

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K667

School Name:

SUNSET PARK HIGH SCHOOL

Principal:

VICTORIA ANTONINI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Sunset Park High School School Number (DBN): 15K667
Grades Served: 9-12
School Address: 153 35th Street Brooklyn, NY 11232
Phone Number: 7188401900 Fax: 7188401925
School Contact Person: Eric Yoak, APO Email Address: eyoak@schools.nyc.gov
Principal: Victoria Antonini
UFT Chapter Leader: Robert Andruskiewicz
Parents' Association President: Meshele Love and Linda Yanez
SLT Chairperson: Vicky Perez-Williams
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Meshele Love
Student Representative(s): Salvador Morales, Andre Gomes
Alberto Ariza

District Information

District: 15 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Borough Field Support Center (BFSC)

Brooklyn North Field
BFSC: Support Center Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

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)
Victoria Antonini	*Principal or Designee	
Robert Andruskiewicz	*UFT Chapter Leader or Designee	
Meshele Love	*PA/PTA President or Designated Co-President	
David Garcia	DC 37 Representative (staff), if applicable	
Meshele Love	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Salvador Morales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Andre Gomes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Julie Stein-Brockway	CBO Representative, if applicable	
Maria Cruz	Member/Parent	
Jennifer DeLeon	Member/Parent	
Samin Sankar	Member/ Parent	
Maria Tito	Member/Parent	
Alberto Ariza	Member/ Student	
Jeffrey Sacks	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vicky Perez-Williams	Member/ Teacher	
	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.

Our mission statement is, "Sunset Park High School is a diverse and inclusive school that prepares all students for college and for meeting the challenging demands of a changing world." We work collaboratively with our lead community partner, Center for Family Life (CFL), to provide a co-led advisory program for all of our students as well as a comprehensive after-school, before-school and Saturday program that provides academic assistance, enrichment, sports, arts and student-led clubs. We are continuing to work on student leadership as one lever for change. In addition to previous initiatives such as mentoring/leadership programs provided by CFL and the Arista National Honor Society chapter facilitated by SPSHS, we are examining the ways in which student athletes can also see themselves as leaders both on and off the playing field/court. We are also implementing small learning community-based student leadership teams which will increase both the amount and impact of student voice in culture building and decision-making at both the school-wide and small learning community level. Our most prominent strength to date is the ways in which we have created a supportive, inclusive learning environment and the ways in which professional collaboration through teacher teams impact this work. Our most recent Quality Review conducted March 24, 2015, identifies establishment of a culture for learning that communicates high expectations as an area of celebration. Students with a variety of skills, assets and areas of growth are given the opportunity to articulate their own personalized learning planning in coordination with their SPSHS and CFL advisors. We have been working collaboratively on this initiative while also using the expertise of Big Picture Learning to advise us on personalized learning planning and personalization in core classes through the implementation of short-term passion-driven intensives. Increasingly, we hear how our students represent themselves outside the school. Through internships, service learning projects and the myriad visits hosted by SPSHS and CFL, our students consistently present themselves as mature, responsible, and, most importantly, caring and compassionate young people who understand how they can impact the lives of others. Our challenge is to build on this very important foundation to strengthen the ways in which students can stretch themselves and move to the next level, whatever that might be. We have implemented the identification of stretch goals as the strategy by which our instructional focus of productive struggle is realized. We all have someplace to go. [The areas in which we made the most growth in the previous year was in student progress (inclusive of credit accumulation and weighted Regents pass rate), school environment (based on surveys and attendance), and closing the achievement gap (movement to least restrictive environment is particularly strong further highlighting the inclusive environment we have created). The areas for growth continue to be student achievement as measured by graduation rate (66%). Both imply a need to strengthen curricular resources as well as help all students to push themselves further to achieve better outcomes on Regents exams. This is connected to the element of rigorous instruction. One specific example is that our Global History scores have remained stagnant at 40% for June of 2014 and 2015 and our US History scores have remained stagnant at 60% for June of 2014 and 2015. Our most recent quality review conducted March 24, 2015, identifies assessment alignment(2.2), while rated well-developed, as an area of focus. Specifically, we need to improve the ways in which we analyze information on student learning outcomes to adjust instructional decisions at the team levels. We need to make the process more iterative including student and family feedback.

15K667 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1342	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	11	# SETSS	30	# Integrated Collaborative Teaching	73
Types and Number of Special Classes (2014-15)					
# Visual Arts	24	# Music	12	# Drama	N/A
# Foreign Language	28	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.6%	% Attendance Rate			84.7%
% Free Lunch	80.4%	% Reduced Lunch			3.2%
% Limited English Proficient	18.4%	% Students with Disabilities			22.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			7.7%
% Hispanic or Latino	79.3%	% Asian or Native Hawaiian/Pacific Islander			6.1%
% White	6.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			6
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.5%	Average Teacher Absences (2013-14)			4.56
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	47.2%	Mathematics Performance at levels 3 & 4			56.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	88.6%	% of 2nd year students who earned 10+ credits			75.4%
% of 3rd year students who earned 10+ credits	76.0%	4 Year Graduation Rate			70.2%
6 Year Graduation Rate	N/A				
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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	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			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

According to the 2013-14 School Quality Guide, we have met the target set for student progress and individual components including credit accumulation and weighted Regents pass rates. This has been a strength in the past. Our main need is to raise both the four-year graduation rate and the weighted diploma rate. We need to do this by using our inclusive, supportive, heterogeneous environment to support students in reaching higher standards. We need students to both pass Regents exams and reach college-readiness levels at the first sitting. We need more students to set the Advanced Regents Diploma as an attainable goal and to strive to achieve it. Teachers continue to work in subject-specific content teams (both horizontally and vertically) to analyze quantitative data, student work, teacher practice, and to use outside expertise through professional reading to identify goals and resources needed. Working in teams has long been a strength for our school (one of the well-developed components cited in our Quality Review, March 2015). We need to better articulate the connection between our content teams and small learning community-based grade teams to best support curriculum and instruction that will help students meet higher standards. We will be bringing in the following academic programs for the 2015-16 school year to support rigorous instruction: AP World History in 10th Grade Global History, Debating US History through CUNY Collaborative Programs for 11th Grade US History, and University in the High Schools through the University at Albany for 11th Grade Environmental Science.

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.

Content teams will each develop six common teaching points aligned to the Common Core that will be added to the school-wide assessment plan as the year progresses, leading to more coherent instruction and resulting in a 3% increase on Regents exam performance.

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>Develop capacity of instructional team teacher leaders to facilitate professional development with colleagues that results in the identification of common needs based on a variety of data sources.</p>	<p>Instructional Team Teacher Leaders</p>	<p>September 2015—June 2016</p>	<p>New Teacher Mentor/Professional Growth Coordinator, Principal , Assistant Principal</p>
<p>Provide professional development in content teams that will enable horizontal teams to articulate students’ common knowledge, understanding and abilities for each marking period as well as content-specific checks for understanding.</p>	<p>Teachers in content teams</p>	<p>September 2015-June 2016</p>	<p>Instructional Team Teacher Leaders, Assistant Principals, Principal</p>
<p>Review school-wide assessment plan in instructional team and cabinet. Identify emerging vertical and cross disciplinary connections.</p>	<p>Instructional Team Leaders and Assistant Principals</p>	<p>September 2015—June 2016</p>	<p>New Teacher Mentor/Professional Growth Coordinator and Principal</p>
<p>Review plan in comparison to mid-year and end-year Regents and local assessment results.</p>	<p>Teachers in content teams</p>	<p>January— June 2016</p>	<p>Instructional Team Teacher Leaders, Assistant Principals, Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session, contractual professional development time, membership in content-specific professional organizations, professional readings, some rescheduling of prep time to accommodate intervisitations where applicable.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	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.

Assessment plan in each content area that is inclusive of brief statements each of what students should know, understand and be able to do at the end of each marking period for the first semester. At the midyear point content teams will have a "Know, Understand, and be able to Do," for each of the first three marking periods as well as a benchmark synthesis that will summarize those points for the first semester. Instructional team inclusive of instructional leads and APs will analyze how progress in those "KUDs" map to needs identified through both BOY analysis of summative assessments such as Regents exams as well as formative assessments administered throughout the semester. This will happen at our February 11th Instructional Team meeting and is aligned to the element of Rigorous Instruction.

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.

Based on academic indicators in the School Quality Guide, students are progressing but we need to work on supporting students to meet the challenge of becoming college-ready at commencement as well as to stretch themselves in other areas. For example, on our 2013-14 School Quality Guide, we are at 75% of the peer range for credit accumulation for students in the 1st year, 55% for students in their 2nd Year, and 64% for students in their 3rd Year. Credit accumulation is generally a strength although there is clearly a "sophomore slump." We were also between 70% and 77% percent of our peer group on the Learning Environment Survey in the areas of instructional core, school culture, and systems for improvement. Thus, it can be surmised that students feel adequately supported in their work based on both perception via the survey and in the credit accumulation metrics. However, our college-ready metrics show that we are in the 43rd percentile of our peer group as defined by percentage of students meeting the college-ready cut-off for CUNY. It should also be noted that with our 51% six month enrollment rate, we are in the 63% of our peer range in our six month enrollment rate. These are different groups of students. Our first graduating class, 2013, showed that they were enrolled in college six months later. For our second graduating class, 2014, we are at 43% of our peer group. Our concern is that we are doing less well at preparing students for success in college. We may be getting them out but are we getting them ready? Related to this is the need for students to cope with higher expectations, particularly as we continue the shift to the Common Core Learning Standards. To do this, we will continue our work with our CBO, Center for Family Life, and Big Picture Learning on personalized learning planning through co-led advisories.

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.

Eighty percent of all students will identify and meet a “stretch” academic goal through advisor-facilitated personalized learning planning by June of 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment 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>Professional development with all advisors to facilitate understanding of “stretch goal” concept.</p>	<p>Teachers</p>	<p>September 2015—January 2016</p>	<p>Teacher Leaders, Assistant Principals</p>
<p>Grade teams will identify ways to track student identification of stretch goals and to make those goals visible in a way that also allows for change and responsiveness.</p>	<p>Students</p>	<p>September 2015—January 2016</p>	<p>Teachers, students.</p>
<p>Stretch goals shared in student-led family conferences.</p>	<p>Students, families</p>	<p>November 2015 and March 2016</p>	<p>Teachers, students, families</p>
<p>Advisors will meet with all advisees in one to one academic conferences to assess students’ progress with meeting stretch goals.</p>	<p>Students</p>	<p>September 2015—June 2016</p>	<p>Advisors</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Consultancy from outside resource on personalized learning planning and student-led conferencing, per session, facilitation of teacher teams, partial funding of teacher salaries for Advisory class in program.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>By February of 2016, Advisors will be able to identify where each advisee is in the identification of his/her stretch goal. Advisors will track progress toward meeting stretch goals through the use of Naviance and/or Google Docs.</u></p>

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.

Teacher teaming is a strength of our school as cited in our Quality Review (March of 2015). For criterion 4.2, engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, we were rated well-developed and it was cited as an area of additional findings. We need to build on this strength to enhance the impact team members can have on student performance. Our area of focus was 2.2 (although rated well-developed): align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Specifically, we need to work on analysis of information regarding student outcomes and adjustment of instructional decisions at the team level. Our Advance data shows that 89% of our teachers were rated effective or highly effective on component 3b--Using Questioning and Discussion and 88% of our teachers were rated effective or highly effective on 3c--Engaging Students in Learning. While 93% of our teachers were rated effective or highly effective in 3d--Using Assessment in Instruction, we would like to move the more effective teachers in this component to highly effective which would involve more student agency and internalization of assessment criteria. This sense of agency and ownership would also impact 3b and 3c. Specifying additional grade team roles is one way in which we will do this as this internal accountability and interdependency fosters improved practice.

