

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

19K760

School Name:

HIGHLAND PARK COMMUNITY SCHOOL

Principal:

JAMILAH SEIFULLAH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Highland Park Community School School Number (DBN): 19K760
Grades Served: 6&7
School Address: 528 Ridgewood Avenue, Brooklyn NY 11208
Phone Number: 718-235-1785 Fax: 718-235-4190
School Contact Person: Jamilah Seifullah Email Address: jseifullah@schools.nyc.gov
Principal: Jamilah Seifullah
UFT Chapter Leader: Latoya Braswell
Parents' Association President: Amada Rodriguez
SLT Chairperson: Latoya Braswell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Juanita Johnson
Student Representative(s): Damian Smith
Makalyaskye Eugene

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: P.S. 013, 557 Pennsylvania Ave, Brooklyn NY 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: 718-240-2741

Borough Field Support Center (BFSC)

BFSC: Brooklyn 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)
Jamilah Seifullah	*Principal or Designee	
Latoya Braswell	*UFT Chapter Leader or Designee	
Amada Rodriguez	*PA/PTA President or Designated Co-President	
Romualdo Vasquez	DC 37 Representative (staff), if applicable	
Juanita Johnson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Damian Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Makaylaskye Eugene	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Larry Acosta	CBO Representative, if applicable	
Yessenia Martinez	Member/	
Kyle Heyward	Member/	
Ivan Aybar	Member/	
Carlos Maldonado	Member/	
Jose Rios	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Highland Park Community School (HPCS) is located in the Cypress Hills area of East New York, on the border of Brooklyn and Queens. We are a new school that opened with grade 6 in Fall 2014. We will have 6th and 7th grade for the 2014-2015 year and will take in a new 6th grade class each year and will reach our capacity as a 6-8 school in September 2016. We currently serve 109 students with a seat projection 226 next year and 375 by year three. 98% of our students are from minority backgrounds, 15% of our students are English Language Learners (ELLs), and 17% of our students are identified as Students with Disabilities (SWDs).

We are located in a residential neighborhood where families are clear that they want their young people to get a great education as access to avoiding poverty. We care about our neighbors, hard-working folks who want to support a thriving community. East New York has been a community neglected from the capital improvement projects and development that central Brooklyn has experienced in the last decade. We are committed to contributing to *our* community, one that houses the largest number of community gardens in Brooklyn with a plethora of local businesses on Fulton Street, Liberty and Jamaica Avenues to name a few.

Our purpose is to disrupt any negative trajectories and to have students and caregivers demonstrate that school is more than a place one shows up daily but an opportunity to transform your future. It is a space that empowers you to dream, create a plan for that dream, execute it, fail and revise that plan and implement it again.

Mission Statement: Our mission is to cultivate empowered leaders and bold-thinkers that create innovative solutions to solve problems locally and globally.

We achieve this through project-based, STEAM-focused instruction in a safe, supportive and challenging environment that encourages students to be more than consumers but creators.

As a new public middle school, we were able to bring in staff members that believe in our mission and goals and partners that can support us in achieving it.

Partnerships : We have carefully chosen collaborations and partnerships that support our vision and mission based in S.T.E.A.M. = STEM + Arts. They are:

Cypress Hills Local Development Corporation (CHLDC) offers an array of after school programming for students such as various performing and visual arts programming and computer programming and technology classes. They have created a service-learning project based upon our 90-day Fresh Food Access project for 6th graders from our school as well as IS 171.

Globaloria is our partner in our Computer Science course where students learn to create and code their own video games aligned to our project-based curricula using CCLS and next generation standards.

The SWT Life is a leadership development program that enables students to tap into their super powers to make a project a reality to improve school culture.

Aperture is another arts partnership that supplies the "A" in STEAM with a photography pilot for their Visual Literacy program.

IBM provides leadership mentors, thought partners, curricula and other resources for our school as we grow.

PTECH as the first 9-14 school in the country giving high school students access to an Associates degree in Computer Information Systems or Electromechanical Engineering, is an excellent source of mentors, staff professional development, shared resources and distributed leadership models.

Challenges : The achievement gap is defined as “ the difference between low income and minority students compared to that of their peers on standardized test” (education.com). This is a challenge that we face here at HPCS since our student enrollment includes a high amount of minorities and high poverty students. Our African American and Hispanic students are on average trailing behind their white peers by more than 20 points. We are faced with the challenge of educating students that are not on grade level in reading and mathematics as a result of living in impoverished areas. We are continually discussing as a school community new ways and opportunities for parents to become more involved in our school and for us to support them with social services. For example we donate a significant amount of uniforms, fully stocked book bags, footwear and coats to students in need. In addition, we are planning more awards ceremonies and assemblies that display our student’s talents and compliment the increased outreach efforts.

Strengths : Our teachers for the second summer are participating in summer professional learning sessions. These sessions resulted in collaborative curricula aligned to our project themes and inter-disciplinary units and lesson plans. Our instructional focus in our first year was close reading, project-based learning, writing in all content areas citing evidence from the text, students teaching their peers through Socratic seminars, student created lesson plans and use of Accountable talk stems. Teachers identified areas that they wanted to improve in and received professional development and coaches to support them in that. All staff members take part in developing and leading professional development throughout the year. This has developed trust between teachers and with the principal. This trust is obvious as soon as visitors walk into our space and the classrooms. Through our relationships with parents and the leadership roles that students take on in every aspect of school life.

We are a project based, STEAM-focused school. Our content is aligned to real-world projects in all classes. Our projects encourage students to investigate, research, inquire and find solutions to real world problems beginning in our community. For our 6th graders each year will be an in-depth study of the lack of access to fresh foods in certain communities by creating surveys, surveying the community and analyzing the data. 7th graders will research and study the issues humanity is facing around the globe with access to clean water. All students take computer science courses learning to code games. Students also meet twice a week in student-led advisory book clubs, where every adult in the building is involved in rich discussion and intense reading with students who are grouped using their DRA reading levels. These book clubs allow teachers and students to strengthen their reading while discussing issues important to them.

Students have completed 5 electives cycles this year where they rotate to a different elective every 6 weeks. Some budding photographers committed to a yearlong Visual Literacy photography program sponsored by Aperture that culminated with each student creating their own photobook and having some of their work displayed in Apertures Manhattan gallery. In every aspect of our school you will find some young person leading or training to lead. The school has been successful in using technology to support all learners and foster 21st century learning. The school has also been successful by having “town hall” styled Morning Meetings where the school community connects and discusses issues important to us. Every Friday students are celebrated for keeping it R.E.A.L (Resilience, Empathy, Accountability and Leadership). It is also a space where students can be motivated, challenged, and inspired to start each day with a positive attitude.

Accomplishments : Students have created and advocated for student events, elected an active Student Government Association (SGA) and hosted several successful events for parents and caregivers. All students gained valuable experiences and made curriculum connections by visiting the Museum of Natural History, Sony Wonder Technology Lab and Museum of Modern Art. The students also helped plan our first overnight trip to Washington DC for tours of colleges and historic monuments. The school was successful at hosting several open houses and 5th graders had the opportunity to visit several stations that were led by our scholars who shared what a typical day looks like and physical education activities.

Of the 121 students we started the year with 87 came to us with a Level 1 or 2 (71.9%) in ELA and 89 with a Level 1 or 2 (73.5%) in Math. 20 students were at Level 3 in ELA and 23 in Math. 6 students were at Level 4 in ELA and 7 in Math. Our goal is to reduce the number of Level 1's and 2's by 50%. As a result of our school-wide focus on close reading in all content areas and Book Clubs we have gone from 72% of our students who came in at Level 1 or 2 to 65% as of our last progress report. Our level 3's went from 22% to 24% and 25% to 26%. We are expecting further gains from the data we will analyze over the net few weeks generated by February's progress report.

