

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M211

School Name:

**INWOOD EARLY COLLEGE FOR HEALTH AND INFORMATION TECHNOLOGIES
(P-TECH)**

Principal:

SAMONA TAIT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School School Number (DBN): 06M211
Grades Served: 9-10
School Address: 650 Academy Street
Phone Number: 212-567-1394 Fax: 212-567-1825
School Contact Person: Dr. SJ Tait Email Address: Stait2@schools.nyc.gov
Principal: Dr. SJ Tait
UFT Chapter Leader: Tegan Costanza
Parents' Association President: Debora Everett Jones
SLT Chairperson: Danielle Grant
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Gloria Caban/ Yusef Perkins (alt.)
Student Representative(s): Emely Herrera
Antonio Heath

District Information

District: 6 Superintendent: Fred Walsh
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. SJ Tait	*Principal or Designee	
Ms. Tegan Costanza	*UFT Chapter Leader or Designee	
Mrs. Deborah Everett Jones	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Ms. Gloria Caban	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Mr. Antonio Heath	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Danielle Grant	Member/Teacher	
	Member/Teacher	
Mr. Jonathan Swotinsky	Member/Teacher	
Mrs. Patricia Terrero	Member/Parent	
Ms. Gabriela Robles	Member/Parent	
Mrs. Tracey Cumberbatch	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Marilyn Dilone	Member/ Parent	
Mr. Yusef Perkins	Member/ Parent	
Mrs. Ana Perkins	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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.

Immersed in seamlessly integrated high school, college, and workplace learning experiences, our students graduate as well rounded young professionals with advanced educational and career achievements in information technology and health information technology, prepared to further transform themselves, their communities, and the world .

Through a comprehensive project based curriculum and developmentally supportive instructional program, we become SMART:

Sparking our critical thinking, systematic questioning, and creative problem solving skill development;

Motivating our sense of enthusiasm, curiosity, and passion for learning and achievement;

Achieving our collective advancement as users and creators of knowledge, information, and technology;

Refining our vision of our best selves and best work by reflecting on our mistakes and successes; and

Transforming our minds and our lives by supporting one another, serving others, and rising to challenges.

Values

The core cultural values that ground instruction, school activities, and the relationships among all members of the school community at Inwood Early College are excellence, integrity, courage , and commitment .

- Excellence : being, doing, and having the best that one can in terms of achievement and personal growth endeavors. Each member of the school community is expected to use established standards to subsequently set his/her own bar for achievement and to exercise nimbleness in enacting effective effort toward continuous growth.
- Integrity : grounding one's conduct in personal standards, and a sense of responsibility, accountability, as well as pride in oneself as a member of our community and a representative of one's family. Each member of the community conducts himself/herself with a sense of appropriate time, place, and manner in exercising voice and choice.
- Courage : finding the strength to act in the face of struggle. Each member of our community is encouraged to purposefully stretch himself/herself, to take on challenges, to compete in order to win and to grow, to acknowledge failures and to celebrate growth that results from overcoming.
- Commitment : demonstrating persistence in seeing tasks, challenges, and opportunities through to their most valuable conclusion. Each member of our community develops grit through decision-making, dedication to finishing what s/he starts, and taking accountability for outcomes and consequences.

Commitments

Our Legacy Class identified seven (7) characteristics for which they want to be developed and held accountable as well as to set as standards of conduct for all classes to follow in their footsteps:

Respect. Honesty. Fairness. Creativity. Responsibility. Professionalism. Leadership.

Vision

At Inwood Early College, master faculty from the high school, Guttman Community College and seasoned professionals from Microsoft and NY Presbyterian provide students with a progressive college and career preparation course of study resulting in a CTE high school diploma, applied associate of science degree, and the launch of a career in information technology including hardware and software development, installation, networking, and support as well as health information technology, administration, and management.

06M211 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09	Total Enrollment	87	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	2
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		60.5%	% 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.

Our needs assessment began with a review of college course requirements that our students must meet as they work toward earning their Associates Degree in Information Technology as well as the knowledge base required for obtaining entry level positions in IT with our partner organizations, NY Presbyterian Hospital and Microsoft. This initial review revealed that students must be knowledgeable and skilled in the application of concepts in Algebra and Statistics. We also reviewed available data in STARS and ATS regarding students’ middle school achievement in mathematics. Finally, we reviewed students’ summer assignments and initial attempt at CCLS aligned performance tasks.

We also reviewed student work and data for our Legacy Class in ELA as well as the available data in ELA and Math for our incoming grade 9 students. The Legacy Class data revealed a need to strengthen reading comprehension skills as well as to build on foundational writing skills. Data for the incoming grade 9 students suggests that more than 50% of incoming students perform well below standards in ELA and slightly less than 50% perform well below standards in Math.

Our strengths in providing rigorous instruction include the provision of double mathematics periods and double ELA periods four days per week and a team teaching model which allows two math and two ELA teachers to provide instruction during the double periods. This staffing model will be further supplemented by the assignment of 2 special educators who will push into the double periods in order to provide integrated team teaching support for students with mandates as well as for students at-risk of failure.

Our needs in this area center largely in supporting teachers in providing consistently high impact, standards based instruction with specific focus on the development of effective assessments.

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.

In Mathematics:

- By August 2016, at least 50% of 9th grade students enrolled in the 1-year course will have achieved a mark of 70 or greater on the Algebra Regents Examination, as a pre-requisite for college mathematics courses at Guttman Community College. At least 80% will have earned a mark of 65 or higher to achieve high school course credit.
- By August 2016, at least one-third of 10th grade students will have achieved a mark of 65 or greater on the Geometry Regents Examination and will have earned a mark of 65 or higher to achieve high school course credit.

In ELA:

- By June 2016, at least 75% of 9th grade students will have composed 4 well-organized writing pieces that have been developed through the writing workshop process and that are based on literary analyses of ninth grade texts and will have increased their reading level by at least one full grade level as reflected by their performance on STAR reading assessment.
- By June 2016, at least 75% of grade 10 students will have composed 6 well-organized writing pieces that reflect on demand writing, writing through the workshop process, creative writing and analytical independent writing. This proficiency set is a pre-requisite for success in "Ethnographies of Work", their first course at Guttman Community College. At least 80% of students will have earned a mark of 65 or higher to achieve high school course credit.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers of Mathematics and a special education teacher will offer 2 periods per week additional instructional and tutorial support. This support is offered in PIVOT (Prescribe, Implement, Verify, Observe, Test) which occurs in groups of 6-12 students and meets 2 days per week after lunch.</p> <p>Teachers of ELA and a special education teacher will offer 2 periods per week additional instructional and tutorial support. This support is offered in PIVOT</p>	<p>Students who are underperforming on unit assessments will be targeted for 2 day per week support.</p> <p>Students who receive mandated SETSS and those who are performing in the bottom third of the ICT class will be targeted for computer based program support.</p>	<p>Supports begin at the beginning of the marking period and take place in 3-week cycles through the marking period.</p> <p>Students may rotate out of service after they have performed well on an interim assessment.</p>	<p>The mathematics teachers and the special education teacher implement the strategies in Math.</p> <p>The ELA teachers and the special education teacher implement the strategies in ELA.</p> <p>The director of support services and college/career coordinator</p>

