

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

**DBN: (i.e. 01M001):**

**75K753**

**School Name:**

**P.S. K753 - SCHOOL FOR CAREER DEVELOPMENT**

**Principal:**

**YVROSE PIERRE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Brooklyn School for Career Development School Number (DBN): 75K753  
Grades Served: 9-12  
School Address: 510 Clermont Avenue, Brooklyn, New York 11238  
Phone Number: (718)857-4646 Fax: (718)857-0565  
School Contact Person: Yvrose Pierre Email Address: Ypierre4@schools.nyc.gov  
Principal: Yvrose Pierre  
UFT Chapter Leader: Albert Justiniano  
Parents' Association President: Kim Burgess  
SLT Chairperson: Kim Burgess  
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A  
Student Representative(s): Brian Doyle  
Adrian Herman

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 1<sup>st</sup> Avenue, New York, New York 10010  
Superintendent's Email Address: GHecht@schools.nyc.gov  
Phone Number: (212)802-1503 Fax: (212)802-1678

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Borough Director, 94 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)
Yvrose Pierre	*Principal or Designee	
Albert Justiniano	*UFT Chapter Leader or Designee	
Kim Burgess	*PA/PTA President or Designated Co-President	
Melrose Bady Glover	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Adrian Herman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brian Doyle	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Latisha Surrency	Member/ Vice President/Parent	
Vivianne Cabrera	Member/ Secretary/Parent	
Craig Jackson	Member/ Treasurer/Parent	
Marie F Bernier	Member/Teacher/staff	
Lucille Ross	Member/Teacher/staff	
Altagracia Valdez	Member/Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Grace Newberns	Member/ Parent	
Jacqueline Lucaine	Member/ Parent	
Patricia Windham	Member/ Parent	
	Member/	
	Member/	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

753K is a unique school community. The overwhelming majority of our students, all of whom participate in special education, are classified as emotionally challenged. These students face academic deficits, and are negatively influenced by their peers and other societal factors. We have approximately 150 students at our main site, 30 students at our satellite (smaller site), nine students in our inclusion program and 15 students at our community worksites.

The Brooklyn School for Career Development (BSCD) is a learning community steeped in collaboration, understanding and respect. Our common interests are embedded in improving student learning and providing authentic instruction. BSCD provides instructional experiences that are tailored to students' individual needs. Our driving philosophy is that all students can learn. Specialized learning environments facilitate seamless student transition into the world of work and continuing education to become active members of society. Through the implementation of academically rigorous programs, rich in Science, Technology, Engineering and Mathematics, students achieve personal, academic and vocational success. Programs are aligned with the Common Core Learning Standards to equip our students with the necessary tools to become successful 21st century learners. Through a collaborative effort, dynamic curricula created by highly-trained professionals empower students to apply their knowledge beyond the classroom.

Although most of our students participate in standardized assessment, only a small percentage meets the requirements for Local Diplomas. Therefore, the school community must collectively guide the students through the process of earning Career Development and Occupational Studies (CDOS) Commencement Credentials. To this end, we have strengthened our partnership with Co-op Tech, forged a new partnership with STEP Academy, and expanded our vocational training opportunities to include Human Services and Childcare certification.

At the same time, we have embraced the Common Core Learning Standards (CCLS) and prepared our students for the Common Core Regents in ELA and Algebra. We have augmented Rigorous Instruction as we have aligned all lessons, unit plans, syllabi, and curricula with the CCLS, moved beyond preparing students for the Regents Competency Tests (the previous special education safety net) to prepare them for Regents exams. We have integrated technology, blended learning, credit recovery, and independent study into our classroom instruction and course offerings.

As a school community, we have fostered collaboration within our pedagogical staff. We have provided the structure for departmental meetings, interdepartmental professional learning communities, Pupil Personnel Team, Inquiry Team, and a variety of other teams/committees. Incoming teachers are supported by veteran teachers. Groups of teachers collaborate to organize special events and implement school-wide initiatives.

During the 2014-2015 academic year we increased the rigor of our instruction which was reflected in the improved student achievement as indicated by the higher passing rate on Regents examinations. For the 2015-2016 academic year our focus will be on continuing to increase instructional rigor and providing opportunities to augment collaborative teaching.

## 75K753 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	222	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	26	# Music	7	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	8
School Composition (2013-14)					
% Title I Population	N/A	% Attendance Rate			56.1%
% Free Lunch	75.6%	% Reduced Lunch			0.8%
% Limited English Proficient	6.3%	% Students with Disabilities			96.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.7%	% Black or African American			73.5%
% Hispanic or Latino	22.7%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	2.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			6
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.9%	% Teaching Out of Certification (2013-14)			16.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			9.27
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward	N/A	Recognition			N/A
In Good Standing	N/A	Local Assistance Plan			N/A
Focus District	N/A	Focus School Identified by a Focus District			N/A
Priority School	N/A				
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

An analysis of Advance results for 2014-2015 academic year indicates a larger than expected percentage of developing and ineffective teachers.

#### **Strengths:**

- highly-qualified teachers
  - disseminated syllabi
  - clear expectations
  - improved Regents results
- departmental meetings
- inquiry team
- focused Regents preparation classes

#### **Weaknesses:**

- few opportunities for team-teaching
- few opportunities for intervisitation
- lack of professional development presented by outside/district personnel

### Part 2 – Annual Goal

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

By June 2016, we will create a supportive environment through strategic and effective leadership in which 30% of teachers will improve their pedagogical practices as indicated by Measure of Teacher Practice (MoTP).

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Monthly instructional cabinet meeting	Lead teachers/ Departmental heads/chair	September 2015 thru June 2016	Administration, School-based coach, department heads/chairs,
Intervisitation to support struggling teachers	Teachers	September 2015 thru June 2016	Administration, school-based coach
Departmental meetings	Teachers	September 2015 thru June 2016	Administration, School-based coach, department heads/chairs,
Lunch and Learn, guest speakers, intra-district visitations, teacher pairing based on MoTP rating, professional learning communities (PLCs)	Teachers	September 2015 thru June 2016	Administration, School-based coach, department heads/chairs,

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Pedagogical staff, Citywide Instructional Expectations, <u>Framework for Great Schools</u> , Advance</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

Minutes from meetings, feedback

**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.

Reviews of ATS data and graduation tracking documents indicate that we do not initiate the adult agency linkage process on a timely basis. NYS data and disseminated information recommend initiating linkages two years prior to a student’s exit from high school. As we now have a CTE-certified teacher on staff, we must offer students CTE certification in her field of license (human services/early childhood care).

