015. Creative Classroom Solutions will also provide one-on-one coaching sessions in which teachers receive feedback on rigorous instructional strategies 10 times during the school year approximately twice per month.
2. Lead Teacher will lead PD sessions once per week during Monday Professional Development that will focus on a specific strategies and techniques to drive our instructional focus and increase rigorous instruction in the classroom. This will include strategies to increase the teacher’s performance in domain 3 of the Danielson rubric as well as a norming of effective instruction in these areas.
3. Per session will be provided for family engagement nights as when as content leader clubs for parents.
4. Special Education teachers will conduct trainings for classroom teachers.

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	X	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.

1. Coaching notes for each teacher aligned to their incorporation of the instructional focus.
2. PD agenda, handouts, attendance sheets, minutes and teacher participation in teacher led professional development across content areas and grade teams.
3. Samples of student work implementing teaching strategies.
4. Advance observation statistics
5. Parent feedback from content clubs and curriculum nights.

All will be assessed in February and June.

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.

After a close analysis of the following:

- NYC surveys
- Framework for Great Schools report
- Attendance reports
- Suspension reports

We observed that as a school we need to continue to work on improving data such as classroom behavior, peer interactions, suspensions and attendance.

Strengths:

- Social-emotional student support
- Personal attention and support
- Peer support for academic work
- Decrease in superintendent suspensions
- Attendance Team
- Guidance services

Priority Needs:

- Attendance interventions to increase whole school monthly attendance
- Supportive interventions for students who fall in the 70% - 79% attendance range
- Decreasing number of Principals suspensions
- Classroom management
- Peer Interactions

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 through school-community outreach and training there will be an increase in the supportive environment data from meeting target to exceeding target as measured by the Framework for Great Schools report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) 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>1. A content-team leader (teacher) will be added to the attendance team in order for the team to get the teachers’ perspective. The attendance team will continue to have weekly meetings to develop strategies and interventions to improve students’ attendance. During the weekly parental outreach, students who are identified by the attendance team to have poor attendance will be allocated to staff members for constant monitoring and communication with their parents.</p> <p>Monthly attendance incentives will be organized throughout the school year.</p>	<p>Students who have less than 70% attendance</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principal, Attendance teacher, guidance counselor, Community Associate, Parent Coordinator, School Aide, Content Team Leader</p>
<p>2. The Dean’s office will spearhead the creation of a peer mediation program in collaboration with the CAMBA social worker and the guidance counselor. The Dean’s office will train students to conduct peer mediations and will supervise peer mediation sessions.</p>	<p>Students who are referred to the Dean’s office</p>	<p>September 2015 – June 2016</p>	<p>Deans, guidance counselor, social worker</p>
<p>3. Throughout the school year professional development will be offered to teachers on effective classroom management strategies. This will be in the form of teachers presenting best practices, formal professional development as well as through kid-talk</p>	<p>Classroom teachers</p>	<p>September 2015 – June 2016</p> <p>Weekly Professional Development</p>	<p>Principal, Assistant Principal, Coaches, Lead Teacher, teachers</p>

protocols. During our weekly learning rounds positive classroom management strategies will be highlighted and shared with other teachers. This data will be tabulated and reviewed quarterly.		meetings, weekly learning rounds and quarterly data reviews.	
4. Strategic planning of the parent outreach afternoons in which each teacher will be assigned to work with 12 – 15 student families. In these groups, teachers will work to create an open dialogue with students and parents in regard to attendance, academics, college and press towards academic achievement. In addition to conversations, teachers will engage students in team-building activities and skills needed for positive student interactions.	All classroom teachers, all students and parents	September 2015 – June 2016 Once per week	Principal, Assistant Principal, Lead Teacher, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Attendance Team training afterschool in the Fall 2015											
2. Peer-mediation and conflict resolution training and workshops by outside vendors											
3. Professional Development for teachers on effectively executing the afterschool parent-outreach student groups in the Fall 2015											
4. Classroom management training and workshops by outside vendors											
5. Dean budget allowance											
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.										
1. Weekly attendance team notes shared with the Principal cabinet.										
2. PD agenda, handouts, attendance sheets, minutes and teacher participation in teacher led and other professional development sessions.										
3. Notes and feedback write-up from weekly Learning Rounds. Quarterly review of data collected from Learning Rounds.										
4. Anecdotal from the afterschool parental outreach as documented on Jupiter Grades, student attendance and discussion topics.										
5. Peer Mediation data.										

All will be assessed quarterly.

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.

As a cabinet we reviewed the data from the NYC School Quality Guide from the past three school years, 2012-2013, 2013-2014 and 2014 – 2015, school scholarship reports, student transcripts, tutoring attendance and the 4-Year College Readiness Index:

Strengths:

- 80% of students gained 10 or more credits at the end of each grade level
- We were at the top of our peer group in the completion rate for remaining Regents
- Saturday Regents Prep attendance increased by 40%
- Students are more aware of graduation requirements as a result of monthly presentations at Town Halls

Priority Needs:

- Credit accumulation for students in the lowest third
- Increasing the percentage of students who receive college-readiness scores on the Math and ELA Regents
- Increase the Regents completion rate for students in Cohort S

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 August 2016, all students, including students with disabilities and ELLs will make progress toward graduation as evidence by a 5% increase in graduation rate as measured by the New York City School Quality Guide.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Students in the lowest third will be assigned to a teacher-mentor during the afterschool parental outreach that will monitor their progress and provide additional academic support.</p> <p>Teachers will conduct weekly check-ins with these students, their teachers and their parents.</p>	<p>Students in the lowest third</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principal, Classroom teachers, paraprofessionals and parent coordinator</p>
<p>2. Students who receive less than 75 on the ELA Regents and less than 80 on the Math Regents will get additional Regents prep and will be given an opportunity to re-take these exams in order to get college-readiness scores.</p>	<p>Students who received less than 75 on the ELA Regents and less than 80 on the Math Regents</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, Content Team Leaders, Classroom teachers</p>
<p>3. Through the use of purposeful programming students will have the opportunity to receive tutoring in all subjects once a week during their lunch period. All teachers will hold tutoring sessions during student lunch period in their respective subject area. Teachers will be given the opportunity to invite students to tutoring as an anecdotal to classroom performance.</p> <p>4. Students will have the opportunity to receive tutoring in all subjects Tuesday through Thursday every week. Tutoring sessions will be held in the major subject areas. School administration and teachers will focus on students in Cohort S who are struggling in their respective subjects and Regents. Teachers will be given the opportunity to invite other students to their sessions as they see fit, and may make it mandatory for students with parent permission.</p> <p>5. Through the use of the APEX online learning system, students in the lowest third and Cohort S students that are in need of credits to graduate will have the opportunity to receive credit bearing as well as credit</p>	<p>All students</p>	<p>September 2015 - 2016</p>	<p>Assistant Principal, Content Team Leaders, APEX Coordinator and Classroom Teachers</p>