<p>(Prescribe, Implement, Verify, Observe, Test) which occurs in groups of 6-12 students and meets 2 days per week after lunch.</p> <p>The special education teachers will utilize Accelerated Reader, an online reading comprehension and vocabulary development program as well as iTouch, a computer based Mathematics skills program.</p>		<p>The special education teacher also offers the computer based supports on an ongoing basis.</p>	<p>oversee the PIVOT program.</p>
<p>Teachers of Mathematics and ELA will offer extended day support which includes tutoring at the end of the school day 2 days per week.</p>	<p>Students who are underperforming on unit assessments will be targeted for extended day support.</p> <p>Students who are not meeting standards regarding homework completion and class participation will also be targeted for extended support.</p> <p>Students whose advisors support their guided choice to participate in extended day will also be targeted.</p> <p>Students who are performing below standard in ELA and/or Math classes will be targeted for the use of supplemental materials in class as well as in specific regents prep settings.</p>	<p>Extended day supports begin at the start of the 2nd marking period and continue through the end of the semester.</p> <p>Students may rotate out of service based on consultation with their advisor upon review of grades in Skedula.</p>	<p>The mathematics teachers and the special education teacher implement the strategies in Math.</p> <p>The ELA teachers and the special education teacher implement the strategies in ELA.</p> <p>The director of support services and college/career coordinator oversee the extended day program.</p>

Teachers of Mathematics, ELA, Science, and History will acquire and implement supplemental materials to support achievement of Math and ELA goals

In class supports will occur during small group instruction and 1:1 conferences while regents prep will occur on Saturdays.

Content area teachers will utilize supplemental materials in class and during Saturday regents prep. The assistant principal will supervise regents prep.

including technology based curriculum and assessment resources: Castle Learning, STAR and Accelerated Readers.			
The director of support services, guidance counselor, and the college/career advisor will offer extended day support which focuses on study skills at the end of the school day 2 days per week.	Students whose foundational math and ELA skills are strong but who underperform on tests and quizzes will be targeted.	Extended day supports begin at the start of the 2 nd marking period and continue through the end of the semester.	The principal oversees the extended day program activities provided by the director of support services, guidance counselor and the college/career advisor.
The teachers of mathematics will receive professional development support from, co-plan units of study with, and co-teach targeted lessons with professors of mathematics from CUNY-Guttman Community College. The teachers of ELA will receive professional development support from the NYC Writing Project at Lehman College which support will include co-planning units of study and co-teaching targeted lessons.	Students whose performance is below 75 at the end of the 2 nd marking period will be targeted. Students in the ICT class will also be targeted for lessons co-taught by the college professor(s).	The professional development with college professors begin during the 1 st marking period and the first co-taught lessons will occur in the 3 rd marking period.	The principal oversees the co-teaching program

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.											
In addition to the human resources as represented by the 3 teachers of mathematics, 3 teachers of ELA and 2 special education teachers, additional resources include the director of support services, guidance counselor, college/career advisor and college faculty. Instructional resources include the Microsoft Surface devices, software licenses for STAR, Accelerated Reader and iTouch. The time for PIVOT and extended day are built into student schedules in addition to double period blocks of mathematics and ELA instruction 3-4 days per week. CUNY central and Guttman Community College provide in kind support of release time for the college faculty members who will work with the high school teachers. VATEA grant funds provide support for the instructional technology resources utilized by the special education teachers.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Students will sit for a practice ELA regents exam at the end of the first semester. In addition, students complete CCLS aligned ELA and Math performance tasks in October, February and May. The benchmarks will be 50% of students

earning score of at least 65 on the practice ELA exam at the end of the first semester and 50% of students demonstrating proficiency on the Math performance tasks.

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 needs assessment began with a series of townhall meetings with each class and was followed by 2 surveys. One survey focused on students identifying their strengths and interests. The second survey focused on students assessing various elements of their school experience including the development of a positive, supportive school culture. We also conducted a series of focus groups facilitated by the CUNY Early College Initiative.

Our strengths include staff and student willingness in engaging in the work of developing and maintaining positive school culture and our use of time in the school schedule to allow for relationship building. Our needs are for strengthening a coherent set of structures and activities to support the development of relationships particularly as we add new staff and another grade of new students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 of 2016, 75% of students will feel as though there is a supportive school culture as evidenced by their agreement with items 7a-7g on the CUNY Early College Initiative Annual Student Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers implement an advisory program that centers on identity development and establishment of supportive school culture including the students' development of core commitments which align with schoolwide values. The advisory program begins with a three week intensive in September during which advisory groups meet daily.</p>	<p>Students across the entire grade as the legacy class as well as the new incoming 'discovery' class will be targeted.</p>	<p>The advisory program begins with an intensive from 9.8 -10.2.15. The weekly advisory program will run from 10.5.15 to 6.24.16.</p>	<p>The director of support services oversees the advisory program and all teachers implement the advisory program with support from the college/career advisor, guidance counselor, and college liaison.</p>
<p>The college/career advisor coordinates implementation of mentoring programs that build on the academic and personal behaviors underlying college and career readiness (persistence, engagement, work habits, organizational skills, communication/collaboration skills, self-regulation) through which college students serve as peer mentors and industry partners serve as career readiness mentors.</p>	<p>Students across both grades as the legacy and discovery classes will be targeted.</p>	<p>The mentoring program will run from October 2015 – June 2016.</p>	<p>The college/career advisor will oversee implementation of the mentoring program.</p>
<p>Teachers implement in-person and electronic communication structures and protocols to facilitate students voicing concerns, sharing ideas, and seeking support. In-person structures include AM and PM Huddle during which advisors meet briefly twice per day with small groups of students. Electronic structures include school email and the social media platform, Yammer.</p>	<p>Students across both grades as the legacy and discovery classes will be targeted.</p>	<p>The in-person communications structures are utilized from September 2015 – June 2016; and the electronic communications structures from October 2015 – June 2016.</p>	<p>The director of support services oversees teacher implementation of AM and PM Huddle. The technology teacher oversees electronic communications strategies.</p>
<p>Students implement leadership development activities including leading ceremonies, rituals, and celebrations as well as participating in</p>	<p>Students who self- identify and those</p>	<p>Student Council programming will run from October 2015 –</p>	<p>The grade leaders coordinate student council programming. The director</p>

restorative justice practices. Leadership development activities are implemented through student council and peer mediation to support other students who fall short of expectations including the student identified commitments.	identified by the advisors based on the strengths surveys will be targeted.	June 2016. Peer mediation programming will run from November 2015 –June 2016.	of support services oversees peer mediation programming.
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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.

Staffing resources at the school level include the director of student support services, guidance counselor, college/career advisor, as well as teacher time for preparing and serving as advisors. In addition, our industry partners at Microsoft and NY Presbyterian Hospital and our college partner at CUNY Guttman Community College provide in kind support through mentors. Provision of time for AM and PM huddles as well as extended advisory periods require schedule adjustments as needed. Additional resources from the school’s budget support engagement of the Opportunity Network and the YWCA to support advisory curriculum development as well as rites of passage and peer leadership program planning.

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	X	In Kind	X	Other

Part 5 – Progress Monitoring

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

Midpoint benchmarks are:

All students to be assigned and having met with industry mentors by the end of the 1st semester;

All advisories to meet with college peer mentors at least twice by the end of the 1st semester;

50% of students to have participated in rites of passage training; and

Informal surveys taken at the midway point of the 3rd marking periods in the 1st and 2nd semesters will reflect an increase of at least 10% of students agreeing that there is a supportive school environment.

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.

Our needs assessment began with a skills mapping process focused on the entry level IT positions for which our students need to be prepared with our industry partners, Microsoft and NY Presbyterian Hospital. The needs assessment process continued with a review of available student data which revealed a need to build students’ foundational skills in reading, writing, and mathematics. We then reviewed college course syllabi and the core skill deficiencies of first year college students as identified by our college partner, Guttman Community College and found significant correlation between skill gaps for students transitioning to high school and students transitioning to community college. Needs assessment continued with analysis of student achievement data at the College and review of revised course sequences.