#### **Strengths:**

- recruitment of a CTE-certified teacher
- fortified partnership with Co-op Tech
- re-establishment of partnership with AHRC vocational training program
- new partnership with STEP Academy

#### **Weaknesses:**

- difficulty in procuring medical and psychological evaluations for pending graduates
- delayed process in linking graduates to ACCES-VR
- 

### 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.

Through the expansion of our transition department, by June 2016, there will be a 20% increase in establishing linkages with various agencies across the city to help students achieve their post-secondary goals: vocational training, competitive employment, and college enrollment as evidenced by ATS discharge data and/or school transition tracking.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Graduation and work experience tracking	11 <sup>th</sup> and 12 <sup>th</sup> Grade students and students who participate in Alternate Assessment	September 2015 thru June 2016	College and career readiness specialist
linkages to adult agencies	overage/under-credited students and students who participate in Alternate Assessment	September 2015 thru June 2016	Transition linkage coordinator
partnerships with community	<p>overage/under-credited students and students who participate in Alternate Assessment</p> <p>11<sup>th</sup> and 12<sup>th</sup> Grade students</p>	September 2015 thru June 2016	parent coordinator, transition linkage coordinator, counseling staff
In house authentic employment opportunities	<p>overage/under-credited students and students who participate in Alternate Assessment</p> <p>11<sup>th</sup> and 12<sup>th</sup> Grade students</p>	September 2015 thru June 2016	College and career readiness specialist, building manager

**Part 4 – Budget and Resource Alignment**

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

PPT team, monthly transition meetings

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

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

**Part 5 – Progress Monitoring**

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

Monthly transition meetings, linkage tracking document and graduation tracker

**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.

An exploration of the Framework for Great Schools indicates the need for increased academic rigor. We must engage in the systematic analysis of Regents results and item analysis while purposefully identifying each students' learning challenges and focusing on his/her individual needs.

#### **Strengths:**

- monthly instructional team meetings
- Common grading policy
- Ongoing professional development
- intervisitation

#### **Weaknesses:**

- Lack of common prep periods
- Lack of teacher involvement in Pupil Personnel Team (PPT) meetings

few external partners

need for multiple entry points

lack of item analysis of Regents results

### Part 2 – Annual Goal

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

By June 2016, we will establish a learning community with a clear focus on academic achievement whereby 30% of our students who participate in standardized assessment will make gains in credit accumulation and performance on RCTs and Regents. examinations

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Articulation Meeting to discuss needs of incoming students</p>	<p>Incoming 9<sup>th</sup> grade students</p>	<p>September 2015 and as needed</p>	<p>Pedagogical staff, counseling staff, deans, IEP coordinator</p>
<p>Quarterly meetings with Common Core Regents ELA and Algebra teachers and paraprofessionals to discuss the efficacy of the classes</p>	<p>10<sup>th</sup> and 11<sup>th</sup> Grade students who are participating in CC classes</p>	<p>September 2015 thru June 2016</p>	<p>Administrators, teachers, and paraprofessionals of CC ELA and Algebra classes</p>
<p>Professional learning communities around the five essential elements of the <u>Framework for Great Schools</u>.</p>	<p>Pedagogical staff</p>	<p>September 2015 thru June 2016</p>	<p>Lead teachers, administrators, faculty</p>
<p>Tracking individual students progress toward graduation and passing Regents exams</p>	<p>Standardized students</p>	<p>September 2015 thru June 2016</p>	<p>College and career specialist, counselors</p>

**Part 4 – Budget and Resource Alignment**

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

Minutes of Professional learning community, departmental meetings, Inquiry meetings, graduation trackers, credit accumulation summaries, and counselor cycle review records..

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Level 1 on 8 <sup>th</sup> grade ELA: Writing skills, whole class, during the school day Below 3 <sup>rd</sup> grade on Scantron (Ed Performance series): Wilson Reading, whole class, during the school day  Participation in Alternate Assessment: Language Live, whole class, during the school day	Writing skills Wilson, Language Live, Research skills	Small group Whole class	During the school day
<b>Mathematics</b>	Level 1 on 8 <sup>th</sup> grade Math: Math skills, whole class, during the school day Below 3 <sup>rd</sup> grade on Scantron (Ed Performance series): Pre-algebra, whole class, during the school day  Participation in Alternate Assessment: Consumer math, whole class, during the school day	Math skills Pre-algebra	Small group Whole class	During the school day
<b>Science</b>	Level 1 on 8 <sup>th</sup> grade ELA and Math: Science access skills,	Science access skills	Small group and 1:1	During the school day

	small group, during the school day or 1:1 after school			
<b>Social Studies</b>	Level 1 on 8 <sup>th</sup> grade ELA and Math: Social studies access skills, small group, during the school day or 1:1 after school	Social Studies access skills	Small group and 1:1	During the school day
<b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	As mandated by the student's IEP: School counseling (related service), small group and 1:1, during the school day	School counseling	Small group and 1:1	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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

#### **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).

### 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.

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

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

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

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP) 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. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

#### **School-Parent Compact (SPC) Template**

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>753</b>
School Name <b>Brooklyn School for Career Development</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Dr. Yvrose Pierre</b>	Assistant Principal <b>Valerie Wahrman</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>A. Saad Ahmed, ENL</b>	School Counselor <b>V. Martinez</b>
Teacher/Subject Area <b>B. Aronson/English Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>D. Shockness</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	266	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	17	<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>	17
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	16

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	0	0	0	1	0	0	16	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	1	0	1	0
NYSAA Mathematics	1	0	1	0
NYSAA Social Studies	1	0	1	0
NYSAA Science	1	0	1	0