recovery (where applicable) in classes in which they were not previously successful in previous semesters.			
6. Scholarship data will be made readily available to all teachers immediately following the end of each marking period so that teachers can focus on each student individually who was not successful.			
7. During Common Planning Time teacher teams will review school data to determine the focus with credits and regents exams.	All students especially students in need of credit accumulation and passing Regents	September 2015 – August 2016	Principal, Assistant Principal, Lead teacher, Content Team Leaders and classroom teachers
8. An intense regent’s preparation schedule will be developed in which administration will create a master schedule that incorporates skill -based courses designed to increase performance on the regent’s exams.			
9. Administration will implement mid-term exams and final exams during each semester that are aligned to the regents exams. This will expose the students to the time and content knowledge needed to be successful as well as prepare them for taking such a high stakes exam.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. . Per session for teachers and administration for Regents Prep											
2. Per session for APEX Coordinator.											
3. The creation of at least one course during the regular school day in each subject area that is devoted to improving skills in that content area.											
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.
1. September professional development agenda and attendance sheets.
2. Common Planning time and professional development agendas and sign in sheets by content area.
3. A schedule of mid-terms and finals for each term as well as a spreadsheet of student scores for each content area.
4. Regents preparation schedule and attendance sheets from tutoring sessions.
5. Monitoring of students’ progress on APEX and the completion dashboard by the APEX Coordinator.

6. Completed and signed “graduation-in-doubt” letters

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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.)
<p>English Language Arts (ELA)</p>	<p>Summer Bridge Program – Writing skills:</p> <p>Students entering 9th grade lack some basic writing and grammar skills which hinder their success in their 9th grade ELA courses and their writing abilities in their Social Studies classes.</p> <p>Tutoring / Regents Prep:</p> <p>Students who need extra help in their ELA classes, whether it is to complete assignments, get extra time to work on assignments, or because they received a failing grade on the midterms and finals. These students include students with IEPs, ELL students as well as general education students.</p> <p>Zero period for ELL and former ELL students:</p>	<p>Summer Bridge Program – Writing skills</p> <ul style="list-style-type: none"> - New students take a writing skills class during the month of July in preparation for 9th grade curriculum. - Students get 0.5 credits for this course. <p>Tutoring / Regents Prep:</p> <ul style="list-style-type: none"> - We provide academic tutoring during lunch and after school. - Students preparing for the Regents get additional Regents Prep tutoring afterschool and on Saturdays. <p>Zero period for ELL and former ELL students:</p> <ul style="list-style-type: none"> - ELL students who have not been successful at the ELA Regents are mandated to attend a 	<p>The delivery methods include:</p> <ul style="list-style-type: none"> - one-to-one - small group activities and tutoring - pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students - on-line and blended learning 	<p>These services are provided during:</p> <ul style="list-style-type: none"> - Zero period - during the school day in all classes - at lunch time once a week - After school Mondays – Thursdays - Every Saturday for 4 hours - At home using our online learning, APEX

	<p>- After conducting item analysis of exams of ELL students, it was observed that although they may have mastered the English Language they were having content-specific vocabulary difficulties in various content areas. These difficulties hinder their success on the various Regents exams.</p> <p>Modified Assessments:</p> <p>- This is done on a case-by-case basis.</p> <p>- During an academic and/or attendance intervention conference, the possibility of modified assessment is explored in order to encourage students to perform to their full potential.</p> <p>Technology:</p> <p>- Through anecdotal observations and evidence of various students, we concluded that some students are motivated to writing essays and completing assignments if they have the use of technology.</p> <p>- Students are more engaged in class</p>	<p>zero period ELA Regents prep.</p> <p>- The strategies included are test-taking skills, content reinforcement, practice Regents questions, essay writing, peer editing, think-pair-share, vocabulary activities and content skills necessary to be successful in the class and/or the Regents.</p> <p>Modified Assessments:</p> <p>- We offer differentiated assessments and create personalized projects for students who are chronically absent and are missing assignments.</p> <p>Technology:</p> <p>- We provide laptops to students when it seems appropriate for their needs.</p> <p>- Students use the computer program "Pixton" to explain complex topics and concepts by creating comic strips.</p> <p>- By installing smart boards in every classroom with the most updated classroom interactive software, teachers create interactive tasks and students are more engaged in class activities.</p>		
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	<p>activities when they are interactive.</p> <p>Empowerment:</p> <ul style="list-style-type: none"> - Students are more motivated to complete tasks if they are authentic and can make real world connections as observed in various classes. <p>Teacher Consultation:</p> <ul style="list-style-type: none"> - Data collected from the inquiry grade teams. <p>Student Conference:</p> <ul style="list-style-type: none"> - Data from progress reports and report cards <p>On-line Learning - APEX:</p> <ul style="list-style-type: none"> - Analysis of students' transcripts revealed that some students need a credit recovery program. 	<p>Empowerment:</p> <ul style="list-style-type: none"> - Students often have the option to choose a topic, question, or project. - By differentiating the students' options, anything they choose will meet their needs and also challenge them. <p>Teacher Consultation:</p> <ul style="list-style-type: none"> - Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful. - Intervention plans include an organizational checklist and an evidence rubric for writing. <p>Student Conference:</p> <ul style="list-style-type: none"> - Teachers meet with students to discuss their progress and often make a contract to help students get on track. <p>On-line Learning - APEX:</p> <ul style="list-style-type: none"> - Online learning which includes reading, essay writing, assessments and Regents Prep skills. 		
Mathematics	Summer Bridge Program – Writing skills:	Summer Bridge Program – Writing skills	The delivery methods include:	These services are provided during:

	<p>Students entering 9th grade lack some basic Mathematical skills which hinder their success in their 9th grade Integrated Algebra courses.</p> <p>Tutoring / Regents Prep:</p> <p>Students who need extra help in their Math classes, whether it is to complete assignments, get extra time to work on assignments, or because they received a failing grade on the midterms and finals. These students include students with IEPs, ELL students as well as general education students.</p> <p>Modified Assessments:</p> <ul style="list-style-type: none"> - This is done on a case-by-case basis. - During an academic and/or attendance intervention conference, the possibility of modified assessment is explored in order to encourage students to perform to their full potential. <p>Technology:</p> <ul style="list-style-type: none"> - Through anecdotal observations and evidence of various students, we 	<ul style="list-style-type: none"> - New students take a Math-skills class during the month of July in preparation for 9th grade curriculum. - Students get 0.5 credits for this course. <p>Tutoring / Regents Prep:</p> <ul style="list-style-type: none"> - We provide academic tutoring during lunch and after school. - Students preparing for the Regents get additional Regents Prep tutoring afterschool and on Saturdays. <p>Modified Assessments:</p> <ul style="list-style-type: none"> - We offer differentiated assessments and create personalized projects for students who are chronically absent and are missing assignments. <p>Technology:</p> <ul style="list-style-type: none"> - We provide laptops to students when it seems appropriate for their needs. - Students use the computer program “Pixton” to explain complex topics and concepts by creating comic strips. 	<ul style="list-style-type: none"> - one-to-one - small group activities and tutoring - pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students - Online Learning 	<ul style="list-style-type: none"> - during the school day in all classes - at lunch time once a week - After school Mondays – Thursdays - Every Saturday for 4 hours - At home using our online learning, APEX
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	<p>concluded that some students are motivated to writing essays and completing assignments if they have the use of technology.</p> <p>- Students are more engaged in class activities when they are interactive.</p> <p>Empowerment:</p> <p>- Students are more motivated to complete tasks if they are authentic and can make real world connections as observed in various classes.</p> <p>Teacher Consultation:</p> <p>- Data collected from the inquiry grade teams.</p> <p>Student Conference:</p> <p>- Data from progress reports and report cards</p> <p>On-line Learning - APEX:</p> <p>- Analysis of students' transcripts revealed that some students need a credit recovery program.</p>	<p>- By installing smart boards in every classroom with the most updated classroom interactive software, teachers create interactive tasks and students are more engaged in class activities.</p> <p>Empowerment:</p> <p>- Students often have the option to choose a topic, question, or project.</p> <p>- By differentiating the students' options, anything they choose will meet their needs and also challenge them.</p> <p>Teacher Consultation:</p> <p>- Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful.</p> <p>- Intervention plans include an organizational checklist and an evidence rubric for writing.</p> <p>Student Conference:</p> <p>- Teachers meet with students to discuss their progress and often make a contract to help students get on track.</p>		
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		<p>On-line Learning - APEX:</p> <ul style="list-style-type: none"> - Online learning which includes reading, essay writing, assessments and Regents Prep skills. 		
<p>Science</p>	<p>Tutoring / Regents Prep:</p> <p>Students who need extra help in their classes, whether it is to complete assignments, get extra time to work on assignments, or because they received a failing grade on the midterms and finals. These students include students with IEPs, ELL students as well as general education students.</p> <p>Modified Assessments:</p> <ul style="list-style-type: none"> - This is done on a case-by-case basis. - During an academic and/or attendance intervention conference, the possibility of modified assessment is explored in order to encourage students to perform to their full potential. <p>Technology:</p> <ul style="list-style-type: none"> - Through anecdotal observations and evidence of various students, we 	<p>Tutoring / Regents Prep:</p> <ul style="list-style-type: none"> - We provide academic tutoring during lunch and after school. - Students preparing for the Regents get additional Regents Prep tutoring afterschool and on Saturdays. <p>Modified Assessments:</p> <ul style="list-style-type: none"> - We offer differentiated assessments and create personalized projects for students who are chronically absent and are missing assignments. - Reading test questions or acting as a scribe for students who struggle with reading/writing - modified tests (shorter or simplified) <p>Technology:</p> <ul style="list-style-type: none"> - We provide laptops to students when it seems appropriate for their needs. 	<p>The delivery methods include:</p> <ul style="list-style-type: none"> - one-to-one - small group activities and tutoring - pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students - Online Learning 	<p>These services are provided during:</p> <ul style="list-style-type: none"> - during the school day in all classes - at lunch time once a week - After school Mondays – Thursdays - Every Saturday for 4 hours - At home using our online learning, APEX

	<p>concluded that some students are motivated to writing essays and completing assignments if they have the use of technology.</p> <p>- Students are more engaged in class activities when they are interactive.</p> <p>Empowerment:</p> <p>- Students are more motivated to complete tasks if they are authentic and can make real world connections as observed in various classes.</p> <p>Teacher Consultation:</p> <p>- Data collected from the inquiry grade teams.</p> <p>Student Conference:</p> <p>- Data from progress reports and report cards</p> <p>On-line Learning - APEX:</p> <p>- Analysis of students' transcripts revealed that some students need a credit recovery program</p> <p>Supportive Services for ELL students:</p> <p>- After conducting item analysis of</p>	<p>- Students use the computer program "Pixton" to explain complex topics and concepts by creating comic strips.</p> <p>- By installing smart boards in every classroom with the most updated classroom interactive software, teachers create interactive tasks and students are more engaged in class activities.</p> <p>Empowerment:</p> <p>- Students often have the option to choose a topic, question, or project.</p> <p>- By differentiating the students' options, anything they choose will meet their needs and also challenge them.</p> <p>Teacher Consultation:</p> <p>- Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful.</p> <p>- Intervention plans include an organizational checklist and an evidence rubric for writing.</p> <p>Student Conference:</p> <p>- Teachers meet with</p>		
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	<p>exams of ELL students, it was observed that they were having content-specific vocabulary difficulties in the content area. These difficulties hinder their success on the various Regents exams.</p>	<p>students to discuss their progress and often make a contract to help students get on track.</p> <p>On-line Learning - APEX:</p> <ul style="list-style-type: none"> - Online learning which includes reading, essay writing, assessments and Regents Prep skills. <p>Supportive Services for ELL students:</p> <ul style="list-style-type: none"> - Translated exams for ELL's to use as a reference - Pair former ELL's with an ELL to assist with translations. - The ESL teacher pushes-in to various classes to provide additional support to ELL students. 		
<p>Social Studies</p>	<p>Additional Skills-based Social Studies Class:</p> <ul style="list-style-type: none"> - Regents data - Data from midterms and finals <p>Accelerated Global Studies Program :</p> <ul style="list-style-type: none"> - Regents data <p>Tutoring / Regents Prep:</p> <p>Students who need extra help in their classes, whether it is</p>	<p>Additional Skills-based Social Studies Class:</p> <ul style="list-style-type: none"> - Students currently in the 10th, 11th and 12th grade who were not successful on a Social Studies Regents are scheduled for another skills-based class which helps prepare them to master the skills they need to be successful on the Regents. <p>Accelerated Global Studies Program :</p>	<p>The delivery methods include:</p> <ul style="list-style-type: none"> - one-to-one - small group activities and tutoring - pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students 	<p>These services are provided during:</p> <ul style="list-style-type: none"> - during the school day in all classes - at lunch time once a week - After school Mondays – Thursdays - Every Saturday for 4 hours - At home using our online learning, APEX