Our strengths in establishing a professional learning community around collegial collaboration center on the interest and willingness of teachers to reach levels of mastery in their practice as well as around the depth of experience in supporting collegial learning among our teachers, college partners, and Microsoft.

Part 2 – Annual Goal

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

By June 2016, All teachers will engage in collaborative practice based inquiry process as evidenced by 100% participation in focused peer inter-visitation cycles and by submission of agreed upon written feedback protocols.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will engage in a targeted inter-visitiation program through which each teacher selects practices that they wish to perfect and each teacher visits a colleague and provides him/her with written feedback regarding the visited teacher’s improvement efforts.</p>	<p>All teachers as members of the founding team will be targeted.</p>	<p>Inter-visitiations begin in November 2015 and continue through May 2016.</p>	<p>The principal oversees the inter-visitiation program and the teacher who chairs the PD committee co-facilitates visits with colleagues.</p>
<p>Teachers will engage in co planning, team teaching, and peer feedback with Guttman faculty and staff from the NYC Writing Project.</p>	<p>Teachers of English and Mathematics will be targeted based on the skills gaps analyses and mapping.</p>	<p>Co-planning, team teaching and peer feedback loops will run from November 2015 – April 2016.</p>	<p>The principal oversees the inter-institution collaboration. The college liaison facilitates the collaboration.</p>
<p>Teachers engage in a blended learning approach to professional learning opportunities that allow teachers not only to integrate technology into their own learning but also to make efficient use of casual (off site and off hours) learning opportunities. Two critical elements of the blended learning strategy include the Affinity Network’s Video Learning Program and Microsoft’s Educator Network including the Innovative Educator Program.</p>	<p>Teachers of English, Mathematics, and Special Education will be targeted.</p>	<p>Blended activities will run from January – June 2016.</p>	<p>The chair of the PD committee and the technology teacher will oversee blended learning activities.</p>
<p>Cross curricular project based learning cycles in collaboration with college faculty and industry partners and presentations to elder panels including parents and community members.</p>	<p>Teachers of English and Technology will be targeted.</p>	<p>The project based learning cycle will run from December 2014 –April 2015.</p>	<p>The principal oversees the project based learning cycles which are facilitated by the college liaison and the college/career advisor.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In addition to the human resources reflected by school faculty and staff, release time as in kind support will be needed from Guttman Community College, NY Presbyterian, and Microsoft for staff who will serve as collaborators , mentors, and elder panelists. Staff development resources will also be needed from the network in addition to the Microsoft Educator Network training resources.											
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	X	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.										
<p>Benchmarks for our cycle of continuous improvement are:</p> <p>Submission of written feedback using agreed upon protocols by each teacher at least once during the first collegial feedback cycle in the 1st semester;</p> <p>Participation in the Video Learning Program training by at least one teacher and at least one video taped lesson by the end of the 1st marking period in the Spring semester; and</p> <p>At least one round of feedback to students on the cross curricular project developed in collaboration with the college faculty and industry partners and identification of the family and community members of the elder panels to whom the projects are to be presented by the end of the 1st marking period of the Spring semester</p>										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 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.

Our needs assessment began with teachers’ self -assessment reflecting on their past supervisory ratings and their strengths and areas of growth given the 8 Danielson focus areas in Advance. We also examined student course passing data at the end of semester 1 and compared those to the midpoint of semester 2. The principal also completed a self assessment and utilized feedback from her leadership coach to identify strengths and areas of growth.

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, Principal will conduct at least 3 focused participatory observations, beyond the required ADVANCE observations, for every teacher that is not rated "highly effective" as evidenced by observation feedback sheets delivered to teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Principal will review unit and lesson plans and engage in participatory observations through which she will model effective instructional practices and provide in the moment coaching to teachers.</p>	<p>Teachers whose past ratings or initial self-assessment reflect a level lower than highly effective will be targeted.</p>	<p>Participatory observations will occur from September 2015-March 2016.</p>	<p>The principal will implement participatory observations.</p>
<p>Principal will engage in coaching sessions targeting the provision of impactful feedback through the supervisory tools in Advance. Teachers will be given prior notice so that they anticipate having the informal observation and feedback cycle observed by a 3rd party; such cycles will not count as an MOTP.</p>	<p>Teachers whose past ratings or initial self-assessment reflect a level lower than highly effective will be targeted.</p>	<p>Principal coaching will begin in August 2015 and continue through May 2016, encompassing teacher inter-visitation cycles.</p>	<p>The principal will oversee implementation of the coaching with support from the superintendent's office and the Affinity Network leader.</p>
<p>Principal will engage in professional learning and implement protocols for providing teacher feedback based on review of student work which includes in-class independent and group work.</p>	<p>The principal is the target of this strategy.</p>	<p>This strategy will be implemented from January –March 2016.</p>	<p>The principal will oversee implementation of the coaching with support from the superintendent's office and the Affinity Network leader.</p>
<p>Principal will engage in professional learning and implement planning protocols which include identification and prioritization of areas for growth based on participatory observation, coached observation feedback loops, and teacher inter-visitation.</p>	<p>The principal is the target of this strategy.</p>	<p>This strategy will be implemented from January –March 2016</p>	<p>The principal will oversee implementation of the PD planning protocols in collaboration with the chair of the PD committee.</p>

Part 4 – Budget and Resource Alignment

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

Human Resources to be leveraged in order to achieve this goal include strategy implementation support from the superintendent’s office through a talent coach and professional development support from the Affinity Network (CUNY ECI). In kind support will also be provided by Microsoft for leadership development program participation. Professional learning materials will also be purchased as the principal builds out the professional library for administrative and teacher leadership.

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	X	In Kind	X	Other

Part 5 – Progress Monitoring

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

By the end of the 1st semester, the principal will have provided written feedback from participatory observations to at least 5 targeted teachers; and

By the end of the 1st semester, the principal will have debriefed with all targeted teachers after at least 1 round of coached observation feedback loops.

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.

Our needs assessment includes reflections shared by parents at parent association meetings as well as those shared by students through feedback on survey. We will also examine the DOE school environment survey data when it becomes available.

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 August 2016:

- 100% students will participate in at least two visits to our partner community college, and two visits to each work-place learning site;
- 100% of all students will participate in a career development skills mentoring program with industry professionals from our partner organizations;
- 50% of all parents will participate in at least one partnership activity with the College or with our industry partners; and
- 50% of all parents will attend at least one community building event through which students are celebrated and parents receive training, in addition to training which occurs at mandatory conferences.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The principal and key representatives of the schools founding partnerships with Guttman Community College, NY Presbyterian Hospital and Microsoft will continue to engage in planning and implementation of student, family, and community engagement activities through a formal Steering Committee structure.</p>	<p>Each founding partnership member organization will be targeted.</p>	<p>The Steering Committee structure will be implemented from September 2015-June 2016.</p>	<p>The principal in collaboration with the college liaison, college/career advisor, and CUNY Early College Initiative facilitator, will implement the Steering Committee structure and process.</p>
<p>Teachers and parents will engage in training and other learning opportunities in the form of workshops and externships.</p>	<p>Teachers who have not worked in other industries and parents who self-identify will be targeted.</p>	<p>The workshops and externships will run from December 2015-April 2016.</p>	<p>The principal in collaboration with the college liaison, college/career advisor, and CUNY Early College Initiative facilitator, will implement the externship process.</p>
<p>The college liaison will coordinate implementation of a peer mentoring program with college students from Guttman Community College, which will dovetail with the established industry mentoring program.</p>	<p>All students who meet standards as reflected in the student-identified commitments will be targeted.</p>	<p>The college student peer mentoring program will run from November 2015-June 2016.</p>	<p>The college liaison will oversee the mentoring program working in collaboration with the college/career advisor.</p>
<p>Parent leaders from the PA and members of the SLT will implement a series of celebratory events, occurring at flexible times and taking place at the school as well as at the partner organizations, to which parents will be invited.</p>	<p>All parents will be targeted.</p>	<p>The celebratory events will occur from October 2015-June 2016.</p>	<p>The community associate will oversee the celebratory events under the principal's supervision.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In addition to human resources represented by school staff and mentors from our partner organizations, supports for work place learning, such as Ethnographies of Work curriculum and training from Opportunity Network, will be needed. VATEA grant funding will be utilized to support the workplace learning curriculum implementation and staff training.											
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	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>Benchmarks for monitoring our progress toward establishment and maintenance of a welcoming and engaging environment are that:</p> <ul style="list-style-type: none"> • By the end of the 1st semester, all students will have met their college student peer mentors and their career development mentors on at least one occasion off site; • By the end of the 1st semester, at least one externship experience will be planned for targeted teachers and parents to occur during spring break; • By the end of the 1st semester, the steering committee will have consistently held monthly meetings including at least 2 meetings at the school hosted by students; • By the end of the 1st semester, parents will have participated in at least 2 celebratory 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)	Course performance below 75; homework completion rate of 50% or below; and/or quiz average below 70	<p>Extended time is embedded in the school day through our PIVOT (prescribe, implement, verify, observe, test) period which meets twice per week.</p> <p>Additionally, the assignment of an additional teacher to co-teach and push into English classes four times per week during extended, double period blocks.</p> <p>Co-teaching and push in services include parallel teaching, station teaching, pre-teaching of vocabulary, and use of graphic organizers.</p> <p>Extended Day tutoring is also used to provide intervention support for targeted students. These services provide skill focused support as well as organizational skill development and homework completion support.</p>	<p>PIVOT is delivered in small group and one-to-one depending on student needs.</p> <p>Co-teaching and push in services are delivered in whole classes allowing for reduced student:teacher ratio.</p> <p>Extended Day services are delivered in small group and one-to-one depending on student needs.</p>	<p>PIVOT is delivered during the school day.</p> <p>Co-teaching and push in services are delivered during the school day.</p> <p>Extended day services are delivered after school.</p>

<p>Mathematics</p>	<p>Course performance below 75; homework completion rate of 50% or below; and/or quiz average below 70</p>	<p>Extended time is embedded in the school day through our PIVOT (prescribe, implement, verify, observe, test) period which meets two times per week.</p> <p>Additionally, the assignment of an additional teacher to co-teach and push into Mathematics classes four times per week during extended, double period blocks.</p> <p>Co-teaching and push in services include parallel teaching, station teaching, pre-teaching of vocabulary, and use of graphic organizers.</p> <p>Extended Day tutoring is also used to provide intervention support for targeted students. These services provide skill focused support as well as organizational skill development and homework completion support.</p>	<p>PIVOT is delivered in small group and one-to-one depending on student needs.</p> <p>Co-teaching and push in services are delivered in whole classes allowing for reduced student:teacher ratio.</p> <p>Extended Day services are delivered in small group and one-to-one depending on student needs.</p>	<p>PIVOT is delivered during the school day.</p> <p>Co-teaching and push in services are delivered during the school day.</p> <p>Extended day services are delivered after school.</p>
<p>Science</p>	<p>Course performance below 75; homework completion rate of 50% or below; and/or quiz average below 70</p>	<p>Extended time is embedded in the school day through our PIVOT (prescribe, implement, verify, observe, test) period which meets two times per week.</p> <p>Additionally, the assignment of an additional teacher, the Special Education teacher and the</p>	<p>PIVOT is delivered in small group and one-to-one depending on student needs.</p> <p>Co-teaching and push in services are delivered in whole classes allowing for reduced student:teacher ratio.</p>	<p>PIVOT is delivered during the school day.</p> <p>Co-teaching and push in services are delivered during the school day.</p> <p>Extended day services are delivered after school.</p>

		<p>Technology teacher, to co-teach and push into Physics classes.</p> <p>Co-teaching and push in services include parallel teaching, station teaching, pre-teaching of vocabulary, and use of graphic organizers.</p> <p>Extended Day tutoring is also used to provide intervention support for targeted students. These services provide skill focused support as well as organizational skill development and homework completion support.</p>	<p>Extended Day services are delivered in small group and one-to-one depending on student needs.</p>	
<p>Social Studies</p>	<p>Course performance below 75; homework completion rate of 50% or below; and/or quiz average below 70</p>	<p>Extended time is embedded in the school day through our PIVOT (prescribe, implement, verify, observe, test) period which meets two times per week.</p> <p>Additionally, the assignment of an additional teacher, the Special Education teacher and the Technology teacher, to co-teach and push into Physics classes.</p> <p>Co-teaching and push in services include parallel teaching, station teaching, pre-teaching of vocabulary, and use of graphic organizers.</p> <p>Extended Day tutoring is also used to provide</p>	<p>PIVOT is delivered in small group and one-to-one depending on student needs.</p> <p>Co-teaching and push in services are delivered in whole classes allowing for reduced student:teacher ratio.</p> <p>Extended Day services are delivered in small group and one-to-one depending on student needs.</p>	<p>PIVOT is delivered during the school day.</p> <p>Co-teaching and push in services are delivered during the school day.</p> <p>Extended day services are delivered after school.</p>

		<p>intervention support for targeted students. These services provide skill focused support as well as organizational skill development and homework completion support.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students of concern are identified during weekly staff huddle and students may also self identify as needing at-risk support.</p>	<p>Extended time is embedded in the school day through our PIVOT (prescribe, implement, verify, observe, test) period which meets two times per week for gender-based at risk counseling groups.</p> <p>Extended Day is also used to provide intervention support for targeted students. The social worker and college/career advisor provide skill focused support as well as organizational skill development and homework completion support.</p> <p>At risk SETSS and counseling services supplement mandated services through individual and small group twice weekly sessions with the special education teacher and/or the social worker.</p> <p>Advisory support with twice daily mini conferences through AM and PM huddle provide students with social-emotional</p>	<p>Extended time services are delivered in small groups.</p> <p>Extended Day services are delivered in small groups.</p> <p>At risk SETSS and counseling services are delivered in small group and on a one-to-one basis.</p> <p>Advisory support services are delivered in small groups.</p>	<p>Extended time services are delivered during the school day.</p> <p>Extended Day services are delivered after school.</p> <p>At risk SETSS and counseling services are delivered during the school day.</p> <p>Advisory support services are delivered before school and during the school day.</p>