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.  
Teacher assessment of the four language skills is a continuous and integral part of our ENL instructions. Our teacher assessment is a diagnostic method that is designed to identify and better address addresses our ELLs linguistic, social, and academic needs. For example, daily assessment is an essential and embedded part of our daily ENL instructions. Also, weekly tests, projects and periodic exams are used. We also use other assessment tools such as SANDI and Scantron. The results of these various assessment methods help teachers better define realistic and measurable goals, state objectives, and accordingly adapt content and modify instruction. We find that data gained from these types of testing be insightful. The data shows that our ELLs need different methods of testing to better reflect what they know and can do. The data also shows that ENL teachers need to continuously adapt and modify the content and methodologies of what they are teaching.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The results of NYSESLAT show that the focus for most of our students needs to be reading and writing. Data also shows that the majority of our ELLs are at the entering level of English proficiency. However, considering our ELLs' language deficiencies and learning disabilities, we do not find that the standardized exams to be accurate reflections of their ENL levels and their linguistic needs. Therefore, our ENL teacher complements the standardized exams with teacher made assessments, professional observations, and communication with other school staff members who deal with our individual ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
AMAO data reveals that most of our ELLs, nearly all of whom are long-term ELLs, are going to struggle with the writing section of the NYSESLAT. Historically our ELL-SWDs perform at a higher level on the Speaking and Listening modalities and are more likely to achieve higher levels of language proficiency in those modalities. Reading and writing modalities continue to be difficult for our ELLs. Progress in these modalities is slower and proficiency in these modalities will take longer to achieve.
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The majority of our students are performing at the entering level of proficiency needing the most support in reading and writing. As we do not have a TBE or DL program, students are not formally assessed in their native languages. Our school enforces continuous embedded assessment that includes various methods. Accordingly, our ENL content and is adapted and the instruction methods are modified to better address the linguistic, social, and academic needs of our ELLs. Our school leadership and teachers are using the results of the ELL periodic assessment to guide and help us in identifying our ELLs' needs, weaknesses, and strengths. From the results of our ELLs periodic assessment, we also learn that our ELLs need different methods of testing to better reflect what they know and can do. Accordingly, we learn that our ENL teachers need to continuously adapt and modify the content and methodologies of what they are teaching.

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?  
Language development and literacy skills are emphasized in all instruction across content areas in our school especially for our ELLs. Technology and multimedia are infused in language and content instruction. Bilingual and monolingual dictionary and other adapted reading materials are made available for our ELLs. During our school periodic professional development, issues relevant to language development and literacy are always discussed. Content are teachers are informed about the importance of attending professional developments offered by D75 and the like.

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?

Currently, our school does not offer a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our ENL program based on various methods. We consider classroom observations, the result of the NYSESLAT, IEP goals, linguistic and literacy progress as evaluated by the ENL teacher and content area teachers. Our school administrators routinely observe and evaluate our integrated ENL instruction as well as all other classes. We find it to be evident in integrated instruction classes that our ELLs as well as class as a whole are more engaged, active, and responsive in their class compared to the not integrated instruction classes. Integrated instruction shows a greater opportunity for co-planning, co-teaching, and exchanging teaching methodologies that could enhance our students' performance in general. We also find in freestanding ENL classes that the linguistic component is taught through a common core are. This practice better help our ELLs with the linguistic component while getting them ready for their content area classes.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Upon the new student entry, within 20 days, the ENL Teachers, along with support from the bilingual pedagogues at the school, would interview the new ELL and his parent. If the parent prefers a language other than one available at the school by our pedagogical staff, the DOE Interpretation and Translation Unit would be utilized during the informal interview. Home language identification survey (HLIS) would be reviewed with the parents and filled out at the school. Then, the Language Proficiency Team (LPT) determines if the student should take the NYSITELL by reviewing the results of the HLIS and the student history of language used at home and in the school or community. Brand new students to the system (therefore eligible for HLIS) would not have a testing history Administration procedures of NYSITELL will be done according the rules and reregulation specified by NYSDE and NYCDOE. Also, administration of Spanish LAB for Spanish-speaking ELLs will be done according the rules and reregulation specified by NYSDE and NYCDOE.

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).  
Within 30 days from initial enrollment of the new ELL, the school would determine if that the student has a history inconsistent and interrupted formal education (SIFE). Determining a SIFE status begins at the time of the completion of HLIS when the parent is asked to indicate prior schooling. If it is known that the student has had interruption in their formal schooling, the school proceeds with the SIFE identification process. This includes an oral interview questionnaire to make an initial SIFE determination.
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).  
Within 20 days of the new ELL admission, a language proficiency team at the school determines the NYSITELL eligibility for students entering school with an IEP. This team consists of a school administrator, ENL teacher, related service provider (preferably a bilingual school psychologist, if available) and the student's parent. A qualified interpreter of the language or mode of communication the parent best understands must be present at each meeting of the LPT. If it is determined that the student should take the NYSITELL and the student is identified as an ELL, he or she is immediately placed in an appropriate ELL program. Timeline to accept or reject LPT recommendation not is 20 days.
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.  
Entitlement letters are done during IEP meetings and at CSE.
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).  
During the process of the new ELL identification and placement, the parents are informed that if they wanted to appeal their children's ELL status, they are to fill out a written request form within 45 school days of enrollment. The school will then review of the ELL status determination upon receipt of written notice.
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.  
During the new ELL identification and placement process, the parents are informed about our ENL program and its different modalities (Freestanding, Integrated). They are also informed about the language and interpretation services and the bilingual programs in other NYC public schools: Transitional Bilingual Education (TBE) Programs, Dual Language Program and Freestanding English as a New Language (ENL). They are also informed about the rights of their children to attend these schools. Parents are directed to and shown the multimedia, multilingual presentations offered on the NYCDOE website. The purpose of this notification is to discuss and explain further the nature, purposes and the education value of the programs. Timeline to accept or reject LPT recommendation not is 20 days.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parents are notified during CSE, IEP meetings and orientation.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parents are notified during CSE, IEP meetings and orientation.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Parents are notified during CSE, IEP meetings and orientation.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELLs related documents are kept in each student cumulative record. These documents include, Home Language Identification Survey, NYSITELL and NYSESLAT results, the LPT NYSITELL determination forms, the IEP, and the parents' annual individual meetings log sheets.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Our school takes the following steps to administer all sections on the NYSESLAT:
  - Review the RLER, BESIS, and other ATS reports to confirm the names of the students who are eligible to take the NYSESLAT.
  - The ENL liaison and or the ENL teachers attend all mandatory workshops and training available prior to the beginning of the test.
  - All other pedagogues involved in administering portion of the NYSESLAT are trained by the one who received that training.
  - Confirm that each student is to be tested on his/her correct grade level based on the NYSAA birth chart.
  - Set up groups and schedule for each modality of the test, the speaking is administered first. the speaking section is

administered individually.