	<p>to complete assignments, get extra time to work on assignments, or because they received a failing grade on the midterms and finals. These students include students with IEPs, ELL students as well as general education students.</p> <p>Modified Assessments:</p> <ul style="list-style-type: none"> - This is done on a case-by-case basis. - During an academic and/or attendance intervention conference, the possibility of modified assessment is explored in order to encourage students to perform to their full potential. <p>Technology:</p> <ul style="list-style-type: none"> - Through anecdotal observations and evidence of various students, we concluded that some students are motivated to writing essays and completing assignments if they have the use of technology. - Students are more engaged in class activities when they are interactive. <p>Empowerment:</p>	<ul style="list-style-type: none"> - In the past, we noticed that when the Global Studies curriculum was stretched over a two year period, students lost much of the content during the summer break before getting the content in the second year before taking the Regents. - As a result we created a one-year Global studies program where all 10th graders get the complete Global Studies curriculum by taking double periods of Global Studies during both semesters. - Then in June of their 10th grade year they take the Global Studies Regents. - Teachers also created their own Regents Prep packets comprising of past Regents exams and exercises to develop skill and content which students use throughout the year. <p>Tutoring / Regents Prep:</p> <ul style="list-style-type: none"> - We provide academic tutoring during lunch and after school. - Students preparing for the Regents get additional Regents 	<ul style="list-style-type: none"> - Online Learning 	
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	<p>- Students are more motivated to complete tasks if they are authentic and can make real world connections as observed in various classes.</p> <p>Teacher Consultation:</p> <p>- Data collected from the inquiry grade teams.</p> <p>Student Conference:</p> <p>- Data from progress reports and report cards</p> <p>On-line Learning - APEX:</p> <p>- Analysis of students' transcripts revealed that some students need a credit recovery program</p> <p>Supportive Services for ELL students:</p> <p>- After conducting item analysis of exams of ELL students, it was observed that they were having content-specific vocabulary difficulties in the content area. These difficulties hinder their success on the various Regents exams.</p>	<p>Prep tutoring afterschool and on Saturdays.</p> <p>Modified Assessments:</p> <p>- We offer differentiated assessments and create personalized projects for students who are chronically absent and are missing assignments.</p> <p>- Reading test questions or acting as a scribe for students who struggle with reading/writing</p> <p>- modified tests (shorter or simplified)</p> <p>Technology:</p> <p>- We provide laptops to students when it seems appropriate for their needs.</p> <p>- Students use the computer program "Pixton" to explain complex topics and concepts by creating comic strips.</p> <p>- By installing smart boards in every classroom with the most updated classroom interactive software, teachers create interactive tasks and students are more engaged in class activities.</p> <p>Empowerment:</p>		
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		<p>- Students often have the option to choose a topic, question, or project.</p> <p>- By differentiating the students' options, anything they choose will meet their needs and also challenge them.</p> <p>Teacher Consultation:</p> <p>- Teachers meet with each other about particular students and develop and implement a plan to assist these students to become successful.</p> <p>- Intervention plans include an organizational checklist and an evidence rubric for writing.</p> <p>Student Conference:</p> <p>- Teachers meet with students to discuss their progress and often make a contract to help students get on track.</p> <p>On-line Learning - APEX:</p> <p>- Online learning which includes reading, essay writing, assessments and Regents Prep skills.</p> <p>Supportive Services for ELL students:</p>		
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		<ul style="list-style-type: none"> - Translated exams for ELL's to use as a reference - Pair former ELL's with an ELL to assist with translations. - The ESL teacher pushes-in to various classes to provide additional support to ELL students. 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Student Counseling:</p> <ul style="list-style-type: none"> - Referrals from teachers, deans and administrations. - Referrals from the attendance team. - parents' requests - Referrals from the special education team. - students' requests 	<p>Student Counseling:</p> <p>The <u>Guidance Counselor</u> adheres to the following protocol:</p> <ul style="list-style-type: none"> - Students are classified as having academic or behavioral issues according to their needs. - Individual target goals are developed with each student. - Students receive weekly individual and group counseling according to their classification. - Goals are also developed with each counseling group. - Each marking period we evaluate the progress of the goals with the individual and groups of students and we make appropriate modifications accordingly. 	<p>The delivery methods include:</p> <ul style="list-style-type: none"> - one-to-one counseling - small group counseling - pairs of students - whole class activities - groups of special population students such as students with an IEP, or ELL students - Students and their parents/family - Family workshops 	<p>These services are provided during:</p> <ul style="list-style-type: none"> - during the school day during Advisory classes - at lunch time - After school clubs and small groups Mondays – Fridays - PTA meetings

		<p>The school <u>Psychologist</u> is responsible for the following:</p> <ul style="list-style-type: none"> - Administering mandated psychological tests to special education students and students who have been referred to receive special education services. - Updates and documentation of all psychological testing are done on SESIS. - Set up an Educational Conference with the parents to discuss the results of psychological tests and recommendations. <p><u>Social Worker</u> :</p> <p>We have a community-based organization called CAMBA (Church Avenue Merchants Block Association). CAMBA is a Brooklyn-based non-profit organization founded in 1977. One of the programs that CAMBA offer our students is the Teen Relationship Abuse Prevention Program (RAPP). The goals of RAPP are:</p> <p>Prevention: increase student awareness of abusive relationship</p>		
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		<p>behaviors and providing the ability to develop healthy relationships.</p> <p>Intervention: increase emotional support and stability for at-risk students and those in abusive relationships.</p> <p>Teacher/School Staff Professional Development: improve the ability of teachers and other school staff to identify teen relationship abuse and make appropriate referrals to the RAPP social worker.</p> <p>Community Outreach and Parent Education: increase awareness of abusive teen relationship behaviors outside of school and the community.</p> <p>These goals are fulfilled on a monthly basis through the following activities:</p> <ul style="list-style-type: none"> - A Three –Session Interactive Course Curriculum: The RAPP social worker facilitates these classrooms lessons where students discuss abusive relationship behaviors, healthy and unhealthy relationships and sexual assault/harassment. 		
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		<ul style="list-style-type: none"> - Individual counseling/Crisis counseling: The RAPP social worker provides one on one counseling for students who are in abusive relationships, witnessing domestic violence at home, or been a victim of crime. Students may be self-referred and/or referred by a staff member. - Group counseling: These support students who are in or have experienced abusive relationships, or teen dating violence. - Teacher and Staff training: The social worker provides presentations and workshops to promote awareness of teen relationship abuse. - Parent/Community Outreach: The social worker also does presentations to parents and the PTA to again promote awareness of teen relationship violence. - Advocacy and Referral: The RAPP social worker makes a complete assessment of students' needs ensuring that they are indeed appropriate for RAPP services. 		
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		<p><u>At-risk Health Related Services :</u></p> <p><u>Health Corps :</u> Founded by Dr. Mehmet Oz in 2003, the Health Corps program empowers students to become proactive health leaders in their communities and environment. Through education in and out of the classroom through workshops, after school cooking and fitness clubs and health fairs, Health Corps helps students to learn a holistic approach to health, to discover how to foster a healthy lifestyle including balanced nutrition, fitness and mental resilience.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In order to ensure that we attract highly qualified teachers and staff members at ACE:</p> <ul style="list-style-type: none"> o Administrative team regularly attends hiring fairs to identify and recruit highly-qualified teachers. o The school administration works closely with the network human resources point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines. o Mentors are assigned to support struggling and un-qualified teachers as well as teachers in their first year of teaching. <p><u>Strategies for Recruitment :</u> We have a hiring committee that is made up of our Content Team Leaders. When hiring teaching staff, the content leader of the department first conducts a preliminary telephone interview with the applicant, followed by a face-to-face interview with the hiring committee. Once the applicant has successfully completed this interview, a demo lesson is scheduled for the applicant where the Administrative team joins the hiring committee. If the demo lesson was deemed effective by the committee, the applicant is scheduled to be interviewed by the Administrative team.</p> <p><u>Retention and Assignments :</u> All teachers are programmed to teach in their license area and are encouraged to develop elective classes in their content area. Prior to programming, teachers complete a preference sheet which states their grade and course of preference. 97% of our teachers are programmed for their first preference course and grade. We introduce electives each semester based on teachers' interests and talents. For example, this year we introduced a series of new courses such as Hydroponics Science Internship in collaboration with the Environmental Science Center and Cornell University, History Through Film, History and Sports, AP English, Calculus, US History, Environmental Science, and AP English Composition.</p> <p>ACE staff members are encouraged to form clubs and small groups afterschool, some of the clubs we have at ACE includes: Caribbean, Cooking, Fitness, Running, Soccer, Chorus, Sustainability, Environmental, Chess and Peer Mediation.</p>