		development support.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment strategies included postings on the NYC DOE's New teacher Finder, Open Market and other human resource portals. In addition, recruitment was conducted using external employment sites, local university career services at CUNY, SUNY, NYU, Columbia, Fordham, and Cornell, and alternative teacher preparation programs including Teach for America, Math for America, NYC Teaching Fellows, and Relay. Our recruitment strategy also included use of the 9-14 P Tech network, the CUNY Early College Initiative network, and industry partnerships.</p> <p>Maximizing staff opportunities to facilitate team work and to assume leadership roles is key to our distributed leadership approach. Teachers and support staff attend off site professional development activities which they self select and which are recommended by the principal. These activities include support for the special education teacher in effective planning and co-teaching strategies, for the math teachers in algebra content and instructional strategies, for the technology teacher in embedding career development instruction, for the social worker in compliance and student support services, and the for ESL teacher in compliance and instructional strategies. In addition to the weekly on site professional learning after school, teachers also engage in professional learning through monthly department meetings with the principal and bi-weekly peer inter visitation.</p> <p>While we do not yet have any staff serving in formal coaching capacities, our college liaison facilitates professional co-learning activities with college faculty from Guttman Community college through which college faculty come to the high school and high school faculty visit the college. The college/career advisor also facilitates the professional learning support for teachers with staff from NY Presbyterian Hospital and Microsoft which includes an externship program through which teachers and parents will shadow and plan lessons with our industry partners. Finally, the CUNY Early College Initiative provides additional professional learning opportunities including on site, real time coaching which targets our new teachers and teachers working with our lowest performing students on academic English and core literacy skill development.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Time for teachers and staff to meet weekly is built into the school schedule with two periods of common planning per week for all teachers. This common planning time supplements the weekly afterschool professional learning time. Teachers review unit plans and student grades to gauge student progress on CCCS. We will utilize Rubicon Atlas to</p>

engage in more focused analysis of standards and assessments. In addition, the schools Professional Development team will utilize data from the first semester to refine the professional learning plan for the spring semester.

We will work with the NYC Writing Project as well as the Mastery Collaborative and the Curriculum revision Project in order to provide targeted professional development support for teachers in each department. The Writing Project consultant will work with teachers across all departments. The Mastery Collaborative work will center on the use of assessment and the development of a mastery or competency based assessment and grading system. This work will be piloted in the mathematics department and the teachers in the technology department will also participate. Finally, the Curriculum Revision Project will provide support for high school faculty to partner with college faculty in the disciplines of English and Math in order to support curriculum and instructional practice development.

As we bring on teachers who are new to the profession, we will extend the support that they receive by enlisting the teacher development resources of the Affinity Network (CUNY ECI). Our liaison, who helped to recruit History teachers, is a former History teacher and will lead the new teacher support for us next year.

Professional learning support for the principal is provided by the Leadership Academy as well as the superintendent's office and the Affinity Network team (CUNY). The principal will also participate directly in the Mastery Collaborative and Writing Project professional development as those two supports provide the anchors for building an integrated professional learning community across the high school and the college.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The decision making process for teachers to select assessment measures began with a series of professional learning opportunities in which the entire team engaged during 2014-2015 which centered on assessment policy and practice. Through these professional learning opportunities, the team analyzed course passing/failure rates and trends, read relevant literature together, reviewed actual assessment tools being used, and conducted collegial inter-visitations in order to share feedback on assessment practices. While we revised our assessment and grading policies and identified 7 key assessment practices to be developed and deepened, we acknowledge that deeper work needs to be done so that we create assessment policies and practices which move away from a transactional process to one that is competency or mastery based. Therefore, we will continue this work through participation in the Mastery Collaborative, a citywide professional learning community dedicated to developing mastery or competency based assessment systems in middle and high schools. Mathematics and technology teachers self identified by expressing interest in piloting mastery based assessment and they will serve as our school based learning lab.

The decision making process also involves department meetings and bi-weekly check in conferences with the principal allowing for discussion and review of assessment tools, outcomes, and student experiences of our assessment policies. Teachers also meet as a team, facilitated by a senior teacher, to discuss and make MOSL selections. Staff from the Affinity Network provide technical assistance and then discussion is held with the principal for feedback and to ensure that teacher decisions are aligned with the broader school vision for student success. Finally, teachers then identify elements of the assessment practices that they will focus on in intervisitations and which they want to serve as focal points of their informal (MOTP) observations.

The professional development committee will meet over the summer to plan the professional learning strands with the principal. The team will use data from the opening school year instructional intensive, a three week program through which students' foundational skill deficiencies are addressed, in order to revise and target the first cycle of PD strands in order to ensure that common instructional strategies and techniques to address critical skills are prioritized in PD. This process is repeated at the midpoint of the first semester, end of first semester, and midpoint of the second semester.

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	87,917	X	
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,264,519	X	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Inwood Early College** 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. **Inwood Early College** 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, 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)

Inwood Early College, 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 and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with 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 promptly 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 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 06	Borough Manhattan	School Number 211
School Name Inwood Early College for Health & Inform		

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 Dr. Samona J. Tait	Assistant Principal N/A
Coach N/A	Coach
ENL (English as a New Language)/Bilingual Teacher Danielle E. Grant, ENL	School Counselor T. Costanza
Teacher/Subject Area Noam Pillischer, Algebra	Parent M. Dilone
Teacher/Subject Area Colleen Schwartz, Sp.Ed	Parent Coordinator N/A
Related-Service Provider Jamal P. Oliver	Borough Field Support Center Staff Member Christopher Tricario
Superintendent Manuel Ramirez	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	196	Total number of ELLs	36	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	2
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	11

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	19	4		6	1		11			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										30	5			0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				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				0
Emerging (Low Intermediate)										7	2			0
Transitioning (High Intermediate)										4	1			0
Expanding (Advanced)										15	2			0
Commanding (Proficient)										0				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	32			
Geometry/CC Algebra	4			
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	4			
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.
 ELLs were evaluated using the Measures of Student Learning Baseline Performance Task, Periodic Assessment, as well as a school based assessment in their content courses. These documents allowed teachers to conduct an item analysis outlining the strengths and areas of improvement for each English Language Learner. The data collected suggests that the ELLs at Inwood Early College, IEC, are strong in speaking and require significant support in reading comprehension and written expression.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns reveal that the ELL's areas of strength are Listening and Speaking while their Reading and Writing skills need to be fortified. It should also be noted that our SIFE students vary in strengths and are not a homogenous group in regards to academic capabilities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The ENL teacher, Ms. Grant, will scaffold academic content to strengthen areas in need of improvement. Assessments will be modified to ensure that students have the opportunity to utilize their areas of strength during assessment periods. Ms. Grant will track student performance by creating individual portfolios for students to inform student instruction, share at team meetings, and to monitor progress and needs for intervention.
- 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?
 The ELLs at IEC participate in a Free Standing ENL program. Given that IEC is in its second founding year only ninth and tenth grade students are enrolled. The ELLs are currently enrolled in courses that are taught in solely in English. Their levels of proficiency enable them to participate successfully with support from the ESL teacher. The periodic assessments are used to gauge incremental gains in foundational skills to ensure that ELLs are on track to meet or surpass the appropriate standards outlined in their academic learning plan.

