

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M288

School Name:

FOOD AND FINANCE HIGH SCHOOL

Principal:

ROGER TURGEON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Food and Finance High School School Number (DBN): 02M288
Grades Served: 9-12
School Address: 525 West 50th Street, New York, NY 10019
Phone Number: 212-586-2943 Fax: 2125864205
School Contact Person: Roger Turgeon Email Address: rturgeo@schools.nyc.gov
Principal: Roger Turgeon
UFT Chapter Leader: Geoffrey Tulloch
Parents' Association President: Bahijah Ali
SLT Chairperson: Roger Turgeon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Gigi Colon
Student Representative(s): Nathalie Carrasco
Sthefany Gomez

District Information

District: 2 Superintendent: Marisol Rosales
333 7th Avenue, New York, NY 10001
Superintendent's Office Address: Room 711
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 718-425-0516

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)
Roger Turgeon	*Principal or Designee	
Geoffrey Tulloch	*UFT Chapter Leader or Designee	
Bahijah Ali	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Athea Jenkins	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Nathalie Carrasco	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sthefany Gomez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cynthia Morgan	Member/ Parent	
Gigi Colon	Member/ Parent	
Mrs Manchis	Member/Parent	
Brian Simmons	Member/Staff	
Fatima Pistone	Member/ Staff	
George Haniotis	Member/ Staff	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Food and Finance High School (FFHS) is NYC's only public culinary focused high school. Founded in 2004, Food and Finance High School is a small high school located in the heart of Hell's Kitchen, NY. We are a Career Technical Education (CTE) school, offering students a 4 year sequence of cooking and baking, an industry based internship in their senior year, and the pledge that all students complete their required academic classes needed to achieve the New York State Regents' graduation requirements. Approximately 85-90% of all graduates will go on to a higher education, many of who will attend culinary colleges. Through competition, students have the chance to achieve full to partial scholarships in leading culinary post-secondary institutions such as: Culinary Institute of American (CIA), Johnson and Wales University (J&W), Monroe College, and SUNY Cobleskill, to name a few. Additionally, students have the opportunity to receive a NYSED CTE endorsed diploma, an industry recognized certification with the National Restaurant Association, (ProStart), and/or a NYC Health Department Food Protection Certification.

The main objective of FFHS is to offer students a clear opportunity to be college and career ready by offering them a high quality academic education, while providing them with a specific skill set leading them into a rewarding career path that is in high demand.

Based on the 2014-15 Quality Review data from March 4, 2015, there were 443 students from grades 9-12. The school's population comprised of 41% Black, 49% Hispanic, 4% White and 5% Asian. The student body included 3% ELL and 18% Students With Disabilities (SWD). Boys accounted for 44% of the students' enrollment and girls 56%. The average attendance rate for 2013-14 was 88%. The school received Title 1 whereby 85% of the student body received free or reduced lunch.

According to the High School Dashboard report from 2010 - 2013, the 4 year graduation rate averaged 80%. The 6 year graduation rate from 2010 - 2013 averaged 88.75%. Students averaged 10% under the 4-year College Readiness Index, and 56.25% of graduates over the course of the last four school years enrolled in a post secondary program.

Our Mission:

Food and Finance High School offers an academically rigorous career and technical education that focuses on culinary arts and finance related to the industry where students will develop critical thinking skills. The school is designed to serve a diverse population and to uphold and meet academic and industry standards. The mission of the school is to enable all of our students to become self-directed life-long learners as they transition to caring, reflective and thoughtful adults. We will use food and finance as the integrating force for teaching and learning for a sustainable future. Students will be engaged through internships and entrepreneurial ventures.

Strategic Collaborations and Partnerships:

Since 2004, Food and Finance High School has been actively involved in developing and nurturing many partnerships to support its mission and vision:

- Teaching Matters (TM) - Professional development for teachers and administration. A main focus of professional development was the strengthening of teacher teams and team leaders.

- Careers through Culinary Arts Program (C-CAP) - Provides curriculum support, student work-based learning through job shadowing experiences, summer job placements, scholarship opportunities for students and professional development for teachers.
- Learning Partners Program (LPP) - LPP provides leadership development through collaboration between administrators of different schools.
- Office of Teacher Effectiveness - Teacher development coaches offered one-on-one support to administration.
- Food Network - Staff and leadership of Food Network supports the school by actively participating in two of the school's boards, as well as providing our students industry experience with internships in the area of food and production.
- Food Education Fund (501(c) 3 - Food Education Fund is the key and primary supporter in assisting the school with organizing the advisory boards and fund raising for students activities. Some of these activities include: SAT prep for juniors and seniors, after school programs, financially subsidizing senior college trips, facilitating internship sites, and grant writing to name a few.
- College Affiliations with articulation agreements - Monroe College, J&W, Culinary Institute of America and SUNY Cobleskill.

School Strengths from 2014-15 Quality Review:

- Across the vast majority of classrooms, teaching strategies strategically provide multiple