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.

As a result of newly created teacher roles within each grade team, there will be a 3% increase in the overall course pass rates via scholarship reports for teachers who had below an 85% pass rate the previous year by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Identify teachers for each role within grade teams including Academic Success Coordinator and Advisory Point Person, in addition to roles such as Grade Team Leader and Inquiry Team Leader.</p>	<p>Teachers</p>	<p>June—September 2015</p>	<p>Grade Teams, Assistant Principals, Principal</p>
<p>Provide professional growth opportunities (teacher-led, CBO-led, and consultant-led) at over the course of the year.</p>	<p>Lead teachers</p>	<p>September 2015—June 2016</p>	<p>Assistant Principals, CBO Leaders, Principal</p>
<p>Teacher leaders facilitate grade team meetings and small learning community-based professional development to raise student achievement.</p>	<p>Teachers</p>	<p>September 2015—June 2016</p>	<p>Lead teachers, Assistant Principals, CBO staff</p>
<p>Student achievement will be evaluated using Fall semester data including credit accumulation and Regents exam achievement. Growth percentage will be calculated based on previous year.</p>	<p>Teacher leaders, Community Leaders (Assistant Principals)</p>	<p>February 2016</p>	<p>Assistant Principals, Teacher Leaders, Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session, common planning time, outside consultancy fee.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teacher leaders, Assistant Principals and Principal will evaluate student achievement using Fall semester data regarding credit accumulation and achievement on Regents exams. Percent of growth will be calculated based on</p>

previous year. A three percent increase in overall credit accumulation will be expected for the Fall 2015 semester. This three percent is expected for both the Fall and Spring terms.

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

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

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

Part 1 – Needs Assessment

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

Distributed leadership is a strength in our school allowing our well-developed professional collaborations in teacher teams to function effectively (Quality Review, March 2015). Many staff members are empowered to take the lead in all aspects of student achievement and are given the resources to do so. Our learning environment survey for 2014-15 showed 79% positive responses under the category of teacher influence compared to 71% city-wide. Our Advance data shows that 89% of our teachers were rated effective or highly effective on component 3b--Using Questioning and Discussion and 88% of our teachers were rated effective or highly effective on 3c--Engaging Students in Learning. We need to better articulate the connection among content-team work, small learning community-based work and our advisory program so that we can increase its collective impact. We will use marking period data conferences to review scholarship data with teachers and to review line grade reports with counselors so that we can identify patterns, trends and areas of need.

Part 2 – Annual Goal

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

By June 2016, Advance observations conducted by leadership will include content-specific objectives and feedback to enhance rigorous instruction, resulting in 75% of teachers showing growth in at least 2 of 8 component areas on the Danielson FfT. Specifically, there will be a 4% increase in performance levels for teachers in the components of 3b Questioning and Discussion Techniques and in 3c Engaging Students in Learning. School leaders, including teacher leaders, will professional development plan throughout the year to address ongoing areas of need as pertaining to assessment data.

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) 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>Devote time during cabinet for a weekly share-out of observations, trends and patterns. Vary between content area foci and other focus areas.</p>	<p>Cabinet members</p>	<p>September 2015—June 2016</p>	<p>Cabinet members</p>
<p>Collaboratively synthesize/reflect on work based on “group memories” collected from fall semester. Reflect on impact the work and implications for observation process as shown by evaluator form.</p>	<p>Cabinet members</p>	<p>January – June 2015</p>	<p>Cabinet members</p>
<p>Trust that cabinet members will work collaboratively to develop a shared understanding of content-specific strategies to best support teacher growth that will impact all stakeholders. Supervisors are trusted to transparently communicate content-specific feedback to teachers.</p>	<p>Cabinet members</p>	<p>September 2015—January 2016</p>	<p>Cabinet members</p>
<p>Families will attend twice yearly demonstrations of learning as well as attend student-led conferences during which student work will be shared with the goal of increased understanding of what the Common Core shifts look like in practice and to promote dialogue among students, teachers and families around student learning. Our PTA will also facilitate a day long Saturday Parents Resource Information conference.</p>	<p>Families</p>	<p>September 2015--June 2016</p>	<p>Faculty, Staff, and PTA</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Time allocation during weekly cabinet meeting, per session for teacher leadership roles to facilitate family engagement events, contracted time for open school conferences.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>

Part 5 – Progress Monitoring

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

By January 2016, 75% of teachers will show growth in at least one of the two components 3b or 3c.

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.

One of our strengths is family attendance at on-going, ritualized family engagement events, particularly those co-facilitated with our community partner, Center for Family Life. They include college information nights and community building nights. We need to build on this strength to include more academic awareness in our work with families and community members. We have a family attendance rate of near 80% for Open School conferences. Our School Survey for 2014-15 showed that we received 89% positive responses, however, only 18% of families responded dropping from a 49% response rate the previous year. While part of drop in participation rate can be attributed to distribution methods, other data from the School Survey also suggests that we need to increase bidirectional communication and involvement. For example, for the questions "Volunteered time to support this school (for example in the classroom, helped with school-wide events)," and "communicated with your child's teacher about your child's performance" responses skewed toward disagreement. Elsewhere, responses to questions that involved school to parent communication, the response was positive. To that end, we are partnering with Kinolved to increase and facilitate bidirectional communication. It is an on-line tool that will enable teachers to communicate easily and frequently with families. Families can also reach out directly to teachers through this application. Our PTA is also hosting its first Saturday conference with parent workshops designed to strengthen empowerment of families as partners in their children's education.

Part 2 – Annual Goal

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

By June of 2016, there will also be an increase of 3% of families who report communicating with their children's teacher about their performance. A minimum of one piece of student work will be included in advisor-facilitated, student-led family conferences at the Open School events in November of 2015 and March of 2016 at which families will understand student progress with student goals. In this way, families will have a focal point around which to seek out resources and contribute ideas for shared learning around improvement of academic achievement.

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>
<p>Professional growth/learning opportunity provided to all Advisory Point People on the topic of infusing student work in family conferences.</p>	<p>Advisory Point People</p>	<p>September 2015—June 2016</p>	<p>CBO leaders, outside consultancy, Assistant Principals, Principal</p>
<p>Professional growth/learning opportunity provided by Advisory Point People in grade team on helping students to choose student work samples to be shared with families.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Advisory Point People, Assistant Principals</p>
<p>Students, in consultation with Advisors, will choose a minimum of one piece of student work to share with families during Open School conference.</p>	<p>Students</p>	<p>November 2015 and March 2016</p>	<p>Advisors and students</p>
<p>Families will attend twice yearly demonstrations of learning as well as attend student-led conferences during which student work will be shared with the goal of increased understanding of what the Common Core shifts look like in practice and to promote dialogue among students, teachers and families around student learning. Our PTA will also facilitate a day long Saturday Parents Resource Information conference.</p>	<p>Families</p>	<p>September 2015-June 2016</p>	<p>Faculty, Staff and PTA.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session, outside consultancy fee, common planning time, partial funding of teacher salaries for Advisory class, parents' time (voluntary).</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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We will analyze Kinolved reports to determine the number of family initiated contact with teachers in February of 2016, in addition to capturing data about family attendance at events and communicating that data to the larger school community. Twenty-five percent of families will initiate contact.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Tier I (i.e. literacy electives—all students. Tier 2—(i.e. tutoring, student need as communicated by students, teachers, counselors and families.	Tutoring, Drop Everything and Read, Writing Across the Curriculum, Contemporary Global Issues, American Studies, Providing students with least restrictive environment, Coteaching (ESL and Special Education)	Small group, Whole Class	During the school day, after school, lunch, Saturdays
Mathematics	Tier I (i.e. literacy electives—all students. Tier 2—(i.e. tutoring, student need as communicated by students, teachers, counselors and families	Tutoring, Algebra, Geometry, Algebra 2/Trigonometry Applications. Providing students with least restrictive environment, Coteaching (ESL and Special Education)	Small group, Whole Class	During the school day, after school, lunch, Saturdays
Science	Tier I (i.e. literacy electives—all students. Tier 2—(i.e. tutoring, student need as communicated by students, teachers,	Tutoring, Drop Everything and Read, Writing Across the Curriculum, Contemporary Global Issues, American	Small group, Whole Class	During the school day, after school, lunch, Saturdays

	counselors and families	Studies, Providing students with least restrictive environment, Co-teaching (ESL and Special Education)		
Social Studies	Tier I (i.e. literacy electives—all students. Tier 2—(i.e. tutoring, student need as communicated by students, teachers, counselors and families	Tutoring, Drop Everything and Read, Writing Across the Curriculum, Contemporary Global Issues, American Studies, Providing students with least restrictive environment, Co-teaching (ESL and Special Education)	Small group, Whole Class	During the school day, after school, lunch, Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Tier I (i.e. Advisory) all students. Tier 2(i.e. small group and individual counseling) student need as communicated by students, teachers, and families. Tier 3 (i.e. referral to outside counseling) communicated among students, families, counselor and outside agencies	Five guidance counselors and one social worker provide counseling daily. Referrals to outside counseling facilitated by our CBO and other agencies.	Small group, individual	During the school day

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>Attendance at college education department recruitment fairs</p> <ul style="list-style-type: none"> • Recruitment from DOE pool of highly qualified applicants • Ongoing partnerships with teaching fellows/ Teach for America and Schools of Education at NYU, Columbia, Brooklyn <p>College, College of Staten Island, Queens College, Hunter College, LIU and St. Francis</p> <ul style="list-style-type: none"> • Co-teaching to ensure ELLs and Students with Disabilities are in the least restrictive environment. • Title I support of course work that contributes to ensuring staff is highly qualified • Pipeline to leadership for teachers (CITE, Columbia University, NYCLA, Relay, Bankstreet College)

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Whole school professional develop occurs twice monthly before school, on the Chancellor's professional development days, and during daily common planning.</p> <ul style="list-style-type: none"> • Grade teams meet daily to work on the following: <ul style="list-style-type: none"> o Differentiated interdisciplinary curriculum and assessments o Analysis of student work o Analysis of student achievement patterns and how to further differentiate curriculum, instruction and

assessment to meet students' needs

o Case-conferencing protocols to determine appropriate interventions

o Intervention plans

o Tuning, Critical Friends and Descriptive Consultancy protocols to provide feedback on classroom practice, pedagogical approaches, curriculum and classroom assessments, as well as to assist in problem-solving

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our Local Measures Committee comprised of the Principal, three Assistant Principals, UFT Chapter Leader and three teachers representing a range of subject areas, begins meeting in June to evaluate the impact of the current year's selected local measures and how that might factor into the following year's identification of local measures. The committee continues meeting over the summer (including attending city-wide professional development) and finalizes its decision in the fall. The local and state measures by which each teacher is evaluated is discussed as part of the initial planning conference and is confirmed via the Advance system and communications between the Community Leader (Assistant Principal) and teacher.

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	982,194.00	x	pp. 14, 21-22
Title II, Part A	Federal	0		
Title III, Part A	Federal	24,656.00	x	pp. 11, 21-22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,241,591.00	x	pp. 10-22

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Sunset Park High School</u>	DBN: <u>15K667</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>250</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: Before School ESL

We have two 0 period ESL classes that meet from 8:00-8:45 am four times/wk., Monday through Thursday throughout the school year (about 128 days per year). These literacy enrichment classes were created to provide beginner/ newcomer ESL students, and intermediate and advanced ESL students who have IEPs the extra time and support they need on a daily basis to develop their reading, writing, speaking and listening skills. These classes are designed and taught by three certified ESL teachers. The language of instruction is English.