19K760 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	115	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	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	60.0%	% Attendance Rate		N/A	
% Free Lunch	N/A	% Reduced Lunch		N/A	
% Limited English Proficient	N/A	% Students with Disabilities		N/A	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		N/A	
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	N/A	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		N/A	
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		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	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.

At HPCS, the Common Core Learning Standards are aligned to the learning that takes place in the classroom and throughout the school community. Unit plans and activities address elements of Universal Design for Learning (UDL) that supports students with special needs. Daily lessons also include differentiated supports to meet students at all levels. School-wide collaboration on instruction and curriculum creates engaging classroom activities and school wide events that challenge students’ thinking. Daily morning meetings with students foster challenging cross-curricular discussion related to content, school culture, and modern day events. Our students are problem solvers and use these skills for our project based learning initiative.

Using a project-based learning model related to improving their communities, all students have the opportunity to engage in motivational long-term projects. Students will justify, demonstrate, and value why this project is important. Students will be able to speak to how it impacts their life and the lives of people that they care about. They will share the results of their research studies with the community through creative and meaningful products. Challenging curriculum is also weaved into students’ technology class, which integrates strong literacy and technology skills to create video games.

● Strengths

- o Students are motivated to engage in and complete elements of project based learning
- o Common planning three times a week among teachers fosters collegial discussion that improves upon the quality of teacher planning and student work.
- o Rich, mature discussion in and out of the classroom using Accountable talk stems.
- o Writing across the curriculum pushes all students to improve writing practices.
- o Book clubs of high student interest engage students in reading and discussion.
- o Students teaching content to their peers with high quality rigorous lessons.

● Priority Needs

- o More streamlined process to monitor the project while using all content areas to complete final product for Project Based Learning
- o In depth assessment of data from various assignments or pre assessments in order to increase support for students in the lowest third
- o Identify a literacy focus in instruction for ELL’s and IEP students to improve work products and skills level.

- o Increase reading and writing stamina for students who do not complete assignments in the time given.
- o Continued practice with substantiating a claim with relevant evidence and further explaining the relationship between the two.

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, grade teams will create uniform rubrics and assessments for four interdisciplinary units as measured by revised work in student portfolios reviewed in weekly team meetings over the course of the school year where student work products will demonstrate 21st century skills.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change. ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We utilized the research-based work of Love (2009) to plan our work around rigorous instruction. Specifically we have implemented the following:</p> <ul style="list-style-type: none"> ● Hired a Literacy Coach ● MSQI partnership for 2015-16 school year ● Professional learning calendar ● Established a professional learning community where using research-based protocols grade teams meet twice a week, once to develop rigorous lesson with aligned learning goals, instruction, and once to evaluate student work , make needed changes to learning goals ● Teachers incorporate UDL accommodations for students with disabilities, ELL students 	<p>Teachers</p>	<p>September 2015-June, 2016</p>	<p>Literacy Coach, Principal and Grade Team leaders</p>

<ul style="list-style-type: none"> ● Scaffold complex text using graphic organizers, visual aides, peer help (Greene, 2013) ● Model activities: color code tasks; use sentence starters through accountable talk and sentence frames to jump start writing (Hermann, 2014) ● Each teacher confers with students and sets reading , math fluency and writing goals based upon student work 			
<p>AIS Services</p> <ul style="list-style-type: none"> ● Push in by ESL and Special Education teachers for the majority of coursework; content area teachers push-in to self-contained class at least one period a week ● Moving students into least restrictive environments, three students were moved from self-contained to ICT setting. Self-contained students are integrated for non-core courses (Mabbott & Strohl, 1992). ● Small grouping/Flexible grouping/ Teacher conferencing (Elbaum et al., 2000) ● Book blubs that meet bi-weekly ● All students receive two period of AIS per week where they use IREADY, Myon and Mathletics for assessments ● Use of multiple entry points , regular teacher collaboration time and model strategies for student; Student teaching (student collaboration); Number and sequence the steps in the task; Provide visual aids during lessons; Show an end model of the product; Allow extended time for students without penalty; Shorten assignments and the number of tasks to focus on mastery of key concepts and standards; Provide students with writing prompts; scaffold questions for students; Use relevant data to differentiate task. 	Teachers, SWD, ELL students	September 2015-June, 2016	Teachers, Book Club Leaders, Principal, ELL and SPED district and school-based liaisons
<p>We recognize that family and community connections on the middle school level will make a difference in our students' success. Thus we have implemented</p> <ul style="list-style-type: none"> ● Parent workshops bi-monthly to teach specific skills and strategies students are learning in class ● Awards, events to celebrate their child's achievements ● Use of our website, monthly newsletters, blogs, social media sites ● Parent volunteers for projects, events and trips 	Care-givers	September 2015-June, 2016	PTA, SLT, Parent

Curriculum nights			
To reach our shared goal of student achievement we have instituted an open door policy. Specifically, all care-givers are continually encouraged to visit the school. Every Tuesday teachers are available to meet with parents and the staff and parent leaders' lead care-giver workshops bi-monthly that support academic and socio-emotional growth. Care-givers are encouraged to participate and join our newly revised PTSA (Parent Teacher Student Association).	Care-givers, teachers, students	September 2015-June, 2016	Student Leadership, PTA executive board, SLT, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<p>In order to meet the goal categorized under rigorous instruction, teachers and staff will need access to and professional development in curriculum, lesson planning, and successful strategies that successfully incorporate the CCLS while meeting the needs of at risk students.</p> <ul style="list-style-type: none"> • Myon: \$4500 • Mathletics: \$1596 • IREADY: \$5160 • Skedula/Datacacion: \$4800 • After-school SONYC grant • Summer PD and Curriculum Writing: \$23,300 • A 1-1 ratio of laptops and/or tablets in school : \$100,010 <p>Professional Development</p> <p>Teachers received an overview and need in-depth study using WEBB's depth of knowledge or Bloom's taxonomy within their own content area with sample activities.</p> <p>More meeting time as a full staff to discuss and present their anticipated curriculum (upcoming units) in order to get suggestions from peers on increasing the level of rigor and engagement for unit assignments, while making real world connections for students in their content area.</p> <p>A maker's lab so that students have access to experiential, hands-on learning through which instruction is taught.</p> <p>Assessments and content area performance tasks will be needed to frequently measure progress throughout the year on challenging standards.</p>										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Midpoint benchmark

Mid-year review of student portfolios (curriculum plans and lesson plans) by school leaders, coaches and lead teachers to ensure they are on track in the portfolio-based revision process

October 2015 Administer fall benchmarks

October 2015 to March 2016 Use performance series and state test data to provide student support and enrichment. Provide multiple opportunities across content areas to complete challenging standards based assignments.

January 2015-work with school team to create and schedule February Benchmark assessments

February 2015 Administer benchmarks and performance tasks in all content areas to assess student growth (Scantron, MOSL, IREADY, MYON)

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.

Our school culture is our greatest strength and the key to our success in creating an environment that fosters 21st century skills ensuring students are prepared for college as well as careers. Students are exposed to leading teams, using design thinking in all aspects of academic life whether to complete engineering projects or planning student activities.

We are a uniform school believing our appearance should be a source of pride, connects us as a community and removes distractions from instruction. Our three tiered Advisory program consists of Morning Meeting, Advisory and Book clubs- all scheduled to support students in achieving our Core Values: Resilience, Empathy, Accountability and Leadership.

Morning Meetings provide them the opportunity to express themselves and every Friday those who uphold the school’s culture by exhibiting our Core Values are nominated by peer and teachers, receive a t-shirt with that Core Value in the back and their photo is displayed on our bulletin board and website as students of the week.