- The school administration assigns which teacher will pair up with the ENL teacher to test the ELLs on the speaking section.
- The ENL teacher administers the other three parts of the NYSESLAT according to the grouping and scheduling.
- The ENL teachers use a tracking sheet to ensure that all eligible ELLs have taken all parts of the NYSESLAT
- Make up tests for the ELLs who were absent on the days of the test.
- The school administration assigns disinterested teachers who received the proper training to score the written part of the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**Parents are notified during CSE, IEP meetings and orientation.**

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).

To better address the linguistic and academic needs of our ELLs, our school makes every effort to stay in constant contact with our ELL parents. Communicating with our ELL parents starts with their orientation session (which is done at CSE) and administering the Home Language Survey. During this process, we inform the parents about the availability and the eligibility of different programs and services that ELLs could benefit from. Based on the our school constant communication with our ELLs and the parents survey, the trend in program choice show that parents have request, and are satisfied with our integrated and freestanding ENL modalities. Parent options are done at CSE and it reflects on the parent options screen. This trend helps us in capitalizing on what better serve our ELLs need in satisfactory manner to both our ELLs and their parent.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

a. Freestanding ENL program.

To better address our ELLs' linguistic, academic, and scheduling needs, currently, our school follows integrated and freestanding ENL modalities of instruction. Through the freestanding modality, our ELLs meet with their ENL teacher in a separate class for their ENL instruction. Our ELLs are grouped based on their language levels heterogeneously so they could help and motivate each other. The instruction mostly focuses on improving our ELLs' English language skills using common core content areas. Through the integrated instruction modality, our ENL teacher provides and facilitates the linguistic needs of our ELLs while they are in their content area classes. Our ENL teacher and the content area teachers are continually consulting, preparing, sharing, planning, and delivering their instructions in collaborative and cooperative ways to better reach and enrich their ELLs and better address their needs.

b. TBE program. *If applicable.*

Currently, our school does not offer a TBE program.

c. DL program. *If applicable.*

Currently, our school does not offer a DL program.

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)?

Our ENL instruction is divided among three different locations (main site, 806, and KCC). Our certified ENL teacher is scheduled to travel and meet with all the ELLs according to their schedules and ties to service their mandated units as much as possible. Our ELLs receive their number of units of ENL required by CR Part 154 based on their grade and proficiency levels. They

receive both integrated and stand freestanding ENL service by our NYS certified ENL teachers. Content areas are provided by special education certified classroom teachers.

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.

To better address our ELLs' linguistic, academic, and scheduling needs, currently, our school follows integrated and freestanding ENL modalities of instruction. Through the freestanding modality, our ELLs meet with their ENL teacher in a separate class for their ENL instruction. Our ELLs are grouped based on their language levels. The instruction mostly focuses on improving our ELLs' English language skills using common core content areas. Materials and text books used by content area teachers are adapted and modified to make them better accessible to our ELLs. Differentiated instructions, sheltered English instruction, and infusion of technology are some of our methods and techniques that we use in instructing our ELLs. Through the integrated instruction modality, our ENL teacher provides and facilitates the linguistic component of the lesson through content area, while they are in their content area classes. Our ENL teacher and the content area teachers are continually consulting, preparing, sharing, planning, and delivering their instructions in collaborative and cooperative ways to better reach and enrich their ELLs and better address their academic and linguistic needs.

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

N/A

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

Teacher assessment of the four language skills is a continuous and integral part of our ENL instructions. Our teacher assessment is a diagnostic method that is designed to identify and better address addresses our ELLs linguistic, social, and academic needs. For example, daily assessment is an essential and embedded part of our daily ENL instructions. Also, weekly tests, projects and periodic exams are used. We also use other assessment tools such as SANDI and Scantron. The results of these various assessment methods help teachers better define realistic and measurable goals, state objectives. and accordingly adapt content and modify instruction. We find that data gained from these types of testing be insightful. The data shows that our ELLs need different methods of testing to better reflect what they know and can do. The data also shows that ENL teachers need to continuously adapt and modify the content and methodologies of what they are teaching.

Language development and literacy skills are emphasized in all instruction across content areas in our school especially for our ELLs. We constantly expose our students to activities and lessons where all four modalities are enforced, practiced and, evaluated. For better linguistic interactions among the ELLs, they are grouped according to their English proficiency level and are encouraged to fully participate on all classroom activities. Technology and multimedia are infused in language and content instruction to enforce and enrich the four language modalities. ELLs are given ample opportunities to practice all four modalities by engaging them in discussions about familiar topics, answering factual, inference, opinion and critical thinking questions after a read aloud story and writing a sentence or paragraph (based on their abilities and writing skills) about a story read in class or about a topic of their interest. During a lesson, students are given ample opportunities to express their thoughts. Their response are acknowledged, validated, expanded upon and rewarded.

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

Instruction differentiation is of a major importance at our school especially for our ELLs and their subgroups. Our special education ELLs and their subgroups are faced with their cognitive, physical, linguistic, cultural, and academic challenges. For these ELLs to receive the suitable support and appropriate language service, their needs must be acknowledged, assessed, and addressed. Our ELLs are placed into our ENL program based on their IEP mandates and they receive all services specified in their IEP.

Currently, we do not have students who are identified as SIFE. New comers and beginners ELLs need lessons and instruction that help them with their communication and survival in the new culture and immediate environment. The focus is on survival language and the basic interpersonal communication skills while including the four language modalities. Bilingual books and dictionaries are also provided. Technology and multimedia, strategies such as Total Physical Response, and small-group instruction are infused in language and content instruction to enforce and enrich the four language skills. ELLs are given ample opportunities to practice all four language-skills by engaging ELLs in discussions about familiar relevant topics. Support is provided by bilingual staff-member such as paraprofessionals, counselors, and social workers. Services available for any newcomer or SIFE students include tutoring, community awareness activities, support of home language, and nurturing environment to facilitate language production.