Rationale: This program was developed to accelerate the language acquisition of all our ELLs through explicit English language acquisition instruction that parallels and integrates the content-area curriculum for each grade. This supportive learning environment develops confidence and provides one-to-one support to meet individual needs. The instruction is aligned with the Science, Global and Math curriculum and fosters both BIC and CALP language development.

In this program, the ESL teacher differentiates our rigorous, grade-level, standards-based curriculum using scaffolding strategies such as graphic organizers and contextualizing content; providing comprehensible input such as visuals, models, clear explanations and demonstrations; explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries; fostering interactions among students for practice and application of content and language skills and knowledge such as partner reading, group projects, and presentations; use of instructional technology and adaptive materials and increased use of multicultural and native language materials and resources.

Instructional activities include literature circles, use of multi-leveled texts, native language supports, and scaffolded projects and presentations. Students are encouraged to be self-reflective and meta-cognitive. In these groups, ELLs have frequent opportunities to interact with peers to develop conversational and academic language. Students designated as SIFE, Long-term advanced ELLs, and ELLs with IEPs, in particular, benefit from this dual focus of language and content.

Saturday Academy ESL support

This is a Saturday ESL class that meets from 9:00am -1:00pm for 8 Saturdays prior to each Regents Administration for a total of 16 sessions. This Regents preparation program was created to provide beginner, intermediate, and advanced ESL students the extra time and support they need to develop their Regents test-taking, reading comprehension, and writing skills and is held across communities for all ESL students at Sunset Park High School (up to 15 students per class). This class is designed and taught by at least one certified ESL teacher.

Rationale: This program was developed to accelerate the Regents passing rate of our ELLs through explicit English language acquisition coupled with the Regents curriculum. This supportive learning environment develops Regents testing confidence and provides one-to-one support to meet individual needs. The instruction is aligned with the Living Environment, Algebra, Geometry, Global Studies, Earth Science, U. S History and English curriculum and standards.

In this program the ESL teacher differentiates the Regents curriculum using scaffolding strategies such as graphic organizers and contextualizing content; providing comprehensible input such as visuals, models, clear explanations and demonstrations; explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries; fostering interactions among students for practice and application of content and language skills and knowledge such as partnerreading, group projects, and presentations; use of instructional technology and adaptive materials; multi-leveled texts; and increased use of multicultural and native language materials and resources.

In these heterogeneous groups, ELLs have frequent opportunities to interact with peers to develop the

Part B: Direct Instruction Supplemental Program Information

academic language they need for the Regents exams . Long term advanced ELLs, in particular, benefit from this dual focus.

New Immigrant After school program

This is a US History themed academic program for our ELL students to provide them with supplemental support for content they may not have received in previous settings and to help prepare them for the US History, and ELA regents. This activity runs for 15 after school sessions after winter break beginning in February. It will meet on Wednesdays from 3:30 -5:30PM and is taught by two licensed ESL teachers. We will be incorporating nonfiction, fiction and historical poetry and current events reading passages, as well as persuasive, descriptive and argumentative essay writing.

Rationale: We are targeting US History because many of our ELLs have entered the NYC school system as High School students and have never studied US History before in their native countries. We are opening the program to all ELL students in grades 9-12. We are going to specifically target upper classmen (11th and 12th graders) who need to pass either the US History or ELA regents. Our students speak a variety of native languages including Spanish, Chinese, Arabic and Haitian Creole and include Students with Disabilities.

The program will run from February through the end of April for a total of 15 after school sessions. The students will meet after school for 2 hours once a week and there will be an occasional (once per month/ 5 excursions in total from 9AM- 4PM) field trip on Saturdays to contextualize the content being studied during the week during the after school sessions. Instruction will be conducted in English with Native Language supports, through the use of assistive technology, if needed. Two ESL teachers will work in this program. We will be purchasing US History books with differentiated/ leveled readings, and I Pad/ I touch application for US History to use with our IPAD carts. Images of historical documents, videos, literature, charts, and other standard classroom materials will be used in this program.

Dream Team and After school content area tutoring

We offer a comprehensive afterschool program that services many of our ESL students. A portion of the services for our ELL students is content tutoring. Every Wednesday (31 Wednesday sessions) from October to June Sadie Savoy, a licensed ESL teacher provided after school content tutoring from 3:30- 5:00PM. This is open to all ELLs school wide. Tutoring is provided in English with native language supports as needed. The materials that are used are the classroom based assignments and texts.

Additionally, in our afterschool program we have the SPSHS Dream Team club run by two licensed ESL teachers Oliver Cannell and Jennifer Queenan. The group meets once per week on Wednesdays for 31 weekly sessions, after school from 3:30 -5:00PM. The school is a civics and history based club that aims to promote social justice, access to opportunities and community resources for our undocumented ESL students and all ESL students interested in social justice. These teachers explore pathways to college and support groups to handle the socio-emotional aspect of educating our ESL population. They also provide opportunities for our ESL students to practice their speaking, listening, reading and writing skills. This group meets once a week after school for the duration of the school year for an hour and a half. They also participate in weekend field trips periodically.

Rationale: Our rationale behind these programs is that our ELL students need a lot of support both academically and socio emotionally. We believe that a key to success for high school students is the perception of opportunity which is why we want our students to be aware of the opportunities they have. We also use this hook as a way to constantly be supporting and reinforcing language and content knowledge.

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**As necessary, the school will use another funding source to complement any overages in costs that we incur to fund our Title III programs.

Part C: Professional Development

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

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

Begin description here: _

Our ESL content team holds three/four Professional Development meetings a month for 40 minutes. These meetings run the duration of the school year from September to June. Our 12 ESL teachers also meet together on whole school professional development days, Election Day, Chancellors PD day and the first two days of school. All of these Professional Development sessions are conducted by the ESL instructional team teacher leader. Below are the dates for ESL content team PD for the 2014-2015 school year.

- September 12 &19
- October 10, 17,& 24
- November 7, 14 &21
- December 5, 12 &19
- January 9, 16, 23 &30
- February 2,6,13 &27
- March 6, 13, 20 &27
- April 17 &24
- May 1,8,15 &22

The following professional development days will be designed to target the Title III programs. Our sessions on September 12 and 19, 2014 were designed to allow teachers to analyze student data and to ensure all of the students were programmed for our before school programs. These sessions were facilitated by Elizabeth Messmann a licensed ESL teacher. All 12 of our ESL teachers attended. The sessions were 40 minutes in duration from 8:00 AM to 8:40 AM. On Novemeber 7 and Novemeber 14, Oliver Cannell ans ESL teacher will present his work on the impacts of socio emotional challenges on ELL learning. These sessions will be 40 minutes from 8:00AM to 8:40 AM. This will be in support for the Dream Team work and we will develop ways to engage our ELLs in after school and Saturaday academy enrichment opportunities. It is anticupated that all 12 of our ESL teachers will attend. On December 12, 2014 and January 16, 2015 from 8:00 AM- 8:40 AM Keri Twente a licensed ESL teacher will led the PD around teaching civics and integrating US history and Document based questions into our instruction. It is expected that all 12 ESL teachers will attend. This will be in support of our new immigrant program. Some of the foci of these meeting are on providing support to staff as they assist ELLs. Our ESL Coordinator , Elizabeth Messmann plans weekly meetings where teachers discuss instruction and assessment and collaboratively plan for each students' progress.

During this time, our ESL staff collaboratively develops thematic units of study aligned to the Common Core State Standards where lessons are scaffolded and multiple texts are used to engage students at all English literacy levels. They work to develop an assessment calendar and to share assessments and then utilize the assessment to monitor student successes and growths. We discuss best instructional practices and develop personalized learning plans for our ELL students to share with vertical teacher teams as our students move up through the grade levels.

In addition, each grade team has an ESL teacher assigned to it and this teacher participates in daily grade team common planning time. Some of the functions this teacher fulfills on their teams are:

Grade team Daily Professional Development:

- Plan differentiated interdisciplinary curriculum and assessments;
- Look at student work to inform curriculum, instruction and assessments for all sub-groups including ELLs and students with special needs;
- Examine student achievement patterns and differentiate curriculum, instruction and assessments to

Part C: Professional Development

meet the needs of individual learners;

• Plan Advisory/Drop Everything and Read/Writing Across the Curriculum/Contemporary Global Studies/American Studies units and instruction;

• Evaluate parent and student surveys to assess climate, culture, communication as well as curriculum, instruction and assessments;

• Engage in Kid Talk protocol and plan as well as monitor academic and behavioral interventions, outreach to families and enrichments aligned with the needs of individual students;

• Plan weekly inter-visitations and walk-through of classrooms;

• Use Tuning Protocol, Critical Friends protocols and Descriptive Consultancy to share feedback on classroom practice, pedagogical approaches, and curriculum and classroom assessments as well as to assist in problem-solving.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are invited to Meet you Advisor Night which is held in early October and Demonstrations of Learning held in the Fall and in the Spring. We host these events to expose all of our parents to the type of learning that we do at Sunset Park and to afford parents opportunities to interact with their students' teachers. During demonstrations of learning we have staff members who speak Spanish, Chinese and Arabic converse with families when needed. We also hire translators to be present at these events if we can not the need of our parents with staff members. After demonstrations of learning we invite all parents to stay for the Parent Teacher Association meeting where parents learn key information about the school and are trained on key points of the college application process. We use the document "Dream, Believe, Succeed" published by the Office of English Language Learners to ensure high school graduation requirement information and college application and college/ career readiness information is available to all parents in their Native language. Some of these topics include, high school graduation requirements, student progress, after school and Saturday academy program availability to support all students on their path to success, scholarship availability, summer job/ internship programs, community health based services and general news about happenings in our school. Parents are notified through letters and fliers sent home, and through our teacher advisory system wherein teachers are responsible and accountable to their grade team leader to make outreach, via phone contact or email to each parent in our school. All teachers in the school have been given the information from the school translation kit with the number of the DOE translation and interpretation hotline. They also have received the information as to how to translate any documents they need into the 32 languages that are available. Our ESL coordinator Elizabeth Messmann works with our parent coordinator Lisa Lugo and our cross community ESL counselor Carmen Zayas to reach out to parents and conduct these meetings.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

A. School Information

District 15	Borough	School Number 667
School Name Sunset Park High School		

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

Principal Victoria Antonini	Assistant Principal Janice Novet
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Elizabeth Messmann	School Counselor Carmen Zayas
Teacher/Subject Area Stacey Ward/Spanish	Parent Linda Yanez
Teacher/Subject Area Dawanda Pearson/Spec. Ed.	Parent Coordinator Lisette Lugo
Related-Service Provider Brian Oestreich	Borough Field Support Center Staff Member type here
Superintendent Karen Watts	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	1388	Total number of ELLs	191	ELLs as share of total student population (%)	13.76%
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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 type="checkbox"/>
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A. ELL Programs

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	191	Newcomers (ELLs receiving service 0-3 years)	93	ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	34	Long-Term ELLs (receiving service 7 or more years)
				64

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	93		1	34		8	64		35	191
Total	93	0	1	34	0	8	64	0	35	191
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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
														0
														0
														0
TOTAL	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																		
																			0	0
																			0	0
																			0	0
TOTAL	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
									0	0
									0	0
									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	Number of students who speak three or more languages:

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										38	36	40	40	154
Chinese										8	5	5	4	22
Russian														0
Bengali														0
Urdu														0
Arabic										4	3		5	12
Haitian												1		1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Tha., Ful.										1			1	2

TOTAL	0	51	44	46	50	191									
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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)										21	11	7	6	45
Emerging (Low Intermediate)										7	8	2	5	22
Transitioning (High Intermediate)										11	7	10	4	32
Expanding (Advanced)										31	17	21	24	93
Commanding (Proficient)										9	26	15	10	60
Total	0	79	69	55	49	252								

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

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										20	35	27	22	104

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0

4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	35	4	6	4
Integrated Algebra/CC Algebra	48	4	20	4
Geometry/CC Algebra	59	4	6	4
Algebra 2/Trigonometry	6	4	2	4
Math				
Chemistry				
Earth Science	48	4	20	4
Living Environment	94	4	39	4
Physics				
Global History and Geography	78	4	25	4
Geography				
US History and Government	52	4	24	4
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.
We use Quality Reading Inventories, NYSITELL scores, Spanish LAB-R scores, informal tests of phonemic awareness and countless teacher observations of student reading and writing to assess the early literacy levels of our ENLs. New York City Performance-Based Tasks are also used to track progress. This data is recorded and shared at grade team/inquiry team meetings so that all teachers that come in contact with these students throughout the day are aware of their reading and writing levels. These discussions inform our instructional decisions across the curriculum. This data reveals that our ELL students make steady progress in Listening and Speaking but lag behind native English speaking peers in reading and writing. This observation has shaped our schools instructional plan. We have increased the levels of co teaching that we have in content area classes which will allow ENL teachers more time to plan with content teachers and integrate reading and writing instruction across the curriculum.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
NYSITELL data reveal that our new admits enter as entering or emerging level ENL students. Our students perform far better on the speaking and listening portions of the NYSITELL than the reading and writing portions. This pattern is the reason that we program students for daily literacy instruction designed to explicitly teach and develop reading and writing skills. During the the 2014 - 15 school year and 2015 - 16 to date: (11) + (7) students were admitted who were eligible for the NYSITELL. The results were that all were at the entering level. On the NYSESLAT 2015 we had 60 students test at the Commanding level. 93 students tested at the Expanding level, 32 tested at Transitioning, 22 tested at emerging, and 27 tested at entering level. Five of our entering level students showed a drop in their level from the previous year, the rest were all students with less than a year of service or were at the Beginner level the previous year. The students that dropped a level were all 12th graders who refused to take the test seriously because they were to graduate. They moved from Advanced to Entering, these data is not an accurate reflection of their language ability.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
SPHS uses the Data Analysis and AMAO Estimator Tool to identify factors that may lead to lower academic achievement and then to actively address these needs through classroom instruction, before, during, after-school intervention and enrichment programs, and supportive parent involvement. Each Grade Team's Academic Success Coordinator facilitates data analysis using the tool to ensure that each teacher and advisor is aware of each student's needs. Various programs, such as PM School for credit recovery and Saturday Academy for regents preparation, as well as After school clubs and leadership activities are tailored to meet these individual needs of students. The AMAO data reveal that this intense focus on language acquisition is enabling a significant portion of our students to pass the NYSESLAT exam (60 passed May, 2015). However, Regents data indicate the need for continued focus on intensive Regents preparation and Common Core skill development in all content areas, especially U.S. and Global History. For SY 2014-2015, 47.24 % of our ENL students moved up a level on the NYSESLAT. For SY 2014-2015, the percentage of students who attained English Language Proficiency was 27.52% (AMAO 2).
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a. There is some evidence that 12th grade ENL students pass Regents exams once they have taken them multiple times, but overall there is no correlation between grade level and passing because each student presents individual academic skills, needs, and challenges. We see an increase in 9th grade students passing Integrated Algebra because of the additional math class provided to our 9th grade students and staff focus on immediate academic intervention. We also see students passing Regents exams in English since they are

taught the material in English with native language supports. There is a pattern that Chinese literate students pass the Living Environment and Algebra regents when taken in Chinese. They also, sometimes have success on Global Studies and US History in Chinese. The use of Arabic translation does not seem to help our students who speak Arabic. We cannot draw any clear conclusions about students taking exams in Spanish, some seem to pass using this support and for others it does not make a difference.

4b. The leadership of the school uses the data to program designated ESL teachers for specific content areas indicating need. For example, ENL co-teaching is provided in English, Algebra, and Living Environment in the 9th grade; English, Global Studies, and Earth Science in the 10th grade, and English, Algebra 2, U. S. History, and Environmental Science in the 11th Grade. There is also an ENL teacher on each grade team who shares ENL periodic data in grade team/inquiry team meetings using data analysis protocols. This allows all teachers to be aware of our ENL students' reading, writing, listening and speaking levels and to ensure that proper differentiation is provided to students in their classes throughout the day.

4c. The ENL results from the periodic assessments informs us that we need to continue using our program of daily explicit literacy instruction coupled with additional support in the content areas. We learned that students in the Junior year need to be engaged in a co-created plan for credit accumulation and Regents preparation. To this end, students, advisors and ENL teachers work together to develop specific strategies and use of alternative resources and native language texts to support ENLs. An additional Language Development Class taught by the assigned ESL Teacher has also been added to the instructional support for ENLs. In addition, in the Senior Year, ENL students are assigned to the I-Learn Labs where they receive personalized blended learning under the supervision of an ENL teacher.

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?
As a school we analyze NYSESLAT scores on grade teams and ENL teacher teams. We continually target all four language skills for all students. We have decided as a school that all skills need constant reinforcement because many of these skills are required for the Regents exams and college readiness (for example, the listening portion of the ELA Regents and the extensive writing on the English, Global History, and U. S. History Regents Exams). These are examples where Inquiry and Grade teams are refining our educational practices to provide rigorous instructional support for all of our ENLs.

In addition, our team of ENL teachers have developed a linguistic skills continuum and assessment plan for each modality and for ENLs of varying levels. This linguistic skills continuum is intended to serve as a guide during lesson planning and to educate all teachers as to what language objectives are appropriate for ENL students at different levels. The tools also guides selection of appropriate activities and supports for each level. For example, teachers focus on pre- and post reading strategies and vocabulary development as well as strategies to contextualize the content such as visuals and hands-on demonstrations. We have an ENL teacher on each grade team that leads professional development on language acquisition and have a robust schedule of ENL co teaching and co planning across grades and content areas. This ensures teachers are developing and addressing language acquisition objectives related to the Common Core in their lesson planning for all content classes. The teachers at Sunset Park High School understand the importance of preparing students to be successful English Language Learners through inclusion to avoid ostracizing or labeling. ENLs are included in all interdisciplinary units and projects. Instruction in all classes is differentiated and prepares all students, including ENLS, for success on exams and in all facets of their lives.

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).
The school leadership, the grade teams and inquiry teams, the instructional teams, and individual teachers gather and disaggregate data from a variety of sources to determine the success of our programs for ENLs, including: the School Quality Review, The School Progress Report, the Data Analysis and AMAO Estimator Tool, scholarship data from each marking period, student transcript reviews, regents pass rates and item analysis, NYC Performance-based assessments, class assignments and projects, interviews and surveys with students and parents, college acceptance trends, etc.

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.

At Sunset Park High School we ensure that we identify the needs of all our students. We address the needs of newcomers and new admissions from Borough Enrollment into the New York City public school system on the child’s first day of attendance. The Parent Coordinator, Lisa Lugo, or our ENL Guidance Counselor, Carmen Zayas greet the parent or guardian registering the child and ensures the ENL Coordinator, or another ENL pedagogue, completes the Home Language Identification Survey (HLIS). If the interview needs to be conducted in another language our diverse staff can support the identification needs of our community. We have several pedagogues available for translation (languages include our high-incidence languages of Spanish, Chinese (Mandarin and Cantonese), and Arabic as well as Russian, French, Burmese, Hebrew, and Bengali). Or, as needed, we use the NYC Translation hotline.

Following the initial interview, one of our ENL teachers skilled in HLIS evaluation determines if the student should sit for the Language Assessment Battery, NYSITTEL. If the NYSITTEL is to be administered, the Parent Coordinator informs the parents. The ENL teacher also administers the NYSITTEL and the Spanish LAB-R, if applicable. The NYSITTEL is administered by the ENL Coordinator and the Spanish LAB-R/NYSITTEL is administered by a Spanish speaking ENL teacher. If the parent indicates that LOTE is spoken at home and the NYSITTEL assessment indicates that a student is eligible for mandated ESL service, one of our experienced ESL teachers (with translation as needed) explains the Parent Choice Survey and describes the Transitional Bilingual, Dual Language, and ESL program options in English and/or the native language using the documents and web tools provided by the NYC DOE (brochures and videos in each language). All questions are answered and we ensures that the Parent Selection forms are completed. If a parent opts for a program we do not offer at SPHS, Ms. Zayas looks for availability at other schools.

Following program selection for SPHS, the student is immediately introduced to the SLC Guidance counselor to be given an appropriate ENL program and orientation to the school. The ENL Coordinator sends an entitlement or non-entitlement letter home, in English and the Native language. It is easy to transition a newcomer into ENL in Sunset Park High School due to the unique inclusivity of our learning communities. There is an equal distribution of ENLs of all levels in each SLC. Within 10 days the process is completed and the Parent Choice data entered in ATS on the ELPC screen with our Pupil Accounting secretary.

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).

During the intake interview Ms. Messmann and Ms. Zayas conduct a SIFE interview to learn about the level of education and literacy the child received in their home country. We use the SIFE questionnaire to guide this interview. We also look at student transcripts, if they exist, to learn what the child studied and what levels they received for their grades. Another bilingual guidance Counselor,, Ms. Leslie, has specific expertise and experience with transcripts from other countries. All entering level newcomers are placed into a zero period ESL class, which is a homogeneously grouped pull out ESL class for entering ENL students. In this class the teacher works to determine levels of phonemic and numerical awareness and determines literacy in the home language. The ENL teacher that this student is assigned to will administer the LENS assessment online if it is suspected that the student is SIFE from the interview process. We will enter the SIFE status into the BNDC screen. This is all done within the student's first 30 days of enrollment. We know that we can modify SIFE status during the first academic year. We understand that SIFE classification is removed when a student tests at the Transitioning level or higher.

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).

For newly enrolled students with IEPs, the Language Proficiency Team reviews student's home language survey to determine whether or not the student take the NYSITELL. They will complete the Language Proficiency Team NYSITELL Determination form, from the appendices of the EPRG. They will submit the form to the principal which will be submitted to the superintendent. Ms. Messmann, the ENL coordinator and Nadine Mitchell the Assistant Principal of Special Education will facilitate this process with the help of bilingual licensed special education/ bilingual/ ENL teachers. Rose Maestre is a teacher who is both Special education and close to having her bilingual license. Parents will have a period of 20 days to accept or reject the designation suggested.

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.

Elizabeth Messman, our ENL coordinator, generates and distributes this letters to the students the same day or day after NYSITELL testing. A duplicate is kept in the annual ENL compliance binder. In addition to backpacking the letter home, the parent coordinator, Community guidance counselor, or student advisor makes outreach to the parent to ensure the letter was received. As a additional back-up, another copy is attached to the next marking period report card.

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).