Support :

Staff members are encouraged to attend all staff development opportunities provided by our Network. These include monthly professional developments for Principals, Assistant Principals, Guidance Counselors, Lead Teachers, Parent Coordinators and other professional development opportunities for teachers and paraprofessionals. Content-based professional developments are also offered to teachers within their content areas in collaboration with DOE partnerships and community-based organizations. For example, professional developments for Health and Physical Education teachers, Art teachers, Science teachers, Math teachers and the College Advisor. These consistent professional development opportunities empower our staff to be well equipped to assist our students as well as ensure that they are continually striving towards becoming highly qualified in their respective field.

All first and second year teachers are assigned a mentor and meets with our Lead Teacher weekly to discuss pedagogy and strategies to ensure that they are successful.

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).

In order to improve student engagement across classrooms, a system of differentiated professional development was implemented in order to develop teacher capacity to implement strategies for productive engagement, and will result in an increase in overall teacher performance on Danielson component 3c.

- ♣ Our Instructional focus (Productive Engagement) is collaboratively reviewed and revised during our Summer Institute
- ♣ The Lead teacher conducts full-staff PD, with topics focused on developing teacher capacity around productive engagement strategies
- ♣ An outside agency, Creative Classroom Solutions, leads full-day professional developments throughout the year to provide teachers with PD around designing CCLS aligned unit plans and performance tasks. In addition to providing whole staff professional development, the coaches from Creative Classroom Solutions conduct classroom visits then provide targeted individualized professional development to teachers.
- ♣ Math content leader observes teachers and gives them feedback on their practice and works with math department to give them feedback on their curriculum and develop strategies to support CCLS aligned math instruction (with a focus on productive engagement and the instructional shifts)
- ♣ Lead teacher meets with new teachers twice a week during their prep periods to discuss challenges, give them feedback on their instruction, debrief inter-visitations (where they visited his classroom)

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).

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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.).

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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.

At ACE our teachers are an integral part of the decision making process. Teachers meet in content and grade/inquiry teams weekly to discuss a variety of topics including assessments, analysis of data and strategies to improve instruction. The administrative team meets with the inquiry team leaders bi-weekly and the content team leaders weekly. Ultimately, these teacher leaders form the Principal’s Instructional Cabinet and all decisions are first discussed at the weekly Cabinet meeting.

Teacher teams engage in implementing and analyzing common core aligned unit plans with key artifacts that culminate in a performance based assessment resulting in 50% of teachers being rated ‘Effective’ in component 3d using assessment in instruction. The process by which this decision was made is as follows:

- In August, at a 3 day Summer Institute teachers analyzed school data and developed action steps to make improvements in Regents scores and graduation rates
- During Common planning time, weekly PD has centered around how to make the instructional shifts
- Creative Classroom Solutions will lead full-day PDs throughout the year to provide teachers with PD around designing CCLS aligned unit plans and performance tasks
- Teachers are working on a curriculum overview tool where grade teams can see how curriculum is aligned horizontally
- Content teams meet Tuesdays during common planning time
- The instructional cabinet developed a common protocol for content teams to use when creating and looking at unit plans
- The teachers decided on a UBD structure and template for curriculum planning
- Content teams review unit plans

- Content teams analyze performance based assessments aligned to units
- The Content team leaders collect curriculum maps and provide feedback on their alignment to the CCLS

During weekly instructional cabinet meeting time, the instructional cabinet use the ACE teacher designed Unit Plan Guide to give feedback to their teachers on unit plans.

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	217,927.00	X	P. 11, 14, 17, 18
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,996,328.00		P. 11, 14, 17, 18

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- Providing materials to support parents when helping their child with assignments
- Providing parents with the information and training needed to instill study habits with their child;
- The Parent Coordinator will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by the frequent mailings of progress reports and report cards;
- Providing parents access to their child's grades on a regular basis through parent access to the Jupiter grades grading system.
- Sharing information about school and parent related programs, meetings and other activities, in languages that parents can understand through our ACE Website, www.acebrooklyn.org and out telephone calling system Global Connect;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, in the morning, afternoon and on Saturdays, 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 Parent "Back to School Night" to allow parents to meet their child's teacher and get information that will assist them in helping their child in their respective subjects;

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

- 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;
- 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 and web publication designed to keep parents informed about school activities and student progress.

ACE School-Parent Compact (SPC)

The Academy for Conservation and the Environment 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 through our Telephone messaging system, the mail and our website, www.acebrooklyn.org
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 18	Borough Brooklyn	School Number 637
School Name Academy for Conservation and Environment		

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 Eugene Mazzola	Assistant Principal Sybil Girard
Coach Irina Osipova	Coach
ENL (English as a New Language)/Bilingual Teacher Thomas Brown	School Counselor Osama Mostafa
Teacher/Subject Area Nadia Ayad/ELA	Parent Jorel Adrien
Teacher/Subject Area Margaret Tucker/Math	Parent Coordinator Regina Barber
Related-Service Provider Debbie Hoffer	Borough Field Support Center Staff Member Aaron Perez
Superintendent Michael Pryor	Other (Name and Title)

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)	320	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	16			3			5		3	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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	2	2	1	0
Chinese														0
Russian														0
Bengali											1			0
Urdu														0
Arabic										2			1	0
Haitian										7	3		1	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other UK										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)										3				0
Emerging (Low Intermediate)										3	1	1	1	0
Transitioning (High Intermediate)										1	3	1	1	0
Expanding (Advanced)										5	2	1		0
Commanding (Proficient)											1			0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				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	8		7	
Integrated Algebra/CC Algebra	3		2	
Geometry/CC Algebra	1		0	
Algebra 2/Trigonometry Math _____	2		0	
Chemistry	1		0	
Earth Science	7		0	
Living Environment	7		0	
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	7		1	
Geography				
US History and Government	20		3	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - All of our students will take the Fall New York City Preassessments in ELA. Based on these assessments we will be able to assess the writing skills of our students in English. All students are enrolled in a College Literacy class, that, amongst other things, offers students practice in reading, writing, and interpreting information using the REWARDS program. To begin this program at the appropriate level, students must complete an initial assessment that provides us with baseline data regarding their ability to read and understand non-fiction writing, and which we then use to help guide further instruction and develop differentiated materials.