For the developing ELLs, we follow the above strategies while gearing our focus toward developing the four language skills

through content areas. . Bilingual books and dictionaries are also provided. Technology and multimedia, strategies such as Total Physical Response, and small-group instruction are infused in language and content instruction to enforce and enrich the four language skills. ELLs are given ample opportunities to practice all four language-skills by engaging ELLs in discussions about familiar relevant topics. Support is provided by bilingual staff-member such as paraprofessionals, counselors, and social workers. Services available for any newcomer or SIFE students include tutoring, community awareness activities, support of home language, and nurturing environment to facilitate language production.

Long term ELLs mostly need materials and instruction that address their literacy skills.

Former ELLs are entitled to and continue to receive 90 minutes of integrated ENL service for two years.

They receive ENL support through the integrated instruction which done the through their content area classes. . Bilingual books and dictionaries are also provided. Technology and multimedia, strategies such as Total Physical Response, and small-group instruction are infused in language and content instruction to enforce and enrich the four language skills. ELLs are given ample opportunities to practice all four language-skills by engaging ELLs in discussions about familiar relevant topics. Support is provided by bilingual staff-member such as paraprofessionals, counselors, and social workers. Services available for any newcomer or SIFE students include tutoring, community awareness activities, support of home language, and nurturing environment to facilitate language production.

In all events, materials need to be modified and methods need to be differentiated to suit the individual ELLs cognitive, linguistic, cultural, academic needs.

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.

Between 6 and 12 months after the re-identification has been established, the principal reviews the Re-identification Process decision to ensure the student's academic progress has not been adversely affected by the determination. Academic progress is reflected by meeting the student's IEP and other specified assessment tools previously stated in this document. This process is done in consultation with the counselor, the parents, and the student. If after this that, the principal believes that the student has been adversely affected by the determination, then the school provides additional support services to the students as defined in CR Part 1554-2.3 and may reverse the determination within the 6 to 12 month period.

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?

The linguistic focus of our ENL program is delivered through content area materials, thematic teaching and differentiated instruction. Our school follows integrated and freestanding ENL modalities of instruction. Through the freestanding modality, our ELLs meet with their ENL teacher in a separate class for their ENL instruction. Our ELLs are grouped based on their language levels. The instruction mostly focuses on improving our ELLs' English language skills using common core content areas. Through the integrated instruction modality, our ENL teacher provides and facilitates the linguistic needs of our ELLs while they are in their content area classes. Our ENL teacher and the content area teachers are continually consulting, preparing, sharing, planning, and delivering their instructions in collaborative and cooperative ways to better reach and enrich their ELLs and better address their needs. Considering our ELLs learning disabilities, the ENL teacher, as well as content area teachers, use common core content area materials that are adapted, yet challenging, and modified both in content and language. The used materials and content are adapted and modified age and grade level appropriate to keep our ELLs' dignity. Technology and multimedia are infused in language and content instruction to enforce and enrich the four language modalities. ELLs are given ample opportunities to practice all four language modalities by engaging them in discussions about familiar topics, answering factual, inference, opinion and critical thinking questions after a read aloud story and writing a sentence or paragraph (based on their abilities and writing skills) about a story read in class or about a topic of their interest. During a lesson, students are given ample opportunities to express their thoughts. Their response are acknowledged, validated, expanded upon and rewarded.

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?

To better address our ELLs' linguistic, academic, and scheduling needs, currently, our school follows integrated and freestanding ENL strategies of instruction. Through the freestanding, our ELLs meet with their ENL teacher in a separate class for their ENL instruction. Our ELLs are grouped based on their language levels. The instruction mostly focuses on improving our ELLs' English language skills using common core content areas. Through the integrated instruction modality, our ENL teacher provides and facilitates the linguistic needs of our ELLs while they are in their content area classes. As part of including our ELLs in all the

Chart

school activities and ensure flexible programming, some of our ELLs are assigned to three different workplace learning locations (main site, 806, and KCC). Our certified ENL teacher is scheduled to travel and meet with all the ELLs according to their schedules and mandated units. Our ELLs receive their number of units of ENL required by CR Part 154 based on their grade level and proficiency levels. They receive both integrated and freestanding ENL service by our NYS certified ENL teacher. Content areas are provided by special education certified classroom teachers.

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

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



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

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

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

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

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

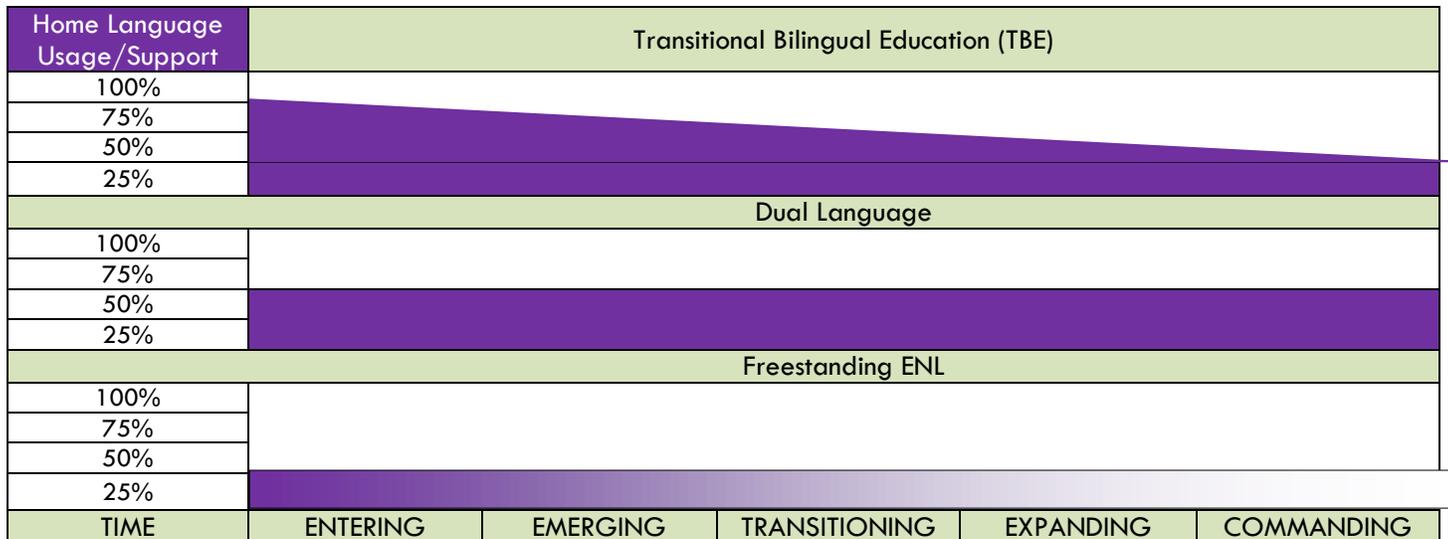


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

### Content Area Instruction:

For timely intervention and better service for our ELLs, certified special education teachers teach math, social studies, and science in English. Content Area Instruction follows NYS Common Core Standards.