Advisory classes are taught by a team of four Advisory teachers that help the students to be aware of anti-bullying measures as well as weekly activities and conversations connected to the Core Values. and recognize different players and how they react to them. Students who exhibit off- culture behavior are given ‘Attention’ which is often during lunchtime

HPCS has a Community Associate who creates a link between the school and wider community. Active communication takes place among staff members through our school website and shared information in Google doc. Through the school calendar and the community board, everyone is aware of upcoming events in a timely manner.

Paul Bambrick-Santoyo in ‘Leverage Leadership’ 2012 stated that as members of a start-up school, its success is a collective responsibility. ‘We want to build a culture of open, honest and productive dialogue with one another.’ Additionally, we believe in our core values(REAL) and they are central to our interactions with each other.

R Responsible

E Empathy

A Accountability

L Leadership

Our school is expected to engage in progress monitoring as part of the overall cycle of continuous improvement.

Part 2 – Annual Goal

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

By June, 2016 100% of students will be in well-matched advisory book clubs with a staff member resulting in 85% of students receiving a Core Value award for exhibiting attributes aligned with our school culture.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change. ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>Small Book clubs have been altered to accommodate and replace large Advisory classes. 6th and 7th grade book clubs will use the same names thereby establishing the foundation for a vertical mentoring program that focuses on literacy and socio-emotional support. School Culture rubric that has been created will be used for self-evaluation by students and Advisors.</p>	<p>Staff</p>	<p>September 2015-June, 2016</p>	<p>Book Club leaders, Staff, Principal, Literacy Coach</p>
<p>We utilized the research-based work of R. Barth (1991) to impact change for our teachers and students through creating a professional learning community(PLC) comprised of grade level teaching teams and school community staff. Our focus for such meetings include</p> <ul style="list-style-type: none"> ● ensuring that students learn ● a culture of collaboration ● collaborating for school improvement ● removing barriers to success ● focusing on results ● parent and family involvement 	<p>Teachers</p>	<p>September 2015-June, 2016</p>	<p>Grade Team Leaders, Literacy Coach, Principal</p>

<ul style="list-style-type: none"> ● Project Based Learning initiatives (Solis, Larmer, Blabuenaga 2014) 			
<p>To reach our shared goal of improved student achievement, we have also instituted a focus on over-age students with supports through tutoring and separate social activities such as the Chancellor recommended teen nights at museums, summer-youth application support and mentors with quarterly career days. This has resulted in 100% of those at-risk students being promoted. In addition:</p> <ul style="list-style-type: none"> ● an open door policy ● parent workshops ● Tuesday Parent-Teacher meetings ● PTSA(Parent Teacher Student Association) 	At-risk students, Caregivers, Teachers	September 2015-June, 2016	Parent Coordinator, Community Associate, Social Worker, SPED Teacher, Principal
<p>Incorporate ELLs cultural and linguistic differences in lessons and use as a resource; books in home language (Greene, 2013)</p> <ul style="list-style-type: none"> ● Being sensitive to students backgrounds and beliefs (Bambrick-Santoyo, 2012) ● Include student culture in teaching(Bambrick-Santoyo, 2012) ● Give alternative writing assignments that incorporate student cultures and backgrounds(Gibson, Hasbrouck 2008) ● Develop language charts with vocabulary words from students (Bambrick-Santoyo, 2012) ● Creating a culture club with student ambassadors to create events that support and foster diversity 	Teachers, Student Cultural Ambassadors	September 2015-June, 2016	ESL Teacher, Literacy Coach, Social Worker, PTSA President, Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>In order to meet our goal and the action plan and strategies aligned to that goal we must have the adequate resources to be successful. Some of those elements that have been acquired are:</p> <p>A parent coordinator to work with the principal and community associate to support continued parent outreach.</p> <p>Volunteers to come in to the school and support students as a personal coach/mentor.</p> <p>Incentives that reward positive behavior for students and staff that fulfill on our mission and exhibit our core values .</p> <p>A full-time social worker.</p>

Resources still needed:

A library with a librarian that has books that staff and students can access for research.

Website hosting providing outside of the school or someone that comes into the school to work with a team .

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

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

Part 5 – Progress Monitoring

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

Midpoint benchmark

Mid-year survey using our School Culture Rubric shared with students, staff and parents

Teachers have administered TEN survey

September-October 2015 Advisory calendar is being followed and projects completed by Book Clubs

October 2015, all book club leaders and staff members have been trained on protocols.

October 2015 Advisory Goal sheets are completed

December 2015 Monthly goals are aligned to weekly actions and being implemented and tracked in Book Clubs

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.

Strengths:

- HPCS teachers attend teacher-led weekly professional development using Duplin Lesson Tuning Protocol and looking at student work based on research by *Joseph McDonald in the Coalition of Essential Schools* each week. This allows educators to collaborate in PLC’s in order to gain feedback from colleagues to improve their lessons and assessments.
- Self-reflection is a key element in improving students’ academic progress. At the beginning of the year teachers complete Growing of Teacher Practice identifying their areas of strength and growth. This tool is critical in our pedagogical practice and improving student’s academic progress.
- Our teachers identify and use misconceptions as part of our lesson plan template, created collaboratively, to support students understanding of content in lesson plans and use peer feedback to improve their practice. It is one thing to be knowledgeable in a specific subject area but to be able to execute a student-centered lesson demonstrates planning strategies that facilitates students’ mastery, such as collaborating in groups or students’ teaching lessons they have developed.

Needs:

- Support students in moving up at least one grade level from 5th grade DRA_2 scores
- Independent reading initiative using Myon and care-giver support to support reading for at least 45 minutes a day
- Professional Development to support all teachers to become reading teachers
- Using Advance Summary Report % of teachers are developing inand effective in
- Established assessment calendar with evaluative time established to review data and make curricula adjustments using Rubicon Atlas

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 2015, 80% of students will move up one level in reading from their current Lexile range as measured by the Scantron Performance Series, iReady and Myon assessment tool.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Support students with project based learning (visuals, technology, discussion) • Directions given in small steps (Gibson, Hasbrouck 2008). • Conference with students regularly (Payne, 2005). • Use Collaborative Team Teaching Strategies • Conference with co teachers regularly • Collaborate to plan lessons; use project based learning (Dufour, Dufour, Eaker, Karhanek, 2004) 	<p>Teachers</p>	<p>September 2015-June, 2016</p>	<p>SPED Coordinator</p>
<p>English Language Learners:</p> <ul style="list-style-type: none"> • Support students with project based learning (visuals, technology, discussion) • Directions given in small steps • Conference with students regularly <p>Use Collaborative Team Teaching Strategies</p> <ul style="list-style-type: none"> • Conference with co teachers regularly 	<p>Teachers</p>	<p>September 2015-June, 2016</p>	<p>ESL Teacher</p>

<p>Independent Leveled and Guided Reading using Reading A to Z and Raz Kids in AIS bi-weekly and out of classroom</p> <ul style="list-style-type: none"> • Sight Word recognition to build fluency • Writing Intervention using Writing A to Z • Book clubs where students are grouped using ARIS DRA Reading levels using discussion, fluency, vocabulary • Push in and/or pull out services provided for literacy support by ESL teacher and Special Educator • Small group counseling 			
<p>Community:</p> <p>We recognize that care-givers and community connections on the middle school level will make the difference in our student’s success. Thus we have committed to</p> <ul style="list-style-type: none"> • outreach to parents by teachers • weekly homework assignments requiring care-giver involvement • communication with care-givers via phone trees, newsletters, school messenger, school calendars, Skedula, message bulletin boards <p>invitations to parents to attend in-school and out - of school activities</p>	Teachers, Care-givers	September 2015-June, 2016	Community Associate, Parent Coordinator, Principal
<p>To reach our shared goal of improved student achievement we have instituted an</p> <ul style="list-style-type: none"> • open door policy • caregiver workshops around CCLS • Tuesday parent teacher conference • PTSA (Parent Teacher Student Association) • SLT(School Leadership Team) • Professional development for all teachers • Collaboration between principal and teachers 	Teachers, Parents	September 2015-June, 2016	PTSA Executive Board, Parent Coordinator, SLT Principal

Part 4 – Budget and Resource Alignment

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

- o Laptops so that every students can take the assessments simultaneously - \$100,010
- o Professional development for teachers and caregivers in using various assessment tools and technologies
- o Researched test prep materials for our specific student needs
- o An ESL and Literacy Coach
- o The ability to provide individualized study guides from the Scantron assessment
- o Fast and seamless internet activity with sufficient bandwidth.
- o Rubicon Atlas

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

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

Part 5 – Progress Monitoring

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

Mid-point Benchmarks

- January 2016, Teachers must provide lesson plans that incorporate inter-disciplinary teaching .
- March 2016, 75% of students have increased in all parts of the Scantron Performance Series Assessment.