At our weekly inquiry meetings teachers share data on students with the ELL teacher, Ms. Brand and vice versa. We use the data on students to adjust instruction as well as to plan interventions when necessary. Data from exams like the NYSESLAT, the New York City Preassessments in ELA as well as data from the classroom is used. Teachers and the ESL teacher use inquiry spaces to share concerns about students and instructional strategies that work.
 - The NYSITELL helps the ESL teacher to understand what modalities the students are excelling in and what most students are struggling in. NYSITELL data for our newly admitted ELL shows that this student has few fluency issues, but struggles to comprehend text. Literacy skills need to be improved as well as language skills.

The NYSESLAT similarly informs us of the areas that students are mostly struggling in. ACE has ELLs at all proficiency levels. There is no one continuous pattern other than this. Each student has their own instructional plan and has their own unique skills to work on.

The New York City Preassessment in ELA tells us that ELLs are struggling with academic text. Their basic skills and level of vocabulary impede them from performing well in the content areas.

This has informed the ENL teacher instruction by having students read leveled texts. Also, as an instructional goal, the ESL teacher has laid out a plan to get ELLs reading appropriately at their grade level. Tests show this, that students struggle with the reading and

therefore struggle with the writing. The ENL teacher includes read alouds of fiction and non fiction texts as well as content area texts. This is done daily for each student to help them improve their listening and reading skills and in turn their writing.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data reveals that the majority of our ELLs are on track to graduate on time due to regents grades and credit accrual. The data also reveals that most of our ELLs do not pass the Science, Math, and Social Studies regents exams on their first try. Our ELLs are earning passing grades in their classes and have good attendance. All of our ELLs have gone up at least one proficiency level on the NYSESLAT in 2015.

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?

4) As students spend more time in our school and participate in our programs their English speaking improves. We hope to improve their reading, writing and listening in academic English. What has been noticed is that as the students continue in their high school careers, their English language proficiency increases. Logically, most of our advanced students have been in the ENL program for multiple years while the beginners are new to the school and the program. We cannot determine how ELL students perform on their native language tests as compared to the English assessments because our ELL students take their major assessments in English using the native language version only as an additional resource or guide.

NYSESLAT, NYISTELL, and the New York City Preassessments in ELA show our students struggling with their reading and writing. Additionally, all students take midterm and final exams that have been implemented in all subjects this year. The student scores on these exams will be used to assess what basic skills the ELLs lack or require further help with as well as to assess what content they understand in a particular subject. Mr. Brown, the ENL teacher, will also use the midterm exams to decipher areas that she can help the subject area teachers find effective strategies to use with the ELL students.

We provide students with tests in English, and where possible in their native language (such as French or Creole, or Spanish) or with assisted translation.

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?

Content Teachers are encouraged to incorporate home language glossaries into their lesson plans, and ELLs are always afforded the opportunity to use a home language dictionary to assist them. Teachers also use our school's targets of measurement when designing instruction.

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 will examine the results of our NYSESLAT and our Spring New York City assessments to determine progress in the different areas. We also look at which classes students are able to achieve highest proficiency in order to determine which teachers are most effective with our ELLs and what strategies seem to be most effective in assisting this population of students with their understanding of information.

Our school uses a variety of assessment tools to assess early literacy skills of our ELLs. Students 8th grade assessments let us know whether they are a level 1,2,3,or 4 when beginning high school. For new freshman, sophomores, juniors and seniors who took the NYSESLAT in the previous years, we use their data from the ATS report RNMR to assess their strengths and weaknesses when it comes to listening, speaking, reading and writing. Mr. Brown, our ENL certified teacher works with Ms. Girard, assistant principal, to create goals for students based on the data provided in the RNMR report. We also use student portfolios to assess more specific strengths and weaknesses in their reading and writing. In the fall, new ELL students take the NYSITELL. Mr. Brown uses the NYSITELL grades and NYSITELL written scoring rubric to determine the students skills in reading and writing as well as to set reading and writing goals for those students. Uniform unit assessments and finals are given in all departments. Finals are given in January and June. The results are used by teachers to assess students' areas of improvements as well as their weak areas. The departments meet to do item analysis for midterm and final exams. Mr. Brown is informed of the results and uses this information to goal set for students. In January, all students including ELLs take the ELA regents. Ms. Girard, assistant principal, and the English teachers perform an item analysis of each multiple-choice question on the Regents. Mr. Brown uses this data to again adjust her goals for her students as well as her curriculum to reflect the needs of her students. All of these exams and their results act as predictors for student performance

on the NYSESLAT, which students will take in April and May as well as for the English Regents in June.

We have implemented a rubric for the ESL program and use that to judge the ENL program. This rubric will be based on the CR-Part 154 as well as best practices shown in the field.

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.
After meeting with a new student, the HLIS is administered to the parent and ELL. The intake team determines the home language of the parents and uses an interpreter while conducting the interview. Students are given the NYSITELL and Spanish LAB if their home language is Spanish. If it is determined that the ELL may be SIFE, they are administered the LENS. The ELL Coordinator and Guidance Counselor conduct all interviews.
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).
If upon intake the ELL may be considered a SIFE, they are administered the LENS within 30 days of enrollment. The LENS is a provided assessment that assesses a student’s home language level and how it may affect their English acquisition.
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).
The LPT consists of a certified Special Education Teacher, a certified ENL Teacher, Guidance Counselor, other Special Education Provider, and a parent of a student. This team goes over the incoming student’s IEP if they have one and work to make a determination if the student’s classifying condition is slowing down language acquisition or if it is a problem of amount of language acquired. Ultimately, the LAP determines whether or not a student takes the NYSITELL based on their abilities.
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 ELL Coordinator has templates of all required school letters in all languages of current ELLs. The ELL Coordinator ensures that all letters are mailed within 5 school days of the NYSITELL being scored.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
At the parent orientation meeting, all parents are informed of their right to appeal their child’s ELL status within 45 days of enrollment.
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.
The ELL Coordinator makes phone calls and sends letters inviting the parents of ELLs to the ELL parent orientation meeting. At the meeting, the 3 program choices are explained to the parents and all questions about their student’s rights and choices are answered. The ELL Coordinator ensures that this occurs within the timeframe given in CR Part 154. If no choice is selected, then all incoming ELLs will be placed into a transitional bilingual program if there are enough students in a two grade band.
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.
The ELL Coordinator calls the parents of ELLs utilizing a staff member that speaks that parent’s home language as an interpreter. They discuss the Parent Survey, and the importance of choosing one of the 3 programs for their student. The parents fill out the program selection form and return it to the ELL Coordinator. The ELL Coordinator keeps a record of all parent choices.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL Coordinator maintains a list of all Parent Survey and Program Selection choices so that if TBE or DL choices hit the required threshold, they can start a new program.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL Coordinator places all parent notification letters in the mail, keeps a copy in their ELL records and puts one copy in the cumulative record of the ELL.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ELL Coordinator places all notification letters in the mail, keeps a copy in their ELL records and puts one copy in the cumulative record of the ELL.