Elizabeth Messman, the ENL coordinator informs parents of this right during the intake interview. We have frequent follow-up with parents at our school and there is ample opportunity for parents to express their concerns. ENL teachers are also in frequent dialogue about students with other ELL teachers, content teachers, supervisors and counselors. If an newcomer ENL student appears to be having trouble adjusting we conduct a meeting with the family in their home language to ensure that the current placement is the best option and to develop a home-school plan of additional support. We use in house staff members for translation or we use the NYC DOE translation hotline. Our ELL coordinator, Ms. Messmann, maintains all records in our annual ENL compliance binder.

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.

At SPHS we stress the importance of successfully integrating all students into our school community by fully explaining all three program choices immediately and well before the 10-day time frame, in depth to their parents. Our ENL Coordinator, Elizabeth Messmann, and/or our other ENL Staff, Gina Mandracchia, Sadie Savoy, Marana Lavrencic, Oliver Cannell, Jennifer Goodnow, Jennifer Queenan, Alicia Manguso, Kruti Suba, and Ashley Cruz work very closely to make sure that every parent/guardian of our English Language Learners view the DOE ENL Program Choice video in their native language and are given the DOE ENL Program Choice brochures in the native language. We make sure that through discussion, parent orientations, translated documents, and phone calls from ENL pedagogues that all parents of ENLs know about and understand the opportunities available to them and that there is a window of 45 days to make a final decision. If a family chooses a TBE or Dual Language Program, our Guidance Counselor, Carmen Barohas-Zayas, works with the family to find the desired program and notifies the parent when the program becomes available. We hold ENL parent meetings throughout the year beginning in early October. We meet the language acquisition needs of our student as evolving and continuous data analysis indicates.

After administration of the LAB R/NYSITELL, ESL coordinator/ teacher, Elizabeth Messmann notifies the family of ENL entitlement or non-entitlement. A letter is sent home in the Native Language and in English to notify the family. Two copies of this letter are also kept on file. The original in the ENL compliance binder and another in the student's cumulative record file.

Other ENL entitled students, who are not new admits to New York City Schools and who have already been identified at a previous NYC school, are placed in the same program that they were in the previous year based on the most recent NYSESLAT results. We notify parents of the continued service through the continued entitlement letter. We use translated copies of the letter available on the DOE website. All parents receive the letter in English and in the home language, which is indicated in ATS. These letters are both backpacked home and given to parent s during the fall parent teacher conference/ report card distribution days. Copies of these letters are kept in the schools ENL compliance binder in the third floor file room. The ENL coordinator, Elizabeth Messmann maintains these records.

The ELPC screen is updated within the mandated timeframes by the ENL coordinator. Parent options are always explained to parents and we will make accommodations for families who desire a program that we do not offer at our school by notifying them if space is available elsewhere. We do not have a bilingual program in our school. If the parent opts for ESL the student is placed in our program where their mandated instructional time (entering, emerging, transitioning, expanding, and commanding) is met. If the parent opts for bilingual education they are referred to Carmen Zayas, Guidance Counselor, who works to find if there is an available program placement for that student. When a seat becomes available Ms. Zayas will contact the family and walk them through the process of enrolling. We will communicate in the primary language of the family by utilizing in house staff members or the DOE translation hotline. We do however, communicate, as does the formatted letter from the DOE, that it is proven to be most beneficial for students to maintain placement in the same program, be it ESL, TBE or DL. It is not common for parents to seek a different program model.

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

Parent Selection Surveys are requested to be completed when the parents first meet with the parent coordinator and ENL teacher at admission to our school. We have never sent the form home. If we were to send the form home, the ENL coordinator would provide

the letter in both English and native language to the student pointing out that date that the letter must be returned. It would also be mailed home. The ENL Coordinator would follow-up with the to ensure these letters are returned. Letters are kept on file in the ENL Compliance Binder (original) and a copy is kept in the Student's' Cumulative Record folder when they are returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. ENL coordinator, Elizabeth Messmann, maintains a binder with HLIS and parent selection surveys for all new admits. If one of these forms would not have been returned she would make outreach to the home and explains the form again to the parent. She has the ability to speak English and Spanish and can use the translation hotline or the assistance of another bilingual staff member if needed. All parents/ guardians are asked to fill out the Parent Survey and Program selection forms while completing their intake paperwork and after learning about the program options and the program at SPHS. If a student does intake at Boro enrollment and we do not have a copy of program selection forms and parent survey we make a phone call home to parents and either ask them to come into school or explain program options over the telephone and then send the forms home for signatures. These forms are kept in duplicate, one in the ENL compliance binder and one in the students' cumulative folders.
9. Describe how your school ensures that placement parent notification letters are distributed. Our ENL coordinator, Ms. Messmann, generates placement letters for all students. These copies are made in the primary language of the home. We download the documents from the DELL's intranet site and copy them onto letterhead. Each letter is bilingual, one sided English and one sided in the home language of the student. Three copies are made, one to get sent home and one to get kept on file. One copy is sent home with the student. The letter is distributed by the ENL teacher during a pull-out or push-in ESL class. The third copy is stapled with the first report card and given to the Advisor to distribute at Parent-Teacher Conferences. We have a high rate of parent participation in parent teacher conferences. This will ensure parents get the letter if the back packed letter is lost.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Our ENL coordinator creates an ENL compliance binder each year. Duplicate copies of HLIS, ELPC form, SLAB and NYSITELL scan sheets and entitlement letters are put into this annual binder. The second copy of the HLIS and ELPC goes into the cumulative file for the students.
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. Six weeks prior to the NYSESLAT administration timeframe, the ENL Coordinator runs the RLER report to determine students eligible to be tested. She checks to ensure all new admits are accounted for and sends notice home to families notifying them that their child will be taking the NYSESLAT exam in school. We provide students and families with a testing schedule. The 12 ENL teachers develop a proctoring schedule that ensures all students are tested and are given enough time to complete the exams. During ENL content team meetings ENL teachers worked in community groups to establish rosters for administering the Speaking exam to students they did not teach. We identified locations or empty classrooms where the exam could be conducted and created a spread sheet of these location shared via our Google Documents group. We administer each of the four exams separately and mostly administer them in the morning to ensure the most conducive and reliable testing environment. The ENL teachers collaborate so that each student completes the exam. To ensure valid and unbiased scoring, speaking exams are administered to students by teachers who had never taught them. Teachers pull students from various classes to administer the one-on-one speaking exam. After the initial week of testing, we begin makeup rounds to ensure that all absent students complete all four sections of the exam. ENL students are pulled from their classes, if needed, to complete all four sections of the exam. The ENL coordinator maintains the administration records and conducts many make up sessions during this testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Using the RLER in ATS, the ENL Coordinator determines student eligibility and entitlement and placement letters are compiled and organized for distribution. These letters are prepared in English and the native language of the family. Our ENL coordinator, Ms. Messmann, generates placement letters for all students. These copies are made in the primary language of the home. We download the documents from the DELL's intranet site and copy them onto letterhead. Each letter is bilingual, one sided English and one sided in the home language of the student. Multiple copies are made, one to mail home and one copy is sent home with the student. The letter is distributed by the ENL teacher during a pull-out or push-in ESL class. Another copy is stapled with the first report card and given to the Advisor for distribution at Parent-Teacher conferences.. We have a high rate of parent participation in parent teacher conferences. This will ensure parents get the letter if the backpacked letter is lost. Another copy of these letters is kept on file at the school by the ENL Coordinator in our ESL Compliance Binder.

Other ENL entitled students, who are not new admits to New York City Schools and who have already been identified at a previous NYC school, are placed in the same program that they were in the previous year based on the most recent NYSESLAT results. We notify parents of the continued service through the continued entitlement letter. We use translated copies of the letter available on the DOE website. All parents receive the letter in English and in the home language, which is indicated in ATS. These letters are both backpacked home and given to parent s during the fall parent teacher conference/ report card distribution days. Copies of these

letters are kept in the schools ESL compliance binder in the third floor file room. The ENL coordinator, Elizabeth Messmann, maintains these records. The ELPC screen is updated within the mandated timeframes by the ENL coordinator. Parent options are always explained to parents and we will make accommodations for families who desire a program that we do not offer at our school by notifying them if space is available elsewhere. We do not have a bilingual program in our school. If the parent opts for ESL the student is placed in our program where their mandated instructional time is met.

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

As of September 10, 2015 we had admitted 8 new students. All families had requested ESL as their first program option, bilingual as the second choice. At Sunset Park High School we offer ESL. During the intake interview, Ms. Messmann informed the parents of the options available. Overwhelmingly, parents opted for ESL when they understood that the Common Core English Regents is a graduation requirement. Also, the parents like their students enrolled in a community school. She explained that parents have 45 days to change their parent choice if they are dissatisfied with their initial decision. The trends of parent selection into ENL programs is aligned to our future planning of ENL programs at SPHS.

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.

The SPHS model for ENL students includes a push-in Co-teaching model for instruction where ENL teachers plan and teach collaboratively with content teachers to develop full English proficiency in a content-rich, supportive and differentiated learning environment focused on college readiness for all students. In this least restrictive environment, ENL have full access to academic content areas including English, Global Studies, U.S. History Studies, Algebra, Living Environment, Earth Science, and Environmental Science coupled with the support of an ENL teacher. In addition, SPHSI programs all ENLs for a daily Literacy Enrichment Class, Contemporary Global Studies, or American Studies classes where ENLs receive explicit language instruction and support from an ENL teacher. The model also ensures that entering and emerging ENL students also have additional instruction during 0 and/or 7 periods where they are working only with other ENL students in a supportive environment focused on accelerated development of language skills and knowledge. During students Junior Year, ENL teachers work with small groups of ENL students in a Language Development class on a daily basis to support Regents preparation and develop college-ready literacy skills. In Senior Year, ENL students engage in blended learning in our i-Learn Labs to support college readiness and Regents preparedness.

In each Small Learning Community at SPHS, students are grouped by grade into 4 cohorts (blocks) of approximately 28 students that travel together for all classes. Each class is heterogeneously grouped. We offer one free standing homogeneous ESL class for entering ENL students. This class is offered during Zero period, 8:00 - 8:40 Monday- Thursday mornings. All ENL students receive integrated ESL instruction during their ELA class. These classes are co taught by a licensed ENL teacher and a licensed ELA teacher. All students have three hour long periods of ESL/ELA each week, totally 180 minutes. In 9th and 10th grade all of our ENL students are scheduled for Literacy Enrichment which is our "self contained" ESL. This class is heterogeneously mixed students who are all on the same grade. This class meets five times per week for two hour long classes and three 50 minute classes. 9th grade students also receive integrated ESL during their 180 minutes of Living Environment and during a portion of their Common Core Algebra classes. In 10th grade there is integrated ESL in Global Studies and/ or Geometry. In 11th grade ENL students have self contained ESL during a class titles "American Studies" this is a heterogeneous group of 11th grade ELLs the focus of the instruction is ESL via US History themed units of study.

Entering, Emerging, and Transitioning ENL students also attend Language Development in lieu of Spanish with an ESL teacher. In 12th grade ENL students are heterogeneously grouped for Keys To Success with an ENL teacher which serves as the self contained ESL. They also get integrated co teaching in Government and of course, in ELA.

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)?

LIPPP ESL English: This is a push-in ESL Model that counts as the core English credit and is parallel programmed with English Classes (3 hours per week). This English class counts as 180 minutes per week of the mandated time. All levels of ENL students are included in this model with differentiation based on Entering, Emerging, Transitioning, Expanding, or Commanding. This co-taught class was designed so that ENLs receive direct support for language acquisition by an ENL teacher while being engaged in a rigorous, standards-based curriculum with a content-area specialist. In these heterogeneous groups, ENLs have frequent opportunities to interact with peers to develop conversational and academic language. Long term ENLs, in particular, benefit from this dual focus.