### English as a New Language (ENL):

To facilitate instruction and ENL acquisition, ELLs are grouped by their levels of English language proficiency (entering, emerging, transitioning, expanding, and commanding levels). Our school follows integrated and freestanding ENL modalities of instruction. Through the freestanding modality, our ELLs meet with their ENL teacher in a separate class for their ENL instruction. Our ELLs are grouped based on their language levels. The instruction mostly focuses on improving our ELLs' English language skills using common core content areas.

Our ELLs are placed into our ENL program based on their IEP mandates and they receive all services specified in their IEP. Special education ELLs and their subgroups are faced with their cognitive, physical, linguistic, cultural, and academic challenges. For these ELLs to receive the suitable support and appropriate language service, their needs are acknowledged, assessed, and addressed.

Currently, we do not have students who are identified as SIFE. New comers and beginners ELLs need lessons and instruction that help them with their communication and survival in the new culture and immediate environment. The focus is on survival language and the basic interpersonal communication skills while including the four language modalities. Bilingual books and dictionaries are also provided. Technology and multimedia, strategies such as Total Physical Response, and small-group instruction are infused in language and content instruction to enforce and enrich the four language skills. ELLs are given ample opportunities to practice all four language-skills by engaging ELLs in discussions about familiar relevant topics. Support is provided by bilingual staff-member such as paraprofessionals, counselors, and social workers. Services available for any newcomer or SIFE students include tutoring, community awareness activities, support of home language, and nurturing environment to facilitate language production.

For the developing ELLs, we follow the above strategies while gearing our focus toward developing the four language skills through content areas.

Long term ELLs mostly need materials and instruction that address their literacy skills.

Former ELLs are entitled to and continue to receive 90 minutes of integrated ENL service for two years.

They receive ENL support through the integrated instruction which done the through their content area classes.

In all events, materials need to be modified and methods need to be differentiated to suit the individual ELLs cognitive, linguistic, cultural, academic needs.

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

We evaluate the effectiveness of our ENL program based on various methods. We consider classroom observations, the result of the NYSESLAT, IEP goals, linguistic and literacy progress as evaluated by the ENL teacher and content area teachers. Our school administrators routinely observe and evaluate our integrated ENL instruction as well as all other classes. We find it to be evident in integrated instruction classes that our ELLs as well as class as a whole are more engaged, active, and responsive in their class compared to the not integrated instruction classes. Integrated instruction shows a greater opportunity for co-planning, co-teaching, and exchanging teaching methodologies that could enhance our students' performance in general. We also find in freestanding ENL classes that the linguistic component is taught through a common core are. This practice better help our ELLs with the linguistic component while getting them ready for their content area classes.

An effective ENL program is focused on continuously how to better to better address the ELLs' linguistic, academic, and scheduling needs. Currently, our school follows integrated and freestanding ENL modalities of instruction.

Through the freestanding modality, our ELLs meet with their ENL teacher in a separate class for their ENL instruction. Our ELLs are grouped based on their language levels. The instruction mostly focuses on improving our ELLs' English language skills using common core content areas. The linguistic focus of our ENL program is delivered through content area materials, thematic teaching and differentiated instruction. Our ELLs are grouped based on their language levels. The instruction mostly focuses on improving our ELLs' English language skills using common core content areas.

Through the integrated instruction modality, our ENL teacher provides and facilitates the linguistic needs of our ELLs while they are in their content area classes. Our ENL teacher and the content area teachers are continually consulting, preparing, sharing, planning, and delivering their instructions in collaborative and cooperative ways to better reach and enrich their ELLs and better address their needs.

Considering our ELLs learning disabilities, the ENL teacher and content area teachers use materials that are adapted, yet challenging, and modified both in content and language. The used materials and content are age and grade level appropriate. Technology and multimedia are infused in language and content instruction to enforce and enrich the four language modalities. ELLs are given ample opportunities to practice all four language modalities by engaging them in discussions about familiar topics, answering factual, inference, opinion and critical thinking questions after a read aloud story and writing a sentence or paragraph (based on their abilities and writing skills) about a story read in class or about a topic of their interest.

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

For the upcoming school year, to better improve our ENL instruction, we are constantly reviewing latest research and best practices in the field of TESOL and ELLs with special needs. Currently we are considering infusing more of the latest technology and computerized learning programs that better address the linguistic, cultural, and learning needs of our ELLs.

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

We are not planning to discontinue any of our services or programs currently provided to our ELLs. Our current program is addressing the linguistic and academic needs of our ELLs.

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

In our school, all our ELLs are afforded equal access to all school programs whether they are academic, supplemental services, recreational, or cultural. Our ELLs participate in our intervention/remedial programs as indicated by their performance on a myriad of assessments: Wilson Reading, Language Live, and Math Skills. The ELLs are programmed and included in the same way as the non-ELLs are. Students are programmed according to their academic, social, and linguistic skills. Our school makes every effort to provide the best possible experience for our students. Our ELLs and their parents are regularly presented with the spectrum of services and extracurricular activities that we offer. Our ELLs participate in our all our school programs such as workplace-learning programs, social and cultural clubs, school cultural and educational trips, and tutoring and after school programs. Our ELLs also benefit from all instructional and related services, including speech, counseling, and 1:1 paraprofessionals as per their IEPs, and other support services that enforce their linguistic, academic, social, and cultural needs and compliment students' wellbeing and success.

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.