Currently only one student, a beginner ELL, is utilizing native language support. This is offered through usage of native language texts, bilingual dictionary, and a Microsoft Surface Pro with electronic native language tutorials. This service can also be offered to other students if requested or required.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers at IEC collaborate daily to ensure that learning is accessible to all students. The focus of this collaboration is in modifying learning activities to ensure comprehension and application, differentiated assessments, and structured choice embedded in learning so students can become autonomous in their learning. Moreover ELL's attend a PIVOT period which provides additional support and time to reflect, refine, and master skills or content in which they need additional support.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?School does not provide a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the ELL program will be determined by the accumulation of credits, growth on Baseline Performance Task, and overall accumulation of credits for coursework.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
Upon registering to attend IEC parents filled out questionnaires and submitted documents such as student report cards, progress reports, and other academic documents so that the staff could determine whether or not the student had received language services during middle school, needed language support services, or had never been identified because they are new to the Department of Education. The College and Career Readiness Advisor and Director of Student Support Services interview the family of incoming students. The interview consists of questions that provide a robust picture of the student's academic and social experience in and outside of the academic community. It also includes questions regarding learning supports previously experienced by students. During this process if additional language support is needed, the Language Access Coordinator is contacted and will contact the Translation Unit for translation over the phone. Then the student is invited to visit the library with the ENL teacher, Ms. Grant for an introduction and explanation of the intake testing process. The student is then scheduled for the NYSITELL and Spanish LAB if necessary. After the initial intake procedure which is usually 2-3 days the student is assigned to a faculty advisor and student ambassador that assists with their transition to the Inwood Early College Learning Community. All incoming ELLs had already taken the necessary entrance exams and only one student needed to complete the HLIS.
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).
Parents are invited to meet with the Director of Student Support Services, an academic/social advisor, and college coordinator to discuss the learning goals for the student and the supports that will be available to their student. There is also a questionnaire that is offered to both parents and students separately to identify whether there has been an interruption in the student's education. When the student, if the Home Language Identification Survey, is able to identify their native language they are then assigned a language diagnostic to determine their skill level. The student also completes a baseline task that incorporates all modalities -- reading, writing, speaking, and listening, assigned by the ENL teacher for Inwood Early College. The student will conference with all their teachers after 15 days to discuss noticings and progress. Then the team of teachers will provide concerns, suggestions, and artifacts to the ENL teacher for the student's portfolio to track his/her learning. Parents are invited in often to monitor student growth, they have access electronically to monitor their student's academic progress, they receive monthly calendars informing theme of opportunities, programs, and initiatives.
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).

All official correspondence is kept on file at the school and is monitored by the Literacy Liaison. Moreover the ENL teacher, Ms. Grant, collaborates daily with the Special Education Lead, Ms. Schwartz, to ensure that all services needed are rendered.

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.

Once the student has been designated as entitled to receive services parents are invited to an initial meeting to discuss the academic and language support needed by the student. Ms. Cabrera, College Coordinator, translates for parents to ensure they clearly understand the program expectations and services being provided to the student. Parents also receive a letter outlining everything discussed in the meeting in their native language as well as a progress report that outlines the services their child will receive and their child's skill levels as outlined by the NYSITELL and LAB-R if applicable. The parent also completes a school survey informing the faculty of staff of their language preference for future communication. The College Coordinator and Language Access Coordinator work together to ensure that families receive all documents in their specified language.
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 Director of Student Support Services and College Advisor meet with parents to discuss the services their child is entitled to and whether they would like to accept or reject the options offered at Inwood Early College regarding language related services, this information is also provided in the parent's native language either in written form if Spanish speaking or translated by the Translation Unit. The parent is asked to consider both options and are provided information on both pathways while at Inwood Early College. If additional information is required Ms. Grant, the ENL teacher, is invited in to provide details on the program in an effort to ensure that their child will have the services needed to experience success. Then director is also responsible for the ordering of examinations and the Literacy Liaison will coordinate the testing to ensure that all components of the test are administered in accordance with regulation. The Reading and Writing portion of the exam will be administered by English Language Arts teachers and the Listening portion will be administered by Special Education Teachers, and the Speaking Portion will be administered and recorded by Ms. Grant, the ENL teacher.
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 receive information regarding the various programs offered in NYC schools regarding language services in print so they can consider their options. After the initial meeting the college coordinator at Inwood Early College makes appointments with parents to determine if they would like to register their child. After the initial 5 days to discuss the student's adjustment to the new learning environment both the child and parent are invited to an orientation session that includes a tour of the school, question and answer session with teachers and other students, and check in appointment with the child's advisor. The orientation is provided by the College Coordinator and the Language Access Coordinator. At this point parents are reminded of the options they made regarding the language program selected for their students. The child's academic plan is recorded and documented in their ELA portfolio. The ENL and Language Access Coordinator also keep a file of the interaction and documents related to the child's services. They are also responsible for providing quarterly progress reports to parents regarding the progress of their child. The child's progress is discussed at this point and the parent is invited to sit in on 2-3 classes. Parents are also invited to an initial Curriculum Night that happens at the opening of each semester. Following the initial orientation the parent is invited to session to ensure that they understand the academic program at Inwood Early College.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Inwood Early College communicates with parents regularly. All students are enrolled in an Advisory course, the advisor is responsible for maintaining communication with parents regarding schools programs, activities, and individual student progress. The Director of Support Services and the Language Liaison work closely to ensure that selections made by parents are optimal for student success. Parent forms are distributed while the parent is on the school premises completing registration paperwork. Parents are informed of the events on the school calendar and re-check their documents to ensure that their preferences regarding documents in their native language are planned for.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Director of Student Support Services, Tegan Costanza, the Language Access Coordinator, D. Grant, and College Advisor A. Cabrera work closely to ensure that all documents have been received and that parents are well informed of their child's progress. For those documents that are missing the College Coordinator tries to reach out to parents to ensure that they understood all documents and don't require assistance in completing the documents. After a week if the documents still aren't received the Director of Student Support Services reaches out to the parent to check in.
9. Describe how your school ensures that placement parent notification letters are distributed.

The placement letter is mailed home, a copy is sent home with student, a copy is emailed if an email is listed on file, and the parent is called to ensure that they are aware that the document is being delivered. A follow up call is made to the parent to ensure receipt 5-

7 days following the mailing of the document. These documents are distributed in the language that was documented on their initial intake forms.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All documents related to ELL services are stored by the Language Access Coordinator. These documents are accessed regularly to ensure that parental communication is in compliance with the parents recorded language request for documentation.
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 ENL teacher plans for the administration of the NYSESLAT. She intends to administer the test during the PIVOT period assigned to ELL's on Mondays in the library. The students will be tested in groups of 15 except for the speaking portion which will be conducted individually with Ms. Grant, the ENL teacher, and Ms. Vu, the ELA teacher. Students who are absent and miss a portion of the test will be invited to a series of make up opportunities during their advisory period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In June the Language Access Coordinator sets up appointments with parents to discuss their child's progress over the course of the school year and plan for the upcoming year. The parent is then offered an academic plan that outlines the skills and services the child will be anticipated to need the following school year. This document is offered in English and Spanish. If the parent requires this information in a language other than Spanish or English then the Translation Unit will be contacted and the parent will be invited in to ensure that all their questions regarding their child's academic learning plan are answered. Then in September parents are informed of any necessary changes that were made due to the scores of their child's Regents or NYSESLAT scores.
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).

All parents at Inwood Early College have requested ESL services embedded in the content area. All parents have been invited to meet with the ENL teacher, Ms. Grant, and to visit the classroom(s) to observe how instruction is provided to their child. Our program is aligned with parental request. Parents do not want their children separated on the basis of language need so Inwood Early College focuses on programming students in diverse learning communities to ensure optimal growth. Parents are invited to complete school surveys periodically to assess and voice their ideas about how the instructional program can be enhanced to ensure that all students are adequately serviced.

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.

Inwood Early College offers all ELLs stand-alone heterogeneous grade level based ESL instruction. Students enrolled in this course travel together as a cohort and receive language support and literacy scaffolds in all their content area courses. Their English Language Arts course is taught by an English Language Arts and English as Second Language teacher. All students are also enrolled in a PIVOT, tutorial period, Advisory group, and College Seminar to provide additional support. Our ELL Coordinator collaborates with our Director of Student Support Services to highlight students' proficiency levels and properly program them for stand-alone ESL classes to meet the mandated number of instructional minutes.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

All Beginner level ELLs are programmed for three, forty-five minute, stand-alone ESL classes that meet 5 times per week. All Intermediate level ELLs are programmed for two, forty-five minute, stand-alone ESL classes that meet 5 times per week. All advanced level ELLs are programmed for one, forty-five minute stand-alone ESL classes that meet 5 times per week.