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

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

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

Part 1 – Needs Assessment

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

Using the Advance MOTP Dashboard we have analyzed the data from both informal and formal observations and identified the following as indicated by the Danielson Framework:

- o 59% of teachers were rated “effective” and 11% were rated “highly effective” on Component 3B
- o 56% of teachers were rated “effective” and 26% were rated “highly effective on Component 3C
- o 69% of teachers were rated “effective” and 8% were rated “highly effective” on Component 3D

Our school’s strengths in effective leadership are:

- Teachers plan and lead weekly professional development
- Professional development hours are used to enhance pedagogical knowledge bi-weekly based upon teacher Google surveys and reflections.
- Summer and evening planning for curriculum development aligned to our vision in all content areas
- Researched best practices from workshops and readings turn keyed by principal and teachers weekly
- Weekly interdisciplinary planning amongst teacher teams
- Principal seeks and receives mentorship from varying industry experts relevant to her vision for the school including monthly mentor meeting from the Leadership Academy

When implementing a progress oriented school improvement plan, it is critical for staff to work together to pursue common goals. Teams bring together complementary skills and experience that exceed the individual strengths of those working on their own. Teachers learn best from each other. They can support and assist each other in data collection and decision-making. Working in collaborative teams leads to more effective examination and implementation of best practice.

Our needs are:

- Use of MOTP data to inform, support and track teacher goals in addition to Growing Teacher Practice tool
- Support for distributed leadership training for highly effective teachers and PD for the staff
- Scheduling that supports data analysis work during the day

- A sustainable mentorship and peer visitation model
- A wider net cast for those who support socio-emotional development in able to reach every student

Part 2 – Annual Goal

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

By June 2016, there will be a system in place that ensures 100% of teachers in connecting their goals, their students’ goals, observation ratings via Teachboost and Advance, inter-visitiation and professional learning calendar.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change. ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> ● Staff professional development with emphasis on critical thinking and student achievement. As a staff, teachers will focus on how to implement critical thinking and problem solving more effectively in their classroom as aligned with the common core standards ● Increased time for professional development as a collective staff. ● Specific, actionable, timely feedback on classroom observations and inter-visitations ● Teacher schedules will align to better support common planning for interdisciplinary practice between all content areas ● Teachers attend content specific professional development at least quarterly ● Consultation committee meetings 	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>PD Team, Principal, Literacy Coach</p>

<ul style="list-style-type: none"> • Data inquiry teams that analyze student work and share results with the community 			
<ul style="list-style-type: none"> • Student voices are one of the most important and often neglected aspects of implementing academic and behavioral strategies. Giving students the necessary opportunity to assess and reflect on their needs and progress is critical. We achieve this with Individual Intervention Plans aligned to student and teacher created academic and behavioral goals (Wright, 2012); ongoing leadership opportunities at varying levels. • For many students a more interactive program is needed beyond sitting and talking. Providing time for 1-1 or small group counseling is critical with work and fitness with guidance counselor and/or physical education teacher • Small group and 1-1 counseling 1-1 tutoring provided before and after school during the week and weekend 	Students, Teachers	September 2015-June 2016	Special Education Teachers/ ESL Teacher, Literacy Coach, Principal
<p>We realize that regular communication with students and families foster their high expectations for student academic achievement. Thus we are committed to</p> <ul style="list-style-type: none"> • outreach to parents by teachers • weekly homework assignments posted online for care-giver and student access • communication with parents via social media, emails, voicemail, School Messenger, Skedula, text messaging, newsletters, calendars, message bulletin boards <p>invitations to parents to attend in-school and out-of school events</p>	parents, teachers, students and all stakeholders	September 2015-June 2016	PTSA Executive board, Staff, Principal
<p>Monthly celebration of student academic achievements through evening ceremonies to encourage family support with and end of the year culminating celebration</p>	Students, Teachers, Families	September 2015-June 2016	Staff, CBO Leadership, Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Per Diem for coverage for teacher professional development • Literacy Coach • STEM Coach • Skedula/PupilPath/Datacation • Common Preps

- Google Drive
- Supplies for Awards \$1,600 OTPS
- We are currently in need of college interns that support action research projects, that work with Social Worker and IEP teacher to support students in non-mandatory counseling.
- Staff development provided by Network, Leadership Academy and independent vendors. We are also in need of mentors for new teachers and principal.
- Mentoring partnerships that address the myriad of student interests for in-school and afterschool programming

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

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

Part 5 – Progress Monitoring

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

Progress monitoring plays a vital role in measuring success within the Highland Park Community School RTI framework. Success will be measured in the following ways:

- The majority of students deemed initially at-risk are support with Tier 1 interventions
- Students identified for Tier 2 and 3 interventions receive services from intervention team, CBO
- Improved student outcomes, as measured by class course grades, performance on benchmark assessments
- Low special education initial referral rates

Midpoint Benchmark

January 2016, academic interventions are included in all students individual goal plan and checked bi-weekly by book-club advisors.

Timeframe for Midpoint Progress Monitoring

Students identified at-risk will initially receive Tier 1 interventions, to be monitored over a course of 6 weeks. Progress will be measured using on-going classroom assessment, including conferencing, and running records, writing samples and standard mastery checks.

Goal setting sessions , followed by an assessment to follow up with are we accomplishing those goals.

Meetings with specific, pre-determined action items. Results are related in that outcomes help inform and change our practices. Results also tell us which of our processes are most successful and which need alterations.

- Improved student outcomes, as measured by class course grades, performance on benchmark assessments, and progress on NYS exams.
- Low special education initial referral rates

Students identified at-risk will initially receive Tier 1 interventions, to be monitored over a course of 6 weeks. Progress will be measured using on-going classroom assessment, including conferencing, running records, writing samples and standard mastery checks.

Every two weeks, specific to the intervention being implemented the following will be re-assessed

NYS Exam item analysis

- Common Core aligned performance tasks
- Periodic diagnostics assessments (Scantron, iReady, Myon, Mathletics)
- Teacher created assessments
- Student conferences

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.

We understand that communication with care-givers is key.

Our strengths:

- Communication with current and incoming care-givers whether it’s by phone calls, letters or home visits.
- We send home communications weekly in Spanish and English, update our websites, and social media page. Use of school messenger to send automated messages.
- Although communication is important, there are always better ways to improve Parent and Caregiver engagement and consistent turnouts.
-

Our needs:

- Financial and human resource support for monthly newsletter
- Per session or grant funding for staff members that are experienced and/or can be trained to support families.
- In order to expand our partnerships with community-based organizations (CBO’s) that support the specific needs of our families.
- A reliable tool to determine the needs and wants of families, and offer workshops that service those identified needs. We must allocate funding that allows us to assess and track our outreach and training.