LTIPP (SLC) Literacy Enrichment: This is for ESL students only and counts as an English elective credit and is parallel programmed with DEAR/WAC/CGI/Am. Stud. in each community. DEAR refers to Drop Everything and Read, WAC refers to Writing Across the Curriculum of the 9th grade, CGI refers to Contemporary Global Issues of the 10th grade, and Am. Stud. Refers to American Studies in the 11th grade. DEAR accounts for 144 minutes and WAC/CGI/Am. Stud. for 120 minutes which totals to 264 minutes. These literacy enrichment classes taught by an ENL teacher provide the explicit instruction in reading, writing, speaking, and listening for ENLs of all levels. Students are encouraged to be self-reflective and metacognitive. These mixed-ability groups provided opportunities for peer support in language development. Instructional activities include literature circles, use of multi-leveled texts, native language supports, and scaffolded projects and presentations. ENLs with IEPs, in particular, benefit from this intensive language instruction.

LTIPPB Beginner English: This is a 0 period ESL class that counts as an English elective credit (.5 per semester) as it meets from 8:00-8:40 am four times/wk. This was created to give entering and emerging ENS students extra time and support on a daily basis and is held across communities.

This class was developed to accelerate the language acquisition of entering and emerging ELLs through explicit English language instruction that parallels the content-area curriculum. This supportive learning environment develops confidence and provides one to one support to meet individual needs. The instruction is aligned with the Science, Global and Math curriculum and fosters both BIC and CALP language development. Students designated as SIFE are given specific attention and support during these daily classes.

Additional ESL instruction occurs in co-taught Living Environment and Global Studies which accounts for 180 minutes, Math and Science classes which accounts for up to 240 minutes per week.

Programming and Scheduling Information

The following table represents a breakdown by level and the number of minutes of instruction each student receives. Class codes are included with a description below the table.

Level	Required Time	Time Scheduled	Classes
Entering/Emerging	360 min (6 hrs)	579 min	LIPPP, LTIPP, LTIPPB
Transitioning	180 min (3 hrs)	444 min	LIPPP, LTIPP
Expanding	180 min (3hrs)	(3 hrs + regular English)	LTIPP
Commanding	.5 Unit of Study	180 minutes minimum	LTIPP/Co-taught content classes

All ENL students are scheduled for ELA class that is co taught in conjunction with and ENL teacher. This allows for all ELLs to get ELA time with ESL supports. All students are also scheduled for some self contained ESL. If the student is expanding they may not be pulled out for self contained ESL (Literacy Enrichment, Language Development and KTS) if the teacher team determines that the integrated ESL from ELA class is sufficient to meet the child's needs. Additional time required for entering students is met during zero period ESL.

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. In our model, each grade has some content classes co-taught with an ENL teacher and a content teacher. The ENL teacher works to differentiate the lesson and provide comprehensible input and supported output based on Universal Design for Learning. Sometimes this involves modifying the material, providing Native Language support or creating a different activity where material is presented using multiple intelligences. If the content class is not co-taught there is always opportunity for content teachers to work and plan with ENL teachers to ensure that they are confident in delivering instruction to ENLs. There is a daily grade team meeting where content area teachers, an ENL teacher and ISS teachers work collaboratively to discuss student progress and instructional strategies. In order to deliver differentiated instruction infused with ESL strategies across all content areas. These research-based strategies are effective for ENLs, former ENLs, and ENLs with IEPs. Some examples of content-based differentiation to develop academic literacy include:
- Scaffolding Strategies such as graphic organizers and contextualizing content;
 - Providing comprehensible input such as visuals, models, clear explanations and demonstrations;
 - Explicit academic vocabulary instruction using word analysis, links to prior knowledge, and picture dictionaries and use of the Common core aligned Vocabulary Action Toolkit;
 - Fostering interactions among students for practice and application of content and language skills and knowledge such as partner reading, group projects, and presentations;
 - Use of instructional technology and adaptive materials;
 - Increased use of multicultural and native language materials and resources;
 - Developing students metacognition and use of literacy strategies;
 - Developing numeracy.
- In an effort to align to CCLS we have an increased use of non fiction texts, argumentative writing, using text evidence in writing and encouraging students to make real world connection and explain metacognitive mathematical strategies. In Math classes ENL teachers are a great asset in teaching writing because of increased demands that students write their mathematical thoughts and processes. We have developed an ENL skills continuum that all content teachers have and have integrated into their units of study. We have clear expectations for different levels of ell students in writing. Beginning with writing a summary, citing evidence, explaining evidence, analyzing evidence and then connecting evidence to outside events. All teachers understand this continuum and how write skills build in cumulation to CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We ensure students are properly evaluated in their native language by our administration of the Spanish LAB-R. In addition, teachers who are fluent several languages assess students' understanding of content throughout the year
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that ENLS are appropriately evaluated in all four modalities throughout the year by designing various performance-based tasks and assessments. We have an assessment plan document for each marking period that ensures that all ELLs are assessed multiple times per year. Each unit plan, which generally aligns to a marking period, has built in assessments. All ELLs, except our newcomers, participate in NYC ELA PBA to assess reading and writing. We develop similar tasks, with greater degrees of differentiation to monitor progress of student literacy throughout the year. We use both the NYC PBA rubrics and teacher-created rubrics to assess all facets of literacy. Students also have individual check-ins with teachers to self-assess their progress and monitor speaking and listening skills. Teachers also employ a variety of multimedia technology to practice listening skills that are incorporated in lesson plans. These include brain pop videos in English and Spanish, audio books, Google voice thread, and 60 second recap video from the CAST UDL toolkit. We also use a variety of accountable talk, speaking and listening protocols and Socratic seminars in classes throughout the content areas to support all students, especially ENLs, in rigorous classroom discussions.
6. How do you differentiate instruction for each of the following ELL subgroups?
- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- For all ENLs we employ Universal Design for Learning as a tool and resource to support each students' needs for multiple means of representation, action and expression, and engagement. We use this tool to assess how well tasks, resources, assessments, and classroom environments support ENLs at all levels and to share strategies and accommodations with all teachers. In addition, we work to provide students with choice and ownership to ensure self-directed, independent learning.

- 6 a. If students are classified as SIFE, all teachers are informed and provided strategies for use in instruction. The ENL teachers work closely with the students to help develop the students' phonemic awareness. If their first language is Spanish we work to develop their Spanish literacy, while simultaneously exposing them to a small piece of text. We also patiently help transition the student into a school setting and teach them the norms of school behavior. Visualization and kinesthetic activities are the primary focus of their assessment. Content area teachers use differentiated assignments and assessments and all teachers on a team are aware of individual student goals. SIFE students are registered to attend zero period entering and emerging ESL instruction where scaffolded BICS are taught. We also have a dedicated and persistent attendance team that works hard and follows up to ensure these students attend school.
- 6b. Newcomers are supported in all of their classes with native language materials, visual aides, bilingual dictionaries, alternate assessments and assignments, and assistive technology. Extra time is giving to the students if they need it. Our newcomers are scheduled to attend zero period entering and emerging ESL and receive all of their mandated ESL minutes. Content area teachers are aware of individual student goals, and reading and writing instruction is heavily scaffolded to meet the individual student needs.
- 6c + d. Long term ENLs and ENLs who have received between 4- 6 years all receive their mandated time. Accommodations are provided to individual students as needed. During the daily Grade Team Meeting, ENL teachers discuss and advocate for the needs of these students and teachers collaborate on the instructional goals and plans. We have text books and materials in native language available for student use and students who have been here for 4-6 years comfortably enjoy use both in conjunction. Teachers work hard to develop appropriate groupings in their classrooms and we always rely on differentiated assignments and assessments.
- 6e. Former ELLs up to two years who pass the NYSESLAT continue to follow the ENL schedule the two years after testing commanding as a component of the continuing transitional support they receive. They are scheduled for a class with an ENL co teacher in ELA and in their content class. They also attend the five period per week ESL pull out program. If the teachers on the grade team determine that the child is benefitting from these supports they will continue to receive them for two or even three years afterward. We work conscientiously in grade teams to program our students into cohorts that will best serve their educational needs. Test modifications are provided for two years after an ENL tests at the Commanding level on the NYSESLAT.

Test modifications for all current and eligible former ENL students include time and a half, a separate location, translated versions of the exam, the ability of use bilingual glossaries, oral interpretation of exams into languages that do not have written translated tests (such as Arabic), and a third reading of the listening passage on the ELA regents, and responses can be written in LOTE for exams other than ELA.

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.

We have never had to complete a re identification appeal at SPHS. Should this occur, the principal would review student's academic work to ensure that the appeal has not had a negative impact the student's academic performance. At SPHS we have strong and established system of inquiry team, daily grade team common planning, and kid talk. If teachers were concerned that a reclassification was detrimental to the student in question they would refer this concern to their Community Leader. The ENL teacher on the grade team would document the concerns and collect samples of qualitative and quantitative student data. This would be submitted to Community Leader and would be given to the principal who would make the final determination. A reversal of the re identification decision made by the principal would require that the ENL supports dictated by the CR-154 be provided to the student. If the principal's decision is the reverse the reclassification this must be made in conjunction with the superintendent. The decision must be conveyed to the parent of the student in their primary language within 30 days.

the initial identification process for students who re-enter the school system is conducted by Elizabeth Messmann, the ENL coordinator, along with our ENL counselor, Carmen Zayas will conduct this process. They are both fluent and literate in Spanish. If a student speaks a language other than Spanish these team members will work with a bilingual staff member or will use the NYC DOE translation hotline.

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?

Our 12th grade team uses a blended learning platform, Ilearn. Our other teachers uses a variety of technology to support ELL SWD, such as Brain pop (in English and Spanish), video clips to preview and review material, Elmo and smart board projectors to support students learning with visual aides and audio books to assist with reading. We use a lot of co teaching in

core content classes to ensure that SWD are in the least restrictive/ inclusive setting while at the same time receiving the curriculum in scaffolded ways. Teachers modify and chunk texts, use different leveled texts on the same theme, create thematic and interdisciplinary units, create alternate assessments and plan field trips and learning experiences that support their curriculum. All ENL SWD receive their ENL instructional time during the day through our program model. We have a licensed bilingual counselor who delivers counseling in the native language when needed.