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.

Content Area teachers use the SIOP Model to provide ESL Strategies within their content area they also consult with the literacy teacher once a week to discuss writing prompts and activities for students across content areas. Teachers use the workshop model, which consist of the mini-lesson followed by independent practice and back to whole group share out. The teachers differentiate lessons and activities. They design assessments and scaffold to gauge and improve student learning. Uniform practices such as taking notes using the Cornell Note Taking Style and incorporating different levels of depth of knowledge questions is incorporated in content area lessons to make content comprehensible. Even though the language of instruction may be in English most of the time, lessons include vocabulary instruction and students are provided with reference materials in their native language upon request.

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

When students are initially enrolled in our school, our Spanish College and Career Readiness Advisor and ELL Coordinator administers the Spanish Lab to students. Based on their level students are enrolled in the appropriate ESL class and receive language acquisition instruction.

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

ELL students are provided multiple entry points into the lesson. Student grouping, scaffolded questioning and multi-media are used to support ELL achievement. Formative (Tests /quizes) and summative (Teacher conferences/exit tickets/student work, assessments are used to evaluate all of the four modalities of English Acquisition throughout the year. Technology/Blended Learning is used to support students for writing/Write to Learn and regents prep support (Write To Learn/Novanet & Ellis)

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. Our teachers create differentiated lessons and activities for ELL subgroups.. Additionally, SIFE students, beginner level and new comers participate in the Accelerated Reader Program to increase their vocabulary, to lower their affective filter and to help them improve their grammar as well as their listening and speaking skills.
- b. Newcomer students receive personalized support from ENL teacher as well as a PIVOT period to ensure that they are learning the fundamentals in English while also participating in a grade level English Language Arts course with built in scaffolding and modified literature to aid them in their acquisition of English. The goal is to provide the student with the necessary resources to succeed in the general education in an effort for them to remain on track to graduation.
- c. Students receiving 4 to 6 years of service are one of the two target groups created by our ESL Department. We look closely at these students NYSESLAT testing patterns alongside their regents' performance and classroom performance in developing action plans for these individual students. These action plans may involve participating in extended day school, afterschool tutoring and/or in class reading and writing conferences with a licensed ESL teacher.
- d. Long term ELL students are the second target group of the ESL Department. For this group again, we look closely at these students' NYSESLAT testing patterns alongside their regents' performance and classroom performance in developing action plans for these individual students,which are used to support classroom instruction. We invinte parents in for a family meeting to discuss the learning progress concerns and create specified goals for the student which are then revisited mid semester and at the close of the semester.
- e. As for our former ELLs, we develop individual action plans based on their regents' performance and classroom performance, which are used to support classroom instruction. These students also receive additional support from their advisor to ensure their skills do not stagnate and to provide additional support in classroom learning if needed.

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.

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?

Chart teachers of ELL-SWDs choose materials that are appropriate to the instructional level of their students based on the results of the New York City Performance Task. Instruction is delivered using the workshop model and all lessons include vocabulary development, teacher differentiated lessons and all modular activities incorporate multiple modalities of learning based on the needs of students so that they can demonstrate their learning according to their strengths.

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 ESL teacher along with the general faculty and the Special Education Coordinator examines the IEPs of ELLs identified as having special needs in order to determine how students can achieve their IEP goals in their classrooms. The teachers differentiate their lessons according to the needs of these students. Furthermore, these students participate in the Accelerated Reader Program, Saturday School, extended school-day and/or after school regents prep.

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

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



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

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

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

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

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

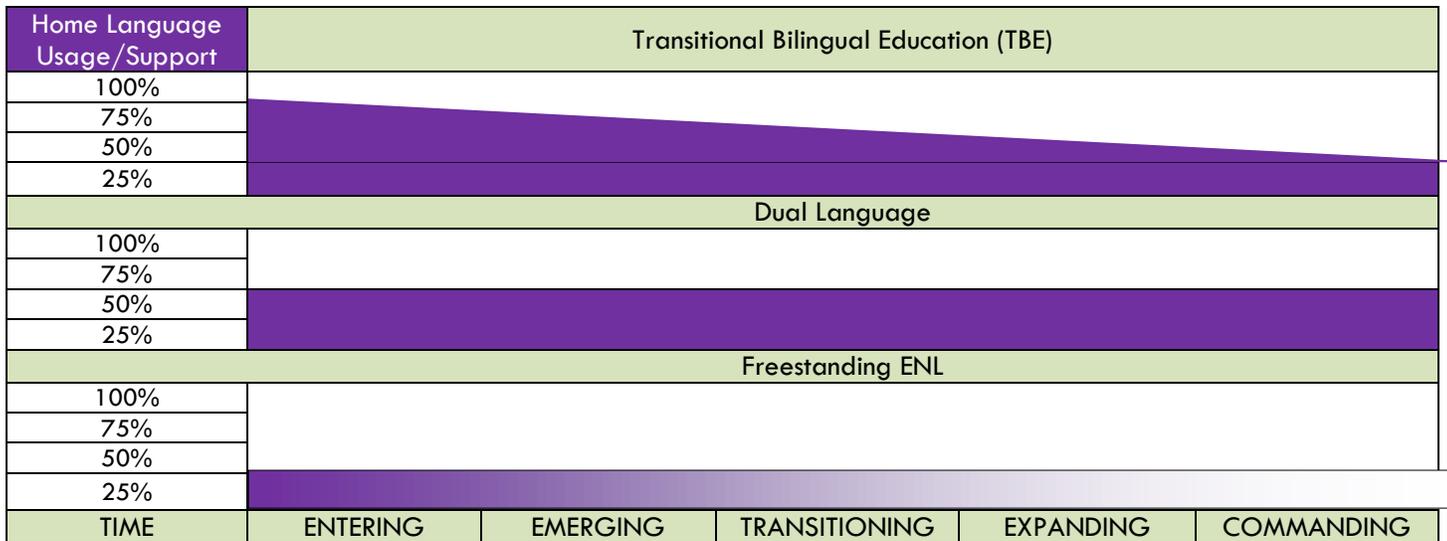


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Ells are organized in self contained classes with either an ESL teacher or as part of an collaborative teaching course.
The program for instruction at IEC entails block scheduling with heterogeneous grouping of students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The content coursework has been planned around power standards. Teachers compiled an item analysis of which skills needed to be mastered by students. Content area teachers are encouraged to focus on literacy objectives to ensure that literacy skills are embedded in all the content courses.
12. What new programs or improvements will be considered for the upcoming school year?
Inwood Early College provided scaffolded support during humanities coursework and would like to extend this into the STEM coursework as well in an effort to strengthen student interest and provide more pathways to success.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs receive targeted instruction during PIVOT, a set of opportunities to improve academic achievement and to explore areas in need of improvement. Their PIVOT instructor prescribe, implement, visualize, observe, and test to assess both the acquisition of and transferability of skills and content knowledge.
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.
ELLs do receive technological assistance upon request. There are several programs offered by Microsoft that enable students
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students that require a language paraprofessional receive it in all content area courses.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Teachers meet daily to discuss learning outcomes and goals for students. If a teacher notices that a student requires additional services whether mandated or not they will plan for and try to provide the necessary service. If an intervention is needed that teachers cannot provide then they will seek support from the Director of Support Services.
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).
Students at Inwood Early College are expected to participated in a Summer Bridge program that provides them with the opportunity to strengthen skills acquired in middle school and begin to experieiment with concepts and skills that will be introduced during their high school experience. This Bridge program also allows the staff/faculty at IEC to begin evaluating, assessing, and planning for the students by revealing their strengths and areas in need of improvement. Students that enter during the school year are offered project options to aid them in acquiring the credit they might have missed as well as extended day opportunities to strengthen and refine their skills and conceptual understandings. All students are expected to submit end of unit projects 6x a year to prove command of skills and concepts presented in their academic coursework.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development will be conducted for classroom teachers as a two-part workshop once every other month during their professional development period on Mondays. They will take place from 3:15-4:35 pm. They will be based on the SIOP Model and "Making Content Comprehensible for English Learners," a book by Jana Echevarria, MaryEllen Vogt, and Debora Short . The topics to be covered will build on last year's SIOP workshop series and delve further into the SIOP components. These components include: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Indicators of Review/Assessment, and Issues of Reading Development and Special Education for English Learners. This year's series will emphasize revising teacher lesson plans by incorporating language objectives, further differentiating lessons by providing appropriate ELL accommodations (as well as how to differentiate amongst ELL proficiency levels) and ensuring all language modalities are met throughout a lesson. All teachers who teach English language learners will be invited to attend; although, content area teachers will be targeted.
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?
ESL teachers will also receive professional development relevant to their work with ELLs. The following is a list of PD sessions they will attend:
Topic: Helping Students to Read Complex Text: Designing Close Reading Experiences (Middle-High School Session)
Rationale: Introduction to the close reading experience for teachers of middle-high school and how to design close reading experiences aligned to CCLS and supporting student needs.