Part 2 – Annual Goal

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

By June, 2016, HPCS will implement a parent engagement and involvement plan to provide 100% of parents with the information and training needed to become involved in the planning and decision making in support of the education of their children as measured by parent engagement surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change. ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We utilized the research base of Ruby K. Payne (2006) to implement celebrating community diversity. It is our intention to offer a diverse way for families to meet and form connections with other families, our teachers, our staff and our principal and build strong relationships throughout this community by offering</p> <ul style="list-style-type: none"> ● guest speakers to give presentations on topics of interest to parents ● curriculum night ● workshops on ways to promote reading ● parents contacting parents ● weekend activities 	<p>Care-givers</p>	<p>September 2015-June 2106</p>	
<p>As we strive to build strong family and community ties. We are fostering an environment where all learners are accepted at their entry level. With the trust that their achievement will be accelerated by implementing</p> <ul style="list-style-type: none"> ● fliers, newsletters, Web pages, social media ● parent chaperones for out of school activities ● student and parent voices ● weekend activities <p>progress reports</p>	<p>Care-givers, Community members, Students</p>	<p>September 2015-June 2106</p>	

<p>We realize that regular communication with students and families foster their high expectations for student academic achievement. Thus we are committed to</p> <ul style="list-style-type: none"> ● outreach to parents by teachers ● weekly homework assignments requiring parent /family involvement ● communication with parents via social media, emails, voicemail, school messenger, schedule, text messaging, newsletters, calendars, message bulletin boards ● invitations to parents to attend in-school and out-of school events 	Care-givers	September 2015-June 2106	
<p>We have proactively implemented the plan to engage and create diverse and meaningful opportunities for engaging students, families, and community stakeholder in conversation regarding high academic expectations for student achievement, tips, tools and multiple entry points to address the needs of our students by instituting a (an)</p> <ul style="list-style-type: none"> ● open door policy ● parent workshops around CCLS ● Tuesday Parent Teacher Conference ● PTSA(parent teacher student association) ● Professional Development for all teachers ● Collaboration between principals and teachers ● Collaboration with outside partners 	Care-givers, Teachers, Community-based organizations	September 2015-June 2106	

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We believe the most important resource in a school is the human resource. As a startup we do not have the ability to have all personnel needed ideally to implement our plan and all staff members take on multiple roles. The ability to hire additional staff members, such as a secretary, parent coordinator, school aides and paraprofessionals allows teachers to focus on instruction, students and caregiver and community outreach.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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.

Midpoint benchmark Mid-year review of resources such as Parent Logs and surveys will help to keep track of parent involvement, track outreach and patterns of parent attendance

September-November 2015 Assessing turnout of school tours given to parents who desire to see what is going on in our school daily and our biggest events.

September – June 2016 Care-givers complete surveys at the end of all workshops, visits and events

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students not at proficiency Levels 1 and 2 all grades DRP scores, 5 th grade CCLS scores, Iready, running records, teacher assessment	- Book Clubs - Iready - Scantron Performance Materials	Small group One-to-one Tutoring	Before and after school day; During the school day
Mathematics	5 th grade CCLS scores	- Iready - Teacher Created Independent Practice Materials - Scantron Performance Materials	Small group One-to-one Tutoring	Before and after school day; During the school day
Science	MOSL data; teacher assessment	Iready Teacher Created Practice Materials	Small group One-to-one	During the school day
Social Studies	MOSL data; teacher assessment	- Writers Workshop Model	Small group One-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Self-assessment; IEP's, PPT recommendations	- Lunch Attention Program - Mentoring program for Overage students PBIS	Small group One-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Attended teacher recruitment fairs, contacted colleges with teacher preparation programs that match our educational philosophy. • Selecting candidates from open market, new teacher finder and personal references that are aligned with our instructional priorities, mission and core values. • Mentoring, peer coaching and PLC's. • 18-D Hiring Committee with teachers , staff and students that uses a rubric to select the best candidates. • Candidates are offered the opportunity to conduct a demo lesson • Teachers are integral in selecting PD that is offered

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Highly Effective teachers are grade team leaders • Teachers turn-key professional development from their area of expertise • Coach that works with staff and principal in establishing best practices • Inter-visitations to other middle schools that exhibit best practices • MSQI school-based coach and PD • Teachers attend professional development conducted by the DOE, District, peer schools, UFT, CUNY and other institutions that foster teacher growth

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Effective teachers from each grade level volunteer to be a part of the MOSL committee charged with selecting baselines and how they are calculated for teacher ratings.
- Teachers attend professional development in areas they identified as strengths or weakness and turn-key that at staff meetings
- Team uses data to determine instructional foci for the following year and to create common inter-disciplinary assessments

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

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

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	179,623	X	12-28
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,632,073	X	12-15 and 19-28

1Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Highland Park Community School]** , in compliance with the Section 1118 of

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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 19	Borough Brooklyn	School Number 760
School Name Highland Park Community School		

B. Language Allocation Policy Team Composition

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

Principal Jamilah Seifullah	Assistant Principal Tanya Bryant
Coach Makenzie Grate	Coach type here
ENL (English as a New Language)/Bilingual Teacher Michelle Grant	School Counselor
Teacher/Subject Area Latoya Facey/SETTS	Parent Amada Rodriguez
Teacher/Subject Area Estel Borda/BilingualIn SPED	Parent Coordinator Taniesha Henderson
Related-Service Provider Kyle Heyward/Social Worker	Borough Field Support Center Staff Member O'Mayra Cruz
Superintendent Joyce Stallings-Harte	Other (Name and Title) Romualdo Vasquez/LAC and CA

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	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	206	Total number of ELLs	27	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	6
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	15	2	1	10		5	2			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	14						0
Chinese														0
Russian														0
Bengali							1							0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8				0
7	13				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	10		2						0
7	13		1						0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school uses Degrees of Reading Power (DRP) and MyOn (an online reading resource) to assess the early literacy skills of our ELL students. The DRP assesses their comprehension skills and MyOn gives us their Lexile reading levels and assess their decoding skills. Also, the ESL teacher assess their Sight Word recognition and uses the data to continue to build their fluency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
For the new admits, the NYSITELL data revealed low scores across the listening, speaking, reading, and writing modalities. The low scores in English proficiency are supported by the parents' responses on the HLIS which were other than English. The majority of our second language learners come from a home whose primary language is Spanish. Based on the NYSITELL scores, the students qualified for an ELL program. All the new entrants whose HLIS responses indicated a home language of Spanish and who are newly identified as ELLs based on the NYSITELL results were administered the Spanish LAB within the 10 day testing window. The NYSESLAT scores revealed that twenty-two out of twenty-six students who took the test scored at or below the 50th percentile.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO tool can be used to identify trends/pockets of success and investigate the instructional and programmatic differences between groups of students who consistently progress toward proficiency and those who do not. The patterns across the NYSESLAT modalities can be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs and design effective instructional programs and /or interventions for students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. In looking at the 2015 NYSESLAT data teachers are tracking one of the modalities, such as Speech, to monitor progression. As we only had 6th grade last year we haven't had the opportunity to establish patterns across grades but across levels we have noticed students struggling with fluency which is one of our key foci in our Reading Seminar groups. Students are performing the same in Math in their home language as they are in English. We do not assess students in their home language on any other exam. Across levels when they don't the language it affects their performance on the ELA as they all score a level 1. The change on the NYSESLAT has also impacted students as their scores have dropped.
- b. The school leadership team uses the results to determine hiring, resources, grants and translation needs. We use the periodic assessment data for grouping within content areas and their reading groups.
- c. We are learning how to support students to acquire language and content
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](#).] RTI is an instructional model that aims at prevention and intervention through a tiered system of support. So far, we have conducted a professional development for the entire teaching staff on ways to help meet the specific needs of our ELLs. The teachers are cognizant of who the ELL students are and work with them in small groups to differentiate the instruction. We conduct periodic Tuning Protocols to help identify students for tier II as well as Reading Seminar three times a week which is part of the Tier II intervention.
6. How do you make sure that a student's new language development is considered in instructional decisions? Scheduling reflects the required CR Part 154 mandate and all ENL programs provide instruction in English, emphasizing English-language acquisition. However, to ensure that the students' second language development is considered in instructional decisions, ESL students have access to bilingual dictionaries, bilingual books, bilingual glossaries, and Google Translate.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- I.S.760K does not offer a Dual Language program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The NYSESLAT data is analyzed to identify student strengths and weaknesses. The students' strengths are used as a scaffold to bridge to their weaknesses. ELL's are assessed every six weeks on their literacy growth using MyOn assessments and progress reports. Teacher teams meet every two weeks to evaluate student work using an inquiry process. In addition to assessments in all content areas and those aligned to practice for the NYSESLAT, DRP assessments and running records are used as well to determine growth.