The linguistic focus of our ENL program is delivered through common core content area materials, thematic teaching, and differentiated instruction. Our ENL teacher adapts and modifies materials and contents to better address the linguistic, academic, and learning needs of our ELLs. Our ENL teacher and content area teachers are continuously working cooperatively and collaboratively to better address the linguistic and academic need of our ELLs.

The Smart board, computer, and web based ENL language programs such as Achieve300, are used to facilitate and enrich our learning experiences.

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

Currently, we do not have a TBE or DL program, we only have ENL. Part of our staff members are bilingual and their linguistic skills proportionately represent the native languages of our ELLs. That makes it easier for our ELLs, their parents, and our staff to communicate effectively. Our communications, verbal or written, with our ELL parents are conducted both in their respective languages and in English. Our ELLs and their parents are continuously informed about the multilingual and multimedia resources and information available on the NYCDOE website.

Also, our library, classroom libraries, content topics taught, reflects on, and represents our ELLs' languages and cultures. All of these practices help our ELLs in developing a sense of pride that positively reflects on their learning and wellbeing.

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

Many of our ELLs have learning disabilities and emotional disturbances. Therefore the content taught and the methods of teaching to them need to be grade-level appropriate and age appropriate. That gives our ELLs a sense of inclusion, value, and respect. Our ENL teacher adapts and modifies materials and contents to better address the linguistic, academic, and learning needs of our ELLs. Our ENL teacher and content area teachers are continuously working cooperatively and collaboratively to better address the linguistic and academic need of our ELLs. Content area lessons are broken down further to assure that the ELLs comprehend the

presented material. As all of our students are SWDs content is grade-level appropriate and cognitively accessible for our ELL-SWDs.

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).

In our school, we ensure that all our new ELLs feel welcome, safe, and comfortable in their new environment. After admission to our school, our new ELLs and their parents are invited to an orientation meeting to better inform them about our school and the services and programs available for them. During the orientation, ELLs get familiar with the school building; meet some of the staff members who will be working with them and those who speak their languages. We encourage our new ELLs to be part of all our school activities (educational, social, cultural, recreational...) and engage them in discussing their cultural and social experiences with their peers. Some of the activities include, games, group meetings, cultural trips, and after school program. We also capitalize on our new ELLs' skills and knowledge to make them feel valuable and comfortable. Some of our bilingual staff members involved include content area teachers and ENL teachers, counselors, parent coordinator, and related service providers.

19. What language electives are offered to ELLs?

Currently, we not offer any language electives to our ELLs.

20. For schools with dual language programs:

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

Currently, we not offer any dual language program.

## 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.)

At our school, we offer weekly workshops as well as departmental meetings by content areas. During these professional development settings, we discuss issues relevant to ELLs and how better address these issues. Also, our ENL and content teachers are encouraged to attend professional developments and conferences offered by District 75 Office of English Language Learners, TESOL organizations, and TESOL academic institutions.

September - Incoming students of concern, including ELLs

October- Administration of NYC Performance Tasks for standardized students, including ELLs

November- Writing IEP goals for ELA and Math, including for ELLs

December- Holiday celebrations for people from different cultural backgrounds

January- Goals for 2016, including ELLs

February- Leaders around the world, including Spanish-speaking countries

March- Preparing 9<sup>th</sup> -grade students for NYS exams, including NYSESLAT

April- Planting the garden with plants/flowers from around the world, including the countries of our ELLs

May- Multicultural Awareness, including Latino, Asian, and Arabic customs

June- Academic Wrap-up examining data gleaned from the entire school year, including performances by ELLs
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

In our school, teachers who teach to ELLs are required to fulfill their mandated professional development through web-casting and by attending professional development given the District 75 Office of English Languages and DELLSS. Workshops provided by these two entities incorporate CCLS-aligned instruction. All workshops are planned with the intent of increasing academic rigor for all students, including ELLs. Resources and skills that are gained from participation in these workshops are to be with other teachers during our school weekly workshops and the weekly departmental meetings. The ESL liaison distributes data about the performance of our ELLs and engages the staff in examining the student work of our ELLs. Professional development was presented on the first day of returning to school in September 2015 about upcoming changes to CR Part 154. This information is integral to the weekly meetings of the English department.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We systematically support our high school ELLs with special needs as they transition from high school and better prepare them to be college and career ready. Our ENL teacher works closely with our transition coordinator concerning this matter. Our school has various vocational classes and shops such as culinary, auto shop, beauty salon, and media production. Our ELLs are assigned to three different workplace-learning programs at different locations (main site, 806, and KCC). Our certified ENL teacher is schedule to travel and meet with all the ELLs according to their schedules and mandated units. Our ELLs receive their number of units of ENL required by CR Part 154 based on their grade level and proficiency levels. They receive both integrated and freestanding ENL service by our NYS certified ENL teacher. Our counselors have attended many workshops presented by ACCES-VR, AHRC, BBCS, and NAMI. Our bilingual counselors are well-versed in the requirements for high school graduation, CDOS Credentials, and Skills and Achievement Credentials. They assure that parents receive all related documents and communication in their preferred language.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school requires that all staff working with our ELLs receive 15% of the required professional development hours for all teachers working with ELLs and 50% for our ENL teachers. Our ENL teacher attends District 75 City-wide ELL workshops and meetings. At our school, we offer weekly workshops as well as departmental meeting by content areas. During these professional development settings, we discuss issues relevant to ELLs and how better address these issues. Our professional development plan includes topic and issues relevant to our ELL skill, language, and content learning. Our contents are teachers find that many of the ENL methodologies, strategies, and technics to be helpful in their respective content areas teaching. Also, our ENL and content teachers are encouraged to attend professional developments and conferences offered by District 75 Office of English Language Learners, TESOL organizations, and TESOL academic institutions. The ENL teacher and the ESL Liaison turnkey all information from any workshops that they attend throughout the school year. Records of attendance at professional development workshops are kept by teachers in the professional development binders with copies submitted to the payroll secretary for inclusion in each teacher's professional file.