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.

First, the ELL Coordinator uses ATS reports to determine which ELLs are eligible to take the NYSESLAT in April. The ELL Coordinator then goes through the schedule of all of the ELLs and brings them into an empty classroom. The ELLs stay in this room taking the NYSESLAT until they are finished. The Speaking section is administered by other Teachers before the written portion. The ELL Coordinator plans the speaking section based off of the students and Teachers schedules.

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

The ELL Coordinator places all notification letters in the mail, keeps a copy in their ELL records and puts one copy in the cumulative record of the ELL. All letters will be sent home within the first 10 school days of the school year.

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).

70% of our parents list ENL as their choice in ELL Program. During the parent orientation meeting, we have older ELLs that speak their home language speak to the parents and tell them of their success. The parents usually feel comfortable with the results they see in the students and choose to put their child in the same program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Students are grouped by proficiency levels into freestanding ENL class with our ENL Teacher. There are no more than 2 contiguous grades in each class. Entering and Emerging ELLs are placed into the stand alone ENL class. In this class the ENL Teachers works with the students on improving their academic language skills across all content areas. All ELLs are placed into integrated co teaching classes with a content Teacher and an ENL Teacher.

- 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)?

The ENL Teacher works closely with administration on programming the ELLs to ensure that all ELLs properly receive their mandated minutes as per Part 154. Mr. Brown teaches 2 periods of stand alone ENL, and co teaches ELA and other content classes with ELLs. All students' programs are reviewed on a regular basis to ensure that all programming requirements have been met.

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.

Since this school only has a freestanding ENL program, all content instruction is delivered in English. The ENL Teacher works closely with the content area Teachers in planning instruction so that it is accessible by the ELLs. In addition, all ELLs have access to content specific glossaries and dictionaries in their home language. Materials that are more accessible to the ELLs which include visual representations of vocabulary, and more simple text samples.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All city and state based assessments are given to the students in their home language. Their performance on these high stakes assessments drive instruction and planning.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 All ELLs are given the NYC periodic assessment in ENL which assesses each student through the 4 modalities of language acquisition. In addition, ELLs are given project based formative assessments that allow Teachers to assess the 4 modalities of language instruction, to better target skills when designing instruction.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. At this time we do not have this subgroup, however upon admitting SIFE ELLs, we will place the SIFE ELLs into a sheltered instruction environment.
- b. Newcomers are provided with basic language instruction. The ENL Teacher starts with the English Alphabet if needed, and progresses into word structure and the basics of English grammar. Student's first language is heavily used as a support through the use of translations and language dictionaries.
- c. Developing ELLs are provided with instruction that closely aligns to the Common Core ELA and Social Studies standards. Students will be able to read informational texts and create claims and counterclaims to an argument while providing evidence from source material.
- d. Long Term ELLs are provided with academically rigorous language. Their academic vocabulary and language skills are fine tuned to each individual student and the subjects they are struggling in.
- e. Former ELLs are provided with instruction that targets each student's lowest performing skill. The ENL Teacher coplans lessons with content Teachers that will enable each student to maximize their learning through targeted instruction.
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 language access team manages the initial identification process, and also can identify students that are eligible for the re-identification process within 45 school days of being initially identified.
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?
- Teachers of ELL-SWDs use graphic organizers and other scaffolding materials when designing instruction for content area classes. The ISS team in the school provides the ELL Coordinator and content area Teachers with additional ideas and materials to target each ELL-SWD's classifying condition.
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?
- The ELL Coordinator works closely with the ISS Coordinator to create an action plan that best serves the ELL-SWD's language and IEP needs. ELL-SWDs are programmed first to ensure that their language and IEP needs are being met. The ELL Coordinator and ISS Coordinator work closely together with the ELL-SWD's Teachers to ensure that instruction is effective for the particular student.