Part IV: ELL Identification Process

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

- 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. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, schools must determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, a trained pedagogue must do the following:

1. Interview the student in both English and the home language by administering the NYSITELL. The Spanish LAB is then administered if the student is entitled based on NYSITELL performance. This process from identification and placement has to be completed within the first 10 school days of enrollment. 2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. This process, too, must be completed within the first 10 days of enrollment. The ESL and bilingual certified teachers in the building interview, test and place the students in the program chosen by the parents.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are Newly identified ELLs, and

- In grades 3 to 9, and
 - At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results
- SIFE Identification Process:

1. Administer the oral interview questionnaire within 30 days of enrollment.

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDIC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

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

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

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years (see categories 1 and 3 on page 8).

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of Step 1 (see above)
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

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

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

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.

Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download at OELL. The ESL/Bilingual certified teachers are responsible for this process.

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).

The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The

school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice. Parents are notified in parents preferred language after the initial identification process. The LAB Coordinator is responsible for this process. Copies of these letters are filed in the students record folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents of newly entitled students are invited to attend parent orientation workshops which are facilitated by Jamilah Seifullah, Principal and Taniesha Henderson, Parent Coordinator. Orientation seminars are held as needed depending on newly entitled admits. All three program choices are thoroughly explained via video and a question/answer session. Translation services are provided at the time of each session in the parents' native language. In the case of low incidence languages, we reach out to a paraprofessional, adult relative or a call is placed to the translation unit for assistance. Parents are invited to bring an individual who can translate into their home language. Each parent is given language specific information contained in the regional parent kit, "EPIC." The parent coordinator follows up with phone calls (and keeps a phone log) inviting the parents who missed the initial orientation meeting, to one on one sessions. If necessary, home visits are made. This process is completed within ten days as mandated by the state. For parents failing to come to the orientation seminars or failing to return the parent choice form, the default program choice is transitional bilingual education.

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.

As soon as the entitled students are identified, the ENL teacher sends the entitlement letters home. These parents are then invited to parent orientation, facilitated by the ENL teacher and Parent Coordinator. Parent surveys and parent program selection choices are then provided. Students are then placed as per the parent choice. These forms are then stored in a locked cabinet in the main office, room 404A. In the event that a parent does not show up to the orientation, TBE is the default program chosen as per CR Part 154. Continued entitlement is determined by the NYSESLAT. Continued entitlement letters are sent out in September. Copies of the originals are made for tracking purposes. Also, in the event that the notices are not returned by the middle of September, a duplicate letter is sent home.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher keeps a list of the letters sent and returned. Then the parent coordinator follows up with phone calls. She keeps a log of phone calls made.
9. Describe how your school ensures that placement parent notification letters are distributed. After the parent orientation and parents have made their choices the ENL teacher sends letters home. Copies are filed at school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Original HLIS are placed in student record folders. Non-entitlement and entitlement letters are copied – originals sent home and when returned are placed in student record folder.

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.

The NYSESLAT determines continued eligibility. The RLER (ATS report) helps to identify all students who are eligible for the NYSESLAT exam. The ENL teacher and the Testing Coordinator meet annually in March to create a NYSESLAT testing schedule. ENL certified teacher administer the NYSESLAT. The four components are scheduled according to the state's suggested sequence: Speaking is administered individually by a certified teacher and the Listening, Reading and Writing modalities are administered according to state mandates for state testing. Letters are sent home to parents in their native language, informing them of NYSESLAT testing dates to ensure that all students are in attendance for all sections that are administered. Calls are also made home. Parents are also reminded of the dates in the School's Newsletter, on the parent bulletin board and at PTA meetings.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ATS report – RLAT shows NYSESLAT results for the latest 3 years. This data is used to identify current and former ELLs who are all entitled to services. The appropriate letter is then sent home. Copies are kept at school and originals, when returned, are placed in students' records.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

As a relatively new school, we have just begun our second year at IS 760K. However, after reviewing the Parent Survey and Program Selection forms, the parents have chosen to participate in the ENL program which is currently the only program offered at the school. Parents are informed of the three instructional models available in New York City and the parents are the sole determinants of the programs their children receive. Currently, we do not have the numbers to create a Transitional Bilingual Education program. New York State Commissioner's Regulations Part 154, as amended by the ASPIRA Consent Decree, requires schools to form bilingual programs in grades K to 8 when there are 15 or more ELLs with the same language in one grade. At present, the majority of the parent choices are for an ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Students in the Freestanding ENL program are grouped heterogeneously by grade level classes with mixed proficiency levels. They are serviced by a certified ESL teacher who collaborates with the Content Area certified teachers to analyze data and plan best practices for teaching to the New CR Part 154 mandates.

The organizational models are as follows:
6th Grade: ESL push in/pull out model
7th Grade: ESL push in/pull out model

Entering students are entitled to a minimum of 360 minutes of ENL weekly. This breaks down to 180 minutes of standalone ENL and 180 minutes of integrated ENL. Emerging students are entitled to a minimum of 90 minutes of standalone ENL, 180 minutes of which is standalone ENL and another 90 minutes of either standalone or integrated. Transitioning students are entitled to 180 minutes of integrated and/or standalone ENL. Students scoring at the Expanding level are entitled to 180 minutes of integrated ENL. The Commanding level students are entitled to 90 minutes of integrated ENL, ELA or other content area instruction.
 - b. TBE program. *If applicable.*

IS 760K does not offer a TBE program at this time.
 - c. DL program. *If applicable.*

IS 760K does not offer a DL program at this time.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

To ensure that all the students are receiving explicit ENL & ELA mandated instructional minutes we have flexible scheduling of push-in and pull-out services. This involves a certified ESL teacher pulling out small groups of students in the Stand-Alone ENL, as well as working collaboratively with certified content area teachers in Integrated ENL to comply with CR Part 154.2 mandates. Entering students are entitled to a minimum of 360 minutes of ENL weekly. This breaks down to 180 minutes of standalone ENL and 180 minutes of integrated ENL. Emerging students are entitled to a minimum of 90 minutes of standalone ENL, 180 minutes of which is standalone ENL and another 90 minutes of either standalone or integrated. Transitioning students are entitled to 180 minutes of integrated and/or standalone ENL. Students scoring at the Expanding level are entitled to 180 minutes of integrated ENL. The Commanding level students are entitled to 90 minutes of integrated ENL, ELA or other content area instruction.
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.