### 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?

In addition to Parent/Teacher conference, IEP meetings and orientations, school ensures that ENL teachers periodically reach out to, communicate with, and meet with the ELL parents. They discuss goals of the program, their children language development progress, language proficiency assessment results, and language development needs in all content areas. Parents are provided with interpreters in their languages. Parents are reminded that they may request a re-identification process/review any time within 45 days of enrollment in our school. This is also communicated in writing within 5 days of enrollment, advising the parents that the child is entitled to ENL instruction.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All records pertaining to the annual individual meetings with ELL parents are kept in a binder in the main office. Information is also kept in ATS (iLog). The parent coordinator includes the parents of ELLs in all parental activities. Communication is provided in both the preferred language and English, Translation is provided by the bilingual staff or the translation unit. Communication takes place in writing and by telephone.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parent coordinator and the ENL teacher routinely offer relevant and valuable information to the parents of our ELLs in their home languages. Our school informs the ELL parents about valuable information and resources available online in multiple media and multiple languages. We also inform them about free conferences on issues relevant to ELLs. Some of these conferences offered by NYCDOE and TESOL programs at academic institution in New York City. ELL parents are encouraged and invited to share their concerns thoughts, ideas, and opinions about their children's education. Our school promotes communication with and participation by parents from different cultural backgrounds through orientations, IEP meetings, parent teacher conferences, parent association meetings, and workshops. Workshops for parents are provided at our school to encourage effective parental participation in their children linguistic, academic, and social activities. Our school has strong ties with NAMI, CAMBA, the Brooklyn Public Library, and assure that the parents of our ELLs are included in all community activities. Parents are invited to workshops, both in school and in the community, with translation services available to them.
5. How do you evaluate the needs of the parents? Through the bilingual communication with our ELL parents, we learn about their needs concerning their children's education. These needs are directed to the right staff member to address them and meet these needs. The parent coordinator routinely reaches out to parents through telephone calls, emails, and letters. The bilingual family worker and a bilingual paraprofessional help communicate with Spanish-speaking parents/guardians. When the parent coordinator must reach parents who have other preferred languages, she invokes the services of the Translation Unit.
6. How do your parental involvement activities address the needs of the parents? Parental involvements in their children education shed light on their needs, concerns, thoughts, and ideas. Accordingly, our school appropriate staff members try to the best of their professional capacities to address and help with these matters. Eventually, that will lead to better the students learning and their wellbeing. School Messenger places pre-scheduled calls to parents in English and Spanish to elicit their most pressing concerns. The parent coordinator works with the attendance teacher and the college readiness specialist to design surveys and other methods for parental input. The ENL teacher is included in these plans to assure that the needs of the parents of our ELLs are included.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **#INGEST ERROR!** School Name: **BSCD**  
Superintendent: **Gary Hecht**

### 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](http://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

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

Our school uses different methodologies to assess and determine the language of preference (written and oral) of each of our ELL parents. Our methodologies include reviewing Part 3 of the student home language survey forms, emergency cards, ATS reports, and interactions with parents. Our school compiles and maintains a language preference document identified by ELL names and their respective language of preferences. This information is shared with teachers and staff members dealing with our ELLs.

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 ELL parents' preferred languages for both oral and written communication are Spanish, Haitian Creole, French, and Fulani.

## Part B: Creating a Communications Calendar

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

Routinely and in a timely fashion, our school sends our ELL parents copies of all our disseminated documents translated into their languages of preferences. Some of these documents are translated by the NYCDOE Translation and Interpretation Unit. Other documents are translated by our bilingual pedagogues who represent the home languages of our ELLs. Some examples of these documents include calendars, parent-teacher conference announcements, after-school programs information, New York State testing dates, holidays and school closing announcements, letters from the school leadership and other school events such as PTA announcements, parents' workshops, and school events.

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.

Our teachers, counselors, and staff routinely communicate with the parents of our ELLs in the language of their preferences via translation when needed. They discuss our ELLs attendance, wellbeing, behavior, linguistic and academic progress, and other concerns. Some of these communications are face-to-face-meetings such as parent-teacher conferences, IEP meetings, and disciplinary meeting with the school administration. Other communications are informal such as our informal interactions with our ELL parents which include phone calls, emails when possible, and communicating with the parents when they are at the school building.

## Part C: Providing Language Assistance Services

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

Our school spares no effort to meet our ELL parents' identified translation needs. We use our compiled and marinated language preference list that identifies the needed languages of our ELL parents. Some of the needed documents are translated by the NYCDOE Translation and Interpretation Unit. Our Language Access Coordinator (LAC) on staff contacts the translation/interpretation Unit to ensure that all documents are properly translated. Other documents are translated by our bilingual pedagogues who represent the home languages of our ELLs. The documents that need translation are prepared within appropriate time so they could be translated and disseminated in a timely fashion, our school sends our ELL parents copies of all our disseminated documents translated into their languages of preferences.

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.

Our school spares no efforts to meet our ELL parents' identified interpretation needs. Some of these interpretations include interpretation of IEP meetings, parents' orientation, parent-teacher conferences, and any other event in our school in which ELL parents are invited. Some interpretations are conducted by our in-house staff members who represent the language of preferences of our ELL parents. When needed, other interpretations are conducted using the over-the phone service provided by the NYCDOE Translation and Interpretation unit.

#### **Part D: Training Staff on Policies and Procedures**

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

Our school ensures that all staff members are aware of how to use the translation services and over-the-phone service. Teachers and staff members are provided with and routinely reminded of this information in various formats (printed, electronic, and verbal).  
The following link leads to the Translation & Interpretation Unit, NYCDOE:  
<http://schools.nyc.gov/Offices/Translation/default.htm>

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

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

##### Checklist of Notification Requirements

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

Our school fulfills parental notification requirements for translation and interpretation services. Our school ensures that all ELL parents are aware of how to get to and effectively benefit from the translation and interpretation services. We routinely provide our ELL parents with the information and the web link that leads to free translation and interpretation services offered by NYCDOE. We provide them with this information in their respective languages in various formats (printed, electronic, and verbal).

The following link leads to the Translation & Interpretation Unit, NYCDOE:  
<http://schools.nyc.gov/Offices/Translation/default.htm>

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

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

Our school spares no effort in gathering feedback from parents on the quality and availability of services. Some of our mechanisms in this effort include the use of our school parents' survey and formal and informal interviews. Our parent coordinator disseminates the surveys to parents following workshops or school visits. In addition, we send surveys home to parents to obtain their feedback. We also gather feedback information via formal and informal parent interviews at school and or over the phone.