Chart

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

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

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

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



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

Chart

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

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

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

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

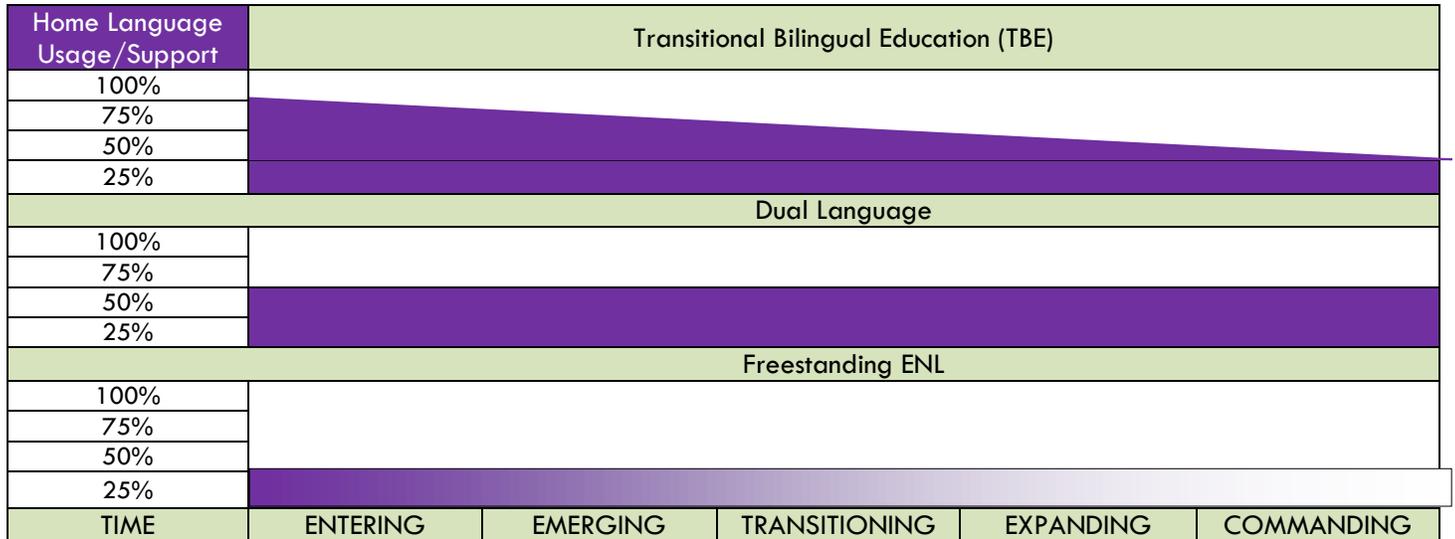


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The ENL Teacher coteaches a class in each of the content areas and can push in when further necessary. The EL Teacher plans lessons with the content area Teachers to specifically target the skills that our ELLs need additional instruction in. Class Assessments are also designed to be able to identify the high-needs skills in each content area. All Teachers follow the 3 tiered response to intervention model.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is effective in meeting the needs of our ELLs in both content and language development. The ENL Teacher designs instruction that targets and language object through the teaching of a content area subject. All Teachers are made aware of the NYS Education Department policy that all Teachers are Teachers of ELLs and are equally responsible for their education.
12. What new programs or improvements will be considered for the upcoming school year?
We are planning to have more ELL involvement in the school's Student GOvernment and Student Organization. We want ELL input when we decide where to go for class trips and other activities.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Staff that speak the ELL's home language are availbe for interpretation at all school events. In addition, ELLs are invited to particpate in all school programs through the use of school staff that speak their home language. When ELLs are at school events, they work closely together with their ENL Teacher and other staff that speak their home language in order to fully participate.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We provide laptops for language support to ELLs that feel they need it. English learner dicitonaries and language dictionaries are available for ELLs to use in each class. ELLs are provided with content specific glossaries for each content area.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
DL: N/A
TBE: N/A
ENL: Translation services, regents glossaries, and home language dictionaries are provided to all ELLs
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ELL Coordinator conducts spot checks of ELL compliance records, and observes classroom instnction to ensure that all ELL instruction aligns to the NYS Regents Examinations and contains grade level informational text.
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).
School tours and program outlines are conducted with new ELLs and their parents in their home language. The parents of new ELLs also meet with the ELL Coordinator and Guidance Counselor for a conference to answer any question they may have.
19. What language electives are offered to ELLs?
Our school currently only offers Spanish as a foreign language, with the ability to take the LOTE exam.
20. For schools with dual language programs:
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
b. In which language(s) is each core content area taught?
c. How is each language separated for instruction?
d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All Teachers of ELLs will participate in professional development relating the instruction of ELLs. There are weekly 80 minute PD sessions held every Monday after the instructional day, and in addition, Teachers can be sent to PD sessions throughout the year. Similar PD opportunities will be afforded to school secretaries and assistant principals.
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 ELL Coordinator will hold in school Professional Development sessions on the instruction of ELLs that total at least 15% of all Professional Development time. The sessions will be designed to have participants feel like newly arrived ELLs, so that they can see what it is like to learn academic content with minimum language skill.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We provide new ELLs with ELLs that speak the same home language and have been in the school for at least a year to walk with them from class to class and to serve as a general mentor. These ELL mentors follow the student for their first semester in the 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.

The ELL Coordinator works closely with the Peer Collaborative Teacher and Professional Development team on planning Professional Development sessions to ensure that 15% of all Professional Development hours are ELL related. All topics and agendas for Professional Development sessions are kept by the school administrative staff.

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?
After January Regents week, the ELL Coordinator invited all parents of ELLs to come to school for a mid year summary and debriefing. Parents have the opportunity to ask any questions about their student's progress and the programs that the school provides.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
All records of parental meetings and contact are kept in a spreadsheet that is created and maintained by the ELL Coordinator.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
All ELL parents are invited to be a part of the school PTA. Interpretation services can be provided to the parents if needed. The parent coordinator acts as an advocate for the parents and ensures that parents of ELLs are included in school functions.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A
5. How do you evaluate the needs of the parents?
Parents are contacted throughout the year to determine what needs should be addressed and ways that we can improve our ENL program. All parents are invited to come to the mid-year ENL review conference to voice their concerns. The parent coordinator acts as the point of contact for parents.
6. How do your parental involvement activities address the needs of the parents?
Interpreters are provided at any activity that an ELL parent may attend. Parents may contact the parent coordinator if they are not satisfied with any of the services that are provided to 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.

Part VI: LAP Assurances

School Name: **ACE**

School DBN: **18K637**

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)
Eugene Mazzola	Principal		11/18/15
Sybil Girard	Assistant Principal		11/18/15
Regina Barber	Parent Coordinator		11/18/15
Thomas Brown	ENL/Bilingual Teacher		11/18/15
Jorel Adrien	Parent		11/18/15
Nadia Ayad/ELA	Teacher/Subject Area		11/18/15
Margaret Tucker/Math	Teacher/Subject Area		11/18/15
Irina Osipova	Coach		11/18/15
	Coach		11/18/15
Osama Mostafa	School Counselor		11/18/15
Michael Prayor	Superintendent		11/18/15
Aaron Perez	Borough Field Support Center Staff Member _____ Brooklyn <u>South</u>		11/18/15
Debbie Hoffer	Other <u>Speech Language Path</u>		11/18/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K637** School Name: **ACE**
Superintendent: **Michael Prayor**

Before you begin, please check the following:

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

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

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

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

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

Upon intake and student enrollment, the ELL Coordinator, Language Access Coordinator, Guidance Counselor, and Parent Coordinator meet with all new students and parents and conduct the HLIS. The results of the HLIS determine which languages will be used for parent contact in the oral and written forms. Other ways we collect home language preferences is through AATS data reports, the blue cards that parents fill out in September, and parent and Teacher surveys collected by class. Parents of non-ELLs are included when asking for home language preferences.

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.

We have the following preferred written languages: English, French, Arabic, Spanish, Urdu, and Bengali
We have the following preferred oral languages: English, Haitian Creole, Arabic, Spanish, Urdu, and Bengali

Part B: Creating a Communications Calendar

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

The documents that we translation and disseminate are: Back to school night flyer, Parent Teacher Conference Invitations, Progress Reports, Saturday School Schedule, Student Handbook and Regents Schedules. The parent coordinator will review all documents to ensure that the needs of all aprents are being met.

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.

We have the following face-to-face meetings: Back to School Night, ENL Mid-Year Conference, Parent Teacher Conferences, and Weekly Parent Outreach and Mentoring Sessions.

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.

We prepare communication to be translated 10 school days prior to dissemination.

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

We have staff that are fluent in all of the home languages of our students. These staff members assist with all face-to-face meetings and document translation.

Part D: Training Staff on Policies and Procedures

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

The Language Access Coordinator will address all school staff at a weekly Professional Development Meeting on the proper use of the language documents and how to use the Translation Unit.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will determine a student's primary language within 10 days of enrollment. All parents will be able to use the language identification documents when communicating with school staff. School staff will use this information when contacting the Translation Unit, and while using their assistance, explain to them that the Translation Unit is available any time a parent wants to communicate with school staff. It will be emphasized that there are no time restrictions for this service, and that any time they wish to communicate with school staff, either over the phone or face-to-face, the Translation Unit will be available. In addition, the NYC DOE website is available in multiple languages.

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)

The Language Access Coordinator will conduct informal spot check surveys with parents multiple times throughout the school year. The LAC will modify procedures based off of the survey results. At the mid year ENL meeting, a focus group of parents with diverse cultural backgrounds will be formed to give feedback on all aspects of the school's instructional and extra curricular program.