The science and social studies curriculum follows the New York City Scope and Sequence. Work is being done through Inquiry to continue to align both to the Common Core State Standards and curriculum maps. This program uses hands-on projects and experiments to teach the content and academic vocabulary. Writing within the content areas is also emphasized, as well as differentiation within small group instruction. There is a strong emphasis on developing academic vocabulary, summarizing content and close reading strategies. Students are given content based performance tasks. MyOn, an online reading resource gives students access to books in English and Spanish and is used to assess the 6th and 7th grade students' Lexile and

decoding levels. Upon analysis of the 2015 state Math scores, a Targeted Intervention Program was implemented to target instruction focusing on the standards with the lowest percentile. Go Math is one of the resources used for TIP. All materials are CCLS aligned.

Content areas support for ELLs is provided through coteaching with the push in model. Scaffold supports are provided for students in the form of background building, explicit vocabulary instruction, picture supports, support in the home language, and more.

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

As a Free Standing ESL class, students are not evaluated in their native language throughout the year.

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

The four modalities of English acquisition are taught and evaluated through high quality lesson plans, unit plans and teacher questioning/observation. Teachers use their conferring notes, accountable talk and formal/informal observations, exit slips on demand writing assignments to track their students progress throughout the four modalities. We use the NYSESLAT results as a diagnostic for students and strategically design lesson plans to target the areas of needs. Teachers incorporate language objectives into lessons daily, and assess them through formal/informal observations, exit slips and student work products.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

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

- a) SIFE students have been identified as per Department of Education guidelines. The instructional plan for these students is as follows:

- Pushing into literacy block in order to build background knowledge and make connections.
 - Peer partnering
 - Close reading aligned to the Common Core State Standards
 - Saturday Academy small group instruction
 - Ongoing data collection and analysis through formal/informal assessment (MOSL assessments, bimonthly conferral notes, Degrees of Reading Power (DRP) comprehension assessments, running records, NYC Performance Task, quizzes and portfolios)
- Continued use of testing accommodations: bilingual glossaries, simultaneous use of English and alternate language editions (not ELA), oral translation of lower incidence language (not ELA), writing responses in Native Language (not ELA), separate location, extended time (time and a half)

b) Newcomers (Less than 3 years):

- Intensive English Language development during literacy block
- Peer Partnering
- Close reading aligned to the Common Core State Standards
- Parent Workshops
- Saturday Academy small group instruction.
- Ongoing data collection and analysis via formal/informal assessment (MOSL assessments, bimonthly conferral notes, DRP comprehension assessments, running records, NYC Performance Task, quizzes and portfolios)
- Leveled libraries with picture books, fiction, nonfiction, and references.

Testing accommodations: bilingual glossaries, simultaneous use of English and alternate language editions (not ELA), oral translation of lower incidence language (not ELA), writing responses in Native Language (not ELA), separate location, extended time (time and a half)

c) Developing: ELLs receiving instruction for 4-6 years:

- Saturday Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation.)
- Using data to drive instruction
- ESL push-in to support classroom curriculum
- Ongoing data collection and analysis through formal/informal assessment (MOSL assessments, bimonthly conferral notes, DRP comprehension assessments, running records, NYC Performance, quizzes and portfolios).

Continued use of testing accommodations: bilingual glossaries, simultaneous use of English and alternate language editions (not ELA), oral translation of lower incidence language (not ELA), writing responses in Native Language (not ELA), separate location, extended time (time and a half)

d) Long Term ELLs:

- Saturday Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation)
- Using data to drive instruction
- ESL push-in to support classroom curriculum
- Ongoing data collection and analysis via formal/informal assessment (MOSL assessments, bimonthly conferral notes, DRP running records, NYC Performance Task, quizzes and portfolios)

Continued use of testing accommodations: bilingual glossaries, simultaneous use of English and alternate language editions (not ELA), oral translation of lower incidence language (not ELA), writing responses in Native Language (not ELA), separate location, extended time (time and a half)

- Inquiry

e) Former ELLs

- Push-In ESL teacher support for at minimum 90 minutes weekly in an integrated model

- Examination of NYSESLAT modality results to identify areas that could still use improvement

- Inquiry

- Continued use of testing accommodations: bilingual glossaries, simultaneous use of English and alternate language editions (not ELA), oral translation of lower incidence language (not ELA), writing responses in Native Language (not ELA), separate location, extended time (time and a half)

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 (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified ESL/Bilingual certified teacher in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services.

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?

Conferring notes ensures that teachers are conducting ongoing assessment.

- Regular review of student's IEP to examine language goals

- Small group and individual instruction

- Collaboration between ICT, General Education, Special Education, and English as a Second Language teachers

- Using data to drive instruction

Additionally, the online program RAZ Kids was purchased for the ELLs. This program tracks reading levels in English and Spanish. It has a vocabulary and listening component.

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

The Pupil Personnel Team (PPT) meets monthly to review IEPs, evaluate placement, student progress and instruction. This team consists of a school psychologist, SETTS teacher, ESL teacher, related service providers and social worker. They consider the least restrictive setting when they evaluate the students' IEP.

The school meets the diverse needs of ELL - SWDs by making sure that all students are taught with high standards and that rigor is maintained using ESL strategies in a push in/pull out model. All ELLs are serviced by an ESL certified teacher. Teachers meet for planning and articulation during common preps. All ELLs receive curricula materials aligned to CCLS for their grade level. ESL strategies and methodologies are implemented to guide the instruction.