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 mission of SPHS is based upon inclusion and equity. 95% of Special Education services are delivered through collaborative teaching. This flexible programming ensures that ENL SWD interact with non disabled peers. IEP teachers work with families to discuss the best course of instruction for SWD. They use the translation hotline to conduct these IEP meetings in the primary language of the families. These evaluations, the expertise of the IEP teachers and the desires of the parents will determine if a student will get all of their instruction through ICT or if they will have some classes self contained. We currently have some ENL students attending self contained ELA and math and other ENL SWD receiving services via ICT. ENL-SWDs students with disabilities receive content instruction from a content teacher and a special education teacher. They receive their ESL minutes during co-taught content classes or a pull out ESL class which is co-taught by an ENL and a Special education teacher or taught by an ENL teacher. This class is a mixed-leveled group of SWDs and general education students. The curriculum of these classes is aligned to the Common Core, follows the SPHS curriculum map, and mirrors what all other reading and writing elective classes are doing on the grade level. All students, including ENL SWD are programmed for all regents exams and will even be programmed for AP exams beginning this year. We have worked as a team of educators to develop a linguistic skills continuum that is used in curriculum mapping and unit planning by many of our content teachers to ensure that all daily lesson plans have linguistic objectives and congruent tasks and resources suitable for all students.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

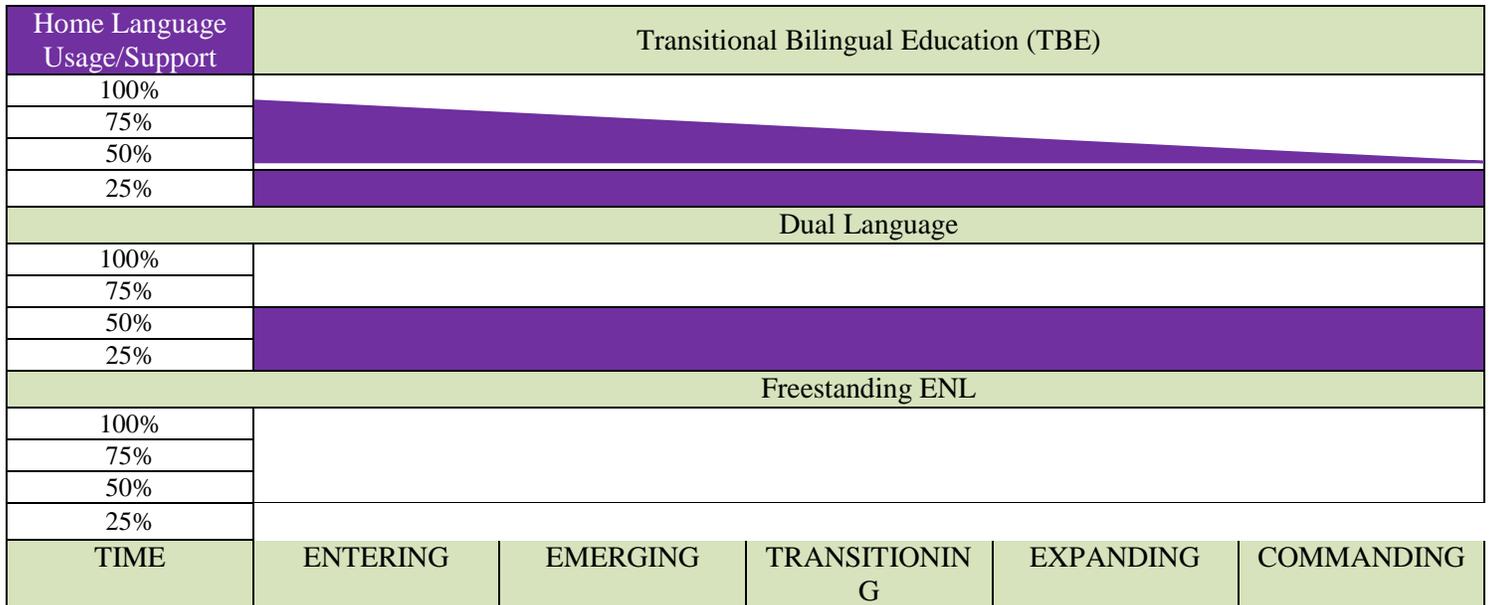


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs for ENLs are embedded in our co-teaching model for instruction where ENLs have full access to academic content areas including English, Global Studies, American Studies, Algebra, Living, Environment, Earth Science, and Environmental Science coupled with the support of an ENL teacher who provides additional instructional time in targeted subject areas. The Literacy Enrichment class with an ENL teacher provides daily literacy instruction. During students' Junior Year, ENL teachers work with small groups of ENL students on a daily basis in a Language Development course to support Regents preparation and develop college-ready literacy skills. During senior year, students engage in blended learning in our I-Learn Labs to support college readiness and Regents preparedness. Students also receive additional support and academic enrichment in our varied and rich afterschool program and Saturday Academies. Each day, ENLs have access to individual tutoring, sports and Arts programs with SPHS teachers. ENLs also participate in extended day co-taught PM and Summer School sessions as needed. In our model, each grade has some content classes co-taught with an ENL teacher and a content teacher. The ENL teacher works to differentiate the lesson and provide comprehensible input and supported output based on Universal Design for Learning. Sometimes, this involves modifying the material, providing Native Language support or creating a different activity where material is presented using multiple intelligences. If the content class is not co-taught there is always opportunity for content teachers to work and plan with ENL teachers to ensure that they are confident in delivering instruction to ENLs. There is a daily grade team meeting where content area teachers, an ENL teacher and ISS teachers discuss student progress and instructional strategies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In our analysis of scholarship data and Regents exam results for our ENLs particularly on the Algebra and Living Environment Regents exams, we have been very effective in credit accumulation and providing multiple supports for our ENLs. Students are also acquiring the skills needed to move to the commanding level. However, Regents results in Global Studies, U.S. History and the Common Core English Regents have propelled our school to deploy ENL staff so that each grade team's ESL teacher provides continuous coaching for ENL instruction and to intensify our instruction, enrichment, and remedial efforts.
- All teachers are aware that they are teachers of ENL students because of daily grade team common planning and the professional development created by our team of ENL teachers and delivered to all teacher schoolwide. All teachers are made aware, early in the academic year which students in their cohorts are ENL students or former ENL students. Teams work, in different capacities to ensure that all teachers are aware of differentiation strategies and ENL accommodations. Grade teams have weekly inquiry team meeting where student work is analyzed and assessed. Teachers use a variety of summative and formative assessments to monitor student progress. These include, but are not limited to, entry and exit tickets, high and low stake writing assignments, check ins for understanding, and unit tests and performance tasks.
12. What new programs or improvements will be considered for the upcoming school year?
- This year, we have various initiatives designed to intensify our instruction, enrichment, and remedial efforts. First is the WiTSI program which is being piloted across the 9th grade ENL/English classes to increase students' ability to comprehend complex text, write using sophisticated language, and understand complicated intra-content relationships across subject areas. Realing Great Reading being used to target students on the phonemic level. Another program is Debating History, designed to promote achievement in U.S. History. In an effort to increase ENL student achievement on the Geometry regents we have also moved some tenth grade integrated ENL into Geometry. We have made this determination based upon the analysis of regents data showing a disconnect between students having success on CC Algebra but not having success on Geometry.
13. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any programs this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- SPHS is built on a culture of inclusion with no "tracking". ENL students are programmed for all classes and are scheduled in integrated cohorts. All ENLs are scheduled for all regents exams and classes. ENLs receive their services in our inclusive, heterogeneously grouped services through co-teaching in English and other content areas and through parallel programming of their literacy enrichment with an ESL teacher each day. In addition, we schedule our Beginner class for 0 period. All of our extra-curricular and academic support programs have open access for all ENLs: daily lunchtime and after-school tutoring; Saturday Academy for Regents preparation, PM School, Summer School, library access during lunch where we have an extensive selection of high interest books in English, Spanish, Arabic and Chinese; after school arts, leadership, and sports programs, etc. These programs are advertised to all students during an "After School Fair" that all student attend during a regularly scheduled class. There is also signage in the school stairwell, and hall ways advertising clubs, in English and other languages. After school schedules are distributed to all students twice per year in advisory and are available in the main offices. Parent notifications about

credit recovery and regents review courses are sent home in English and the home language. All of these students are invited to participate in AP classes when applicable and attend all off-site field trips.

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.
- Our classrooms are technology-rich. All of our ENLs have access to school wide technology and each of our 12th grade ENLs is assigned a computer for independent use. Each teacher has either a lap top cart with a projector and an ELMO or a smart board in their room. Classroom computers are used to provide differentiated assignments for all levels of ENLs. We have radios, headphones, laptop carts and televisions available on each floor for the teachers' use. We also have Spanish language versions of Math, Science, and Social Studies textbooks and bilingual dictionaries/glossaries in each class. Translation applications are also available. Classes also have content-based picture dictionaries and content texts on multiple reading levels. We use bilingual glossaries, provided by the state, for Chinese and Arabic speaking students. Teachers use online translation tools, such as Google Translate, and our colleagues to translate activity guides and lesson materials. We have purchased many copies of novels read in ELA in native language. Students are encouraged to read in the native language first and then follow the class activities in English. The ENL teacher will determine which language the student should work in in the class. Our goal is to integrate our ESL students to the highest capacity while they are in the classroom. We research and purchase many supplemental content material for the Sciences and History. We use National Geographic books, which are available on many lexile levels and have grade appropriate images and data. We also buy Building Block to Literacy books to use as supplementary texts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- We have many teachers on staff who speak many languages: Spanish, Mandarin, Cantonese, Italian, French, Russian, Bengali, Hindu and Slovene. Teachers translate materials created for activity guides and to use as resources as needed. We employ supplemental class texts books and novels in languages other than english when available and we use thoughtful student groupings to allow students to translate for each other when needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- ENL teachers are sensitive to finding literature that is age-appropriate while linguistically appropriate and rigorous for our ENL students. We have mature systems and structures in place to collaborate and share materials that have been successful for ENL students. We have two resource rooms with materials for teachers to use in their lesson planning that presents content using graphics, visuals and chunks of text. ENL teachers often write their own materials so they are age and cognitive level appropriate.
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).
- Newly enrolled ENLs who visit the school before the beginning of the school can receive an orientation from the Parent Coordinator and/or Guidance Counselors. Each June, we also have a "Meet and Greet" for all new 9th grade students and their families where specific outreach is made to ENL families. Translators provide an overview of the programs and answer any questions.
19. What language electives are offered to ELLs?
- Spanish and AP Spanish.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

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 ENL teachers meet bi-monthly for mandated PD in the ENL content team during the months of October - June. The dates of this PD are: October 2 and 16, November 6 and 13, December 4 and 18, January 8 and 22, February 5 and 12, March 4 and 18, April 1 and 15, May 6 and 27. Additionally, ENL teachers are supported with per session to meet two more times per month to work on various initiatives related to ENL instruction and compliance. Topics that are covered during these PD sessions include

but are not limited to data analysis, instructional techniques, development of skill progressions for entering, emerging, transitioning, expanding and commanding students, co teaching models, aligning ELL instruction to the common core, NYSESLAT administration and linguistic theory. Elizabeth Messmann, ELL coordinator, facilitates the PD and keeps the agendas and handouts used on file.

In addition, Sunset Park High School is committed to utilizing daily professional development in Grade Teams to address student work, achievement patterns, and curriculum that relate to every student and to utilize common planning periods that are held daily to discuss students' needs. Teachers work collaboratively to plan instruction that will lead to high student achievement across the entire grade. Grade teams meet every day to collaboratively:

- Plan differentiated interdisciplinary curriculum and assessments;
- Look at student work to inform curriculum, instruction and assessments for all sub-groups;
- Examine student achievement patterns and differentiate curriculum, instruction and assessments to meet the needs of individual learners;
- Plan Advisory/Drop Everything and Read/Writing Across the Curriculum/Contemporary Global Studies/ American Studies units and instruction;
- Evaluate parent and student surveys to assess climate, culture, communication as well as curriculum, instruction and assessments;
- Engage in Kid Talk protocol and plan as well as monitor academic and behavioral interventions, outreach to families and enrichments aligned with the needs of individual students;
- Plan weekly inter visitations and walk-throughs of classrooms;
- Use Tuning Protocols, Critical Friends protocols and Descriptive Consultancies to share feedback on classroom practice, pedagogical approaches, curriculum and classroom assessments as well as to assist in problem-solving.

3. To provide support to staff as they assist ELLs to transition from one school level to another, our ESL Coordinator plans weekly meetings where teachers discuss instruction and assessment and collaboratively plan for each students' progress. Our Guidance Counselors facilitate weekly Kid-talk meetings where teachers strategically plan for students' transitional needs.