Topic: Planning a Close Reading: Experience for ELLs
Rationale: Understanding different levels of language acquisition/progressions as they relate to the four language domains and reinforce/make practices of close reading accessible to all levels/proficiencies of ELLs. Additionally, creation/presentation of social studies lesson plans that embed close reading practices tailored to ELLs' needs across language proficiencies/progressions.

Topic: Helping Students to Read Complex Text: Designing Close Reading Experiences
Rationale: Introduction to the close reading experience for teachers of elementary school and how to design close reading experiences aligned to CCLS and supporting student needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The IEC staff/faculty has received training from Ronda Bondi in regards to being culturally responsive while still engaging in academic instruction. The staff/faculty has also attended and will continue to attend professional development workshops through the Opportunity Network which provides explicit guidance on topics, discussions, and activities geared at creating inclusive spaces that foster both professional and personal growth for youth. Each student is assigned an advisor for their first two years at IEC this faculty/staff member becomes a critical point person for that child serving as their guide, mentor, advocate, and cheerleader.
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.
Teachers are encouraged to attend, participate, and facilitate workshops that will enhance their learning and practice as pedagogues. Teachers often collaborate and attend workshops together then return and turn key knowledge gathered with their colleagues at IEC to ensure that instructional practices are strengthened and supported.

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?
Parents are invited to meet with the ENL teacher, Director of Student Support Services, and other staff or faculty that regularly interact with their student to discuss, plan, and revise strategies for the child's learning plan. Most often these meetings are facilitated by the staff at IEC at mid points in the Marking Period prior to summative assessment periods.
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.
Records are kept in the main office for parent evaluation or inquiries. IEC tries to maintain transparency regarding student achievement and planning for student learning. Parents are communicated with regularly through our Advisory program, they also receive emails, letters, and messages through the school messaging system to ensure they are aware of what is occurring at the school.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The Parent Association at IEC is very involved and seeks to ensure that all parents are advocated for. ELL parents are invited to participate just like all other parents. Parents often volunteer for school events, visit, host special events, and participate in school outings.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Inwood Early College partners with organizations associated with IS 52, our host school, to ensure that parents have all the resources required to provide an optimal education for their child.
5. How do you evaluate the needs of the parents?
Parents are offered surveys multiple times a year to address needs and requests, they are invited in to meet with the Director of Support Services and the ENL teacher where they also have the opportunity to discuss or request needs.
6. How do your parental involvement activities address the needs of the parents?
Most parents have requested language support and regular communication so the Director of Support Services, ENL teacher, and College Advisor ensure that whenever a parent visits or communicates with IEC they have a myriad of resources to ensure that they can tackle whatever challenge or issue they have. IEC also has an extensive list of resources outside the school that provide support and guidance to families to ensure that they are equipped to support their child's learning.

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.

Given that Inwood Early College is a pathway to technology school our academic program is very rigorous. Several students have enrolled and given their current identifications may have to follow an alternate pathway as they will require additional support in their content area work. However the academic intervention team at IEC is committed to the academic success of all students and therefore has created dual tracks so that students can ensure completion at their own pace.

Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 06M211 School Name: Inwood Early College
Superintendent: Fred Walsh

Before you begin, please check the following:

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

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

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

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

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

All families complete questionnaires regarding the language learning preference for their child. Parents are invited to a curriculum night where they meet all the teachers and student advisors. They are introduced to the rigorous academic program offered at Inwood Early College, Academic support systems and interventions that are employed at IEC, and have an opportunity to discuss specific needs with staff and faculty. The Assistant Principal of Organization and College and Career Advisor work strategically to ensure that parents have the necessary documentation so that their child will receive all the required services in conjunction with other services needed to ensure their child's success.

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.

The parents of students at Inwood Early College have requested English, Spanish, Arabic, French, Fulani, and Russian.

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.)

Inwood Early College provides parents with monthly calendars identifying school events and meetings, monthly newsletters, report cards, progress reports, emergency contact cards, cell phone policy, internet usage policy, medical forms, academic surveys, biannual school culture survey, extended day option forms, curriculum night invitations, parent teacher conference , entitlement letters, testing calendars, HIV education opt in/out forms, lunch forms, and permission slips.

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.

Typically parents visit our school for annual review of an Individualized Education Plan for students, English Language Learner Annual Planning Meeting for Family (Individual), Curriculum Night (2x a year), parent - teacher conferences, and special events.

Part C: Providing Language Assistance Services

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

The Language Access Coordinator and College Advisor work collaboratively to create a monthly calendar and newsletter for parents informing them of upcoming events in their specified language choice. For planned meetings they will have an on site interpreter in the case that an individual is not available the Translation & Interpretation Unit will be contacted to provide the parent with the information in their requested language.

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

In an effort to provide native language support to parents several individuals on staff have agreed to be on site interpreters. Parents will be asked if they are satisfied with an on site interpreter or if they would

prefer to contact someone at the Translation and Interpretation Unit over the phone to ensure that the parent feels supported and has access that is suitable.

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.)

Those individuals on staff that will be providing instruction to English Language Learners, providing academic support during the academy day, offering academic support during extended day, and/or are serving as an advisor to an ELL will receive several supports. They will attend a training so that they are familiar with the proper protocols and practices used with ELLs, they will be provided with a list of extensions and phone numbers so that they can provide information to parents, they will be invited to meetings to refresh their skills and understanding about translation and providing support, to discuss areas of concerns regarding ELLs, and how to engage other professionals that can also provide parental and instructional support to provide maximum support to ELLs.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

When visiting Inwood Early College parents will be offered the items for the meeting in their preferred language. They will be informed that an on site interpreter will be provided for the meeting. They will be asked if they would prefer a 3rd party from Translation and Interpretation Unit. Parents will be made aware of the academic goals and requirements for their students during the current semester.

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)

Inwood Early College provides surveys for parents once a semester. Parents are also involved in the Parent Association and School Leadership Team, which both meet monthly. These mechanisms allow parents to share their perceptions and concerns so that the school faculty and staff can modify systems and instruction to improve instructional practices and school culture. Parents are also reminded that

Inwood Early College has an open door policy, parents are welcome to visit the school for a walk in appointment.