Chart

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

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

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

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



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

Chart

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

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

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

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

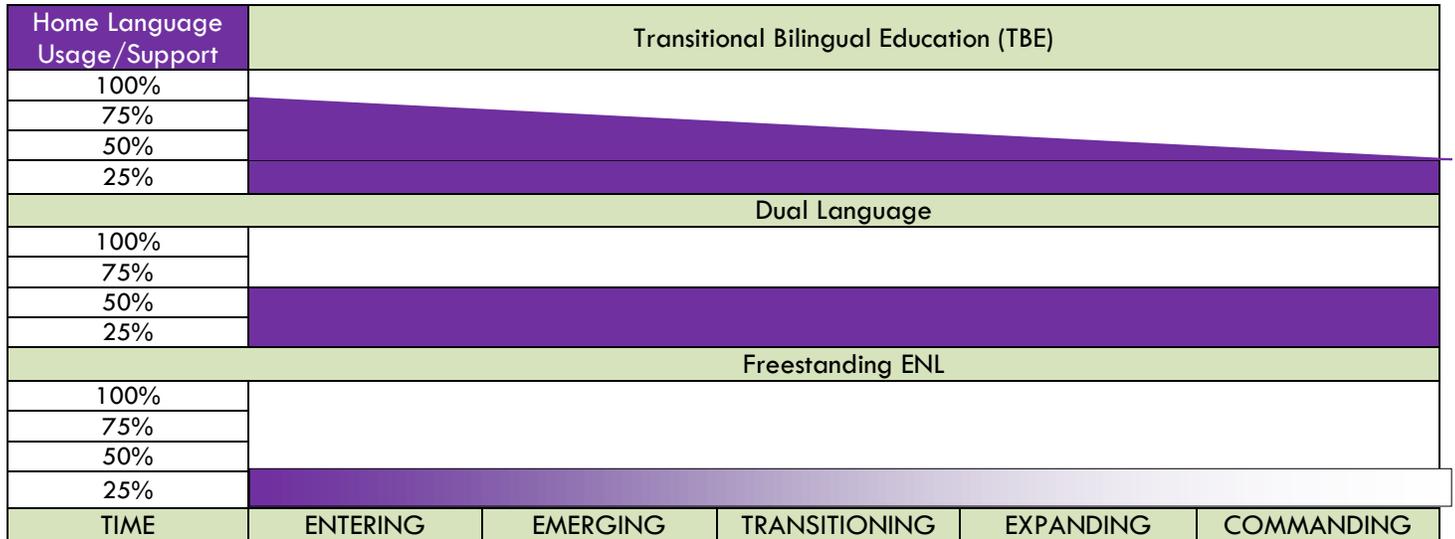


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELL students receive Reading Seminar periods in small groups of ten or less, 135 minutes week. Those who are Newcomers or Developing ELL's work with the ESL teacher and reading specialist using Just Words. In addition, ELL's receive Independent Reding for 90 minutes a week, Math Intervention periods are 90 minutes a week and AIS support on Saturdays for 120 minutes. ELL's in the 6th and 7th grade receive Math and Science instruction from a bilingual Spanish teacher that provides a bridge in academic vocabulary from Spanish to English. All teachers meet to discuss strategies for teaching academic vocabulary, close reading and informational writing to improve language development. The NYSESLAT, ELA, and Math scores are assessed to meet the needs for all ELLs in the content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
At the beginning of year two, our ELL program is seeing rapid growth with our ELL's and we are constantly adding in new research-based methods to support our students in acquiring the language rapidly while simultaneously learning the content. Our blended inter-disciplinary courses for Math and Science provide many hand-on projects, ELA and Social Studies provide an in-depth approach to literacy.
12. What new programs or improvements will be considered for the upcoming school year?
We have created a Scimatics and Humanities course that are inter-disciplinary. We have hired more teachers that are bilingual in Spanish to support students in and out of the classroom and will do so for the following year. We will hire an additional ENL teacher for the 2016-17 school year.
13. What programs/services for ELLs will be discontinued and why?
Highland Park Community School will not discontinue any programs or services at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Through the SONYC grant and in partnership with the Cypress Hills Local Development Corporation, tutoring and academic support is provided to all students including ELLs for which two of our teachers are part of the after school staff
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.
Bilingual glossaries are afforded to ELLs for support. All classrooms have access to six laptop carts and three tablet carts. There is also a desk top in every classroom. This year ELL's will have tablets that they carry with them to support them in their learning. Finish Line for ELLs is the language material used to improve English proficiency. All content area instructions are aligned to the Common Core State Standards and lessons include scaffold supports for ELLs (picture concept vocabulary cards and differentiated worksheets).
response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
As a new school that only offers ESL, we pair ELL students with an English proficient partner to support them in their native language and use some cognates from glossaries to help transfer prior knowledge.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ELLs are supported with grade level materials. Supports are based on age and appropriate level.
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).
The Parent Coordinator works with parents of incoming ELL students. The students and parents are able to visit a class, observe the lesson and/or activities and ask questions about the program. ELL students and their parents/guardians attend various Open Houses throughout the year.
19. What language electives are offered to ELLs?
All students have the opportunity to study Mandarin this year and Spanish next year.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not offer a 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.)
The professional development plan for all ELL personnel at I.S. 760 is to provide training. ELL training is given to all staff (including teachers who hold ESL or bilingual licenses). This will be provided through OELL offerings, in-house training sessions (such as weekly cross grade and cross subject planning) and monthly turn key training.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The professional development is differentiated based on need, experience, teacher license, and student data. Teachers are polled for their professional development needs three times a year which are then assessed by the principal. PD is then organized based on formal/informal observations and teachers' personal need. PD specifically for ELL's is included in the PD Plan for every quarter.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Currently, we only have sixth and seventh graders. However, we have begun discussions with them about transitioning to high school. I.S 760 has partnered with the after school program and the Middle School Success Center which offer monthly trips to various high schools and provides literature and meetings on what is required for high school admission. Our teachers attend open houses for the high schools and support families in attending as well along with high school fairs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The 7.5 hours of training is delivered during faculty conferences, inquiry team meetings, and grade meetings. Records are maintained by keeping sign in attendance sheets and agendas..

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
We have not conducted these meetings as of yet this year . We are including workshops for parents about the changes in the Common Core state exams and changes in proficiency levels on the NYSESLAT.
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.
Our record keeping includes logs, home language surveys, sending information home in their native language and translators available at all parent meetings. We meet with the newcomers and their parent or guardian upon entry and follow up with them as needed. We have annual meetings with students who have IEP's in addition to ESL services. The ESL teacher sends a letter to families informing them of our open door policy and parent engagement time on Tuesdays from 3:10-3:40.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parent involvement includes parents of second language learners on the School Leadership Team who help in the planning of food and clothe drives for students going through economic hardship, workshop series to support parents in helping their children with reading and math. Also, parents are kept informed about school activities with a monthly Parent Newsletter that is sent home in English and Spanish.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
To meet the needs of our ELL parents we will partner with various CBO's to offer courses in finance, ESL, GED, housing and home ownership. We currently work with Cypress Hills Local Development Corporation which provides ESL, finance and housing courses for parents in the evening.
5. How do you evaluate the needs of the parents?
We evaluate the needs of parents through parent surveys. One was conducted at the beginning of the school year with three more planned. Surveys are also conducted at monthly PTA meetings.
6. How do your parental involvement activities address the needs of the parents?
Data from the parent surveys is gathered and analyzed by the PTA officers and SLT. We then plan our activities for the year based upon the information we receive from the parents. Our Spanish bilingual Community Associate works closely with our Parent Coordinator and attends all parent meetings. They work closely with the parents to address their needs and concerns and have open office hours to receive parents Monday-Saturday.

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.

As a new small school we have a significant ELL population for our size, many of the students this year are newcomers. With the rapid change in our demographics we are continuously re-assessing the needs of our families, attending trainings and seeking resources to support our families.

Part VI: LAP Assurances

School Name: <u>Highland Park Community School</u>		School DBN: <u>19K760</u>	
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)
Jamilah Seifullah	Principal		1/1/01
Tanya Bryant	Assistant Principal		1/1/01
Taniesha Henderson	Parent Coordinator		1/1/01
Michelle Grant	ENL/Bilingual Teacher		1/1/01
Amada Rodriguez	Parent		1/1/01
Latyia Facey/SETTS	Teacher/Subject Area		1/1/01
Estel Borda/Bilingual SPED	Teacher/Subject Area		1/1/01
Mackenzie Grate	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Joyce Stallings-Harte	Superintendent		1/1/01
O'Mayra Cruz	Borough Field Support Center Staff Member		1/1/01
Kyle Heyward	Other <u>Social Worker</u>		1/1/01
Romualdo Vasquez	Other <u>LAC/CA</u>		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 19K760 School Name: Highland Park Community School
Superintendent: Joyce Stallings-Harte

Before you begin, please check the following:

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

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

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

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

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

We use the HLIS parent survey, ATS generated reports, registration forms, blue cards and the child's school record preference for oral and written communications.

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.

Preferred languages for our parents include English, Spanish, and Bengali.

Part B: Creating a Communications Calendar

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

We disseminate monthly calendars, meeting announcements, upcoming events, after school information, curriculum all parent communications yearly that require translation.

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.

In September we have Curriculum Night and Open House. We have monthly award ceremonies (to which parents regularly scheduled parent teach conferences. IEP meetings are held every Tuesday afternoon. We do employ an which parents are welcome to visit anytime, and they do exercise that right.

Part C: Providing Language Assistance Services

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

We have many bilingual staff members (including a Family Worker who works closely with our parent coordinator and members of the school community) who translates all written and verbal communication. Our monolingual staff utilize as a added resource to communicate with parents.

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.

Interpretation services are mainly provided in-house but should we require additional support we will solicit assistance interpreters via the Translation Unit.

Part D: Training Staff on Policies and Procedures

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

Staff will receive an email outlining procedures for using translation services and over the phone interpretation services followed up with a PD and revisited quarterly.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our parent coordinator will distribute the Parents Bill of Rights and discuss it in depth with parents (during a meeting) available in the main office and at the front desk.

Part F: Monitoring and Quality Control

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

_ We will issue a quarterly parent survey (with report cards) to determine the quality and availability of our interpretation services. The parent committee will also meet quarterly and revise mechanisms as needed.