In accordance with the CR-154 the ENL teachers will be crafting and delivering specific professional development sessions to all teachers. These PD sessions will be provided during already scheduled Common Planning Periods to ensure all teachers participate. Out topics for the 2015-2016 school years are: rituals for academic vocabulary instruction, creating different levels of reading comprehension, appropriate use of native language supports and integrating linguistic objectives into daily lesson plans and unit plans.

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?

ENL teachers at Sunset Park engage in analysis and reflection of the common core standards and how they are presented on standardized exams, such as the regents, alongside content area teachers on daily common planning period time meetings. Teachers analysis the types of prompts that are required of students to know, understand and do. We then take this knowledge back to our ELL content team meetings and work to construct tiers of reading, writing, listening and speaking skills that will allow all ENL students to scaffold their linguistic competencies to proficiency of the Common Core. At SPHS we value and utilize collaborative team models in numerous content classes. ESL teachers are able to work with this content teacher peers to integrate linguistic skills into unit plans across curriculum. We have worked to put an ESL teacher in Common Core algebra in the majority of ENL cohorts to ensure that ESL students of all levels can begin to access Common Core mathematics. Additionally, Sage Forbes Grey a Common Core Algebra teacher is dual licensed in ESL and Rose Maestre another Common Core Algebra teacher is pursuing her bilingual extension.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To provide support to staff as they assist ELLs to transition from one school level to another, our ESL Coordinator facilitates weekly Grade Team meetings where ENL and content teachers discuss instruction and assessment and collaboratively plan for each students' progress. Our Guidance Counselors facilitate weekly Kid-talk meetings where teachers strategically plan for students' transitional needs. All staff members, including the Principal, Assistant Principals, content teachers, ESL teachers, ISS teachers, paraprofessionals, guidance counselors, school aides, speech teachers and other related service providers attend professional development activities that are focused on all students, regardless of designation. Each PD is carefully planned to address the needs of every student while at the same time allowing for differentiation and personalization of adult learning. In this context, the transition needs of ELLs at all levels are addressed.

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.

As part of our ENL content team year long objectives ENL teachers facilitate 4 ENL focused Professional Development sessions during their daily grade team meetings at strategic points in the academic year. This allows for a minimum of 4 hours for ENL PD for all teachers. In ENL content team we identify the themes of our PD each October and begin a rollout of PD in the subsequent months providing one session every other month. Our SLCs will have the option to provide this PD on individual grade teams or as a whole community. PD. agendas and attendance are maintained by each Grade Team and submitted to the Community Leader. Out topics for the 2015-2016 school years are: rituals for academic vocabulary instruction, creating different levels of reading comprehension, appropriate use of native language supports and integrating linguistic objectives into daily lesson plans and unit plans.

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?

ENL teachers are compensated to conduct the annual individual meeting with parents of ELL students to discuss the goals of the program and student progress across the content areas. These are scheduled at the parent's convenience and may be connected to other school events such as "Meet your Advisor Night" or PTA meetings. We use teachers fluent in the home language or the DOE translation hotline to communicate and prepare information in advance in the predominant languages of our population via the Translation and Interpretation Unit.

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.

A google doc is used to track each meeting and this is maintained by all ENL teachers and the ENL Coordinator, Ms. Messmann.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Sunset Park High School understands the importance of collaborating with parents and families to increase student achievement and foster well-balanced young adults. We are committed to working closely with all our parents, especially of our English Language Learners. Through a spiral of communication that involves teachers, advisors, guidance, and our community partner, Center for Family Life, we create authentic relationships with families that strengthen our partnerships.

In addition to regular parent teacher conferences, parents are invited to various events that describe the curriculum and celebrate student achievement. In particular, we hold a "Meet your Advisor Night" which invites parents to learn more about our course offerings and how these offerings support our students. In addition, we hold College nights where the application and financial aid process are discussed. Translation service for Spanish, Chinese, Arabic speakers is provided and our school functions are conducted in both English and Spanish.

We also hold evenings where we celebrate student work and achievement called Demonstrations of Learning. ELL teachers outreach to the families of their ESL students to welcome parents personally in the home language to these events. These activities are ongoing and developed by leaders in each small learning community. We also started a series of workshops aimed at all parents interested in furthering their English language skills called "We Are New York". Our parent coordinator established this workshop series and has reached out to all parents through email blasts, a newsletter, and phone contact. In this way we maximize the involvement of all parents in our school community.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with a community based social work agency, The Center For Family Life (CFL) to provide additional ELL support. This organization provides family and group counseling in English, Spanish and Chinese. They also provide legal counseling on immigration issues. They have staff members who speak and are literate in English, Spanish, chinese and Arabic.
5. How do you evaluate the needs of the parents?

In order to serve our parents, our Parent Coordinator and Parent-Teacher Association officers survey parents to determine their specific needs. The School Survey is also used to determine patterns of need. We assess language spoken in the home from Blue emergency cards and teacher created documents.

6. How do your parental involvement activities address the needs of the parents?
 Our parent involvement activities, College Nights, Curriculum Nights, Demonstrations of Learning, Parent-Teacher Conferences, Orientations, Performances, and Parent-Teacher Association Meetings are designed to welcome parents, increase their participation in school, help them assist their children in school, and plan for post-secondary success. For example, an upcoming weekend workshop or parents is designed to address how parents can support their students to meet the rigors of the Common Core.

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.

A

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

Victoria Antoninni	Principal		1/1/01
Janice Novet	Assistant Principal		1/1/01
Lisa Lugo	Parent Coordinator		1/1/01
Elizabeth Messmann	ENL/Bilingual Teacher		1/1/01
Linda Yanez	Parent		1/1/01
Stacey Ward/Spanish	Teacher/Subject Area		1/1/01
Dawanda Pearson/Spec. Ed.	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Carmen Zayas	School Counselor		1/1/01
Karen Watts	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
Brian Oestreich	Other <u>Social Worker</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 667 **School Name: Sunset Park High School**
Superintendent: Karen Watts

Before you begin, please check the following:

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

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

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

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

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

To assess our school's written and oral translation needs we use the following assessments. All students receive the DOE Language Preference Forms and these are collected by their advisors. The Home Language Identification Survey is given to each new student. We also use ARIS, ATS, Blue Emergency Card information and, when applicable, the student's IEP. In addition, parent surveys and informal assessments are conducted during our Parent-Teacher Association meetings. Finally, each student's advisor calls home at the beginning of the year to determine the best way to maintain effective communication between the home and our school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our data indicate that over half of our parents indicate a home language other than English and we therefore have a strong need for oral and written translation for our high incident language, Spanish, and some need for our low incident languages, Chinese (Cantonese and Mandarin), Arabic, Haitian, Burmese, Ukranian, Fulani, Urdu and Vietnamese. All staff are given an orientation to all the available sources for in-school oral and written translation as well as how to access the DOE translation unit during our professional development and effective communication is continually addressed during our Grade Team meetings. This information is maintained through our Blue Emergency Cards and in ATS as well in our Advisory folders for each student. We will create a google document to store and update this information by grade team.

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.)

Our ESL teachers work on each grade team to ensure all documents are sent home in the appropriate languages. Documents that we provide translated copies of are parent teacher conference invites and appointment letters, after school program permission slips and schedules, invitations to Saturday academy and PM school credit recovery, permission slips for field trips and college visits, invitations to community celebrations, demonstrations of learning and meet the advisory night, letters from community leaders to families, testing schedules.

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.

September 15, 2015 Welcome Barbeque and PTA meeting, September 30, 2015 Meet you Advisor Night, October 10, 2015 PTA meeting, Thursday November 11, 2015 and November 12, 2015 Parent Teacher conferences, December 16, 2015 Demonstrations of Learning and Multicultural Festivities, PTA meeting, January 1, 2016 School Leadership Team Meeting, January 13, 2016 PTA meeting, DACA/ DAPA PTA meeting February 10, 2015, March 10 & 11, 2016 parent teacher conferences, March 23 Road to College PTA meeting, April 20, 2016 Demonstrations of Learning & PTA meeting, May 18, 2015 Parent Involvement Appreciation PTA meeting, IEP meetings, 504 parent meetings, post suspension re entry parent meetings, weekly parent outreach phone calls, individual ESL parent meetings, new admit intake interviews. Ms. Messmann the LTI point person and ENL coordinator will serve as the liaison between the school and the translation unit to ensure that parent facing documents are translated into the home languages of our constituents. She will get these documents to the translation unit with a minimum of two weeks lead time, if not we will use our in house capacity to translate documents.

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.

Timely translation and distribution of critical communication for registration and selection, performance, conduct, safety and health, special education and English Language Learner programs, and transfers and discharges will be provided by our school in the following ways. Our Assistant Principals and Parent Coordinator will ensure that all communications are available in our high-incident language, Spanish, as well as in our low-incident languages, Chinese (Cantonese and Mandarin) and Arabic. Department of Education notices are distributed in these home languages. In addition to the use of the downloadable documents on the DOE website, we use our Spanish, Chinese, Arabic, Russian, Bengali, Hindu -speaking staff members to translate documents and ensure the all translations are accurate.

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.

In each community we have readily available staff to provide the necessary oral interpretation services for our high-incident language, Spanish, as well as our low-incident languages, Chinese, Arabic, and Vietnamese. In addition, we have staff members who speak Bengali, French, Portuguese, Hebrew, Farsi, Russian, Romanian, and Italian. This roster is shared as a school wide google document so teachers know who they can call upon for translation needs.

Our Parent-Teacher conferences are scheduled in advance so that oral translation can be scheduled for each meeting as needed. In addition to our staff members acting as translators, we employ outside translators of Spanish, Chinese, and Arabic to assist with these meetings. We have a system in place wherein Ms. Messmann, ENL coordinator works with Karen Flemming, our purchasing secretary and Eric Yoak, APO to ensure that interpretation is scheduled.

Our Parent-Teacher Association meetings as well as our performances and demonstrations of learning where parents are invited to our school are all conducted in both English and Spanish with Chinese and Arabic translation available as needed. Staff and parent volunteers work to ensure all parents have access to the information in their native language.

Our community partner, the Center for Family Life is also available to provide translation services during our after-school activities.

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.)

Our Language Access Coordinator, Elizabeth Messmann, distributes the Language Palm card and the Translation and Interpretation Brochure to all staff members at the beginning of the year, and before parent teacher conferences. The school has the poster from the T & I unit displayed in the front lobby of the school so parents know to seek translation if needed. Additionally, each year the LAC updates a school wide google document that indicates staff language abilities. The school pays per diem for teachers to provide translation during IEP meetings and other parent meetings. If no teacher is available the staff utilizes the T & I hotline.

All teachers will get a copy of the "I speak.." reference card to ensure ease of communication.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our school will fulfill Section VII of the Chancellor's Regulations A-663 by maintaining all translation needs in ATS, by maintaining current Blue Cards, and in our Advisory folders for each student.

Signs are posted that indicate the availability of language services in our high and low incident languages, Spanish, Arabic, and Chinese.

Parents will also receive written notification of their rights regarding translation and interpretation services through distribution of the Parent Bills of Rights and the Family Guide provided in the appropriate language. This information is disseminated in our orientation packet and again during PTA meetings.

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)

As a new initiative this year, the ESL teachers will create a parent survey for parent to complete at the Fall Parent Teacher conferences surveying their satisfaction at our ability to meet their T & I needs. We will use this feedback to shape the plans we implement for the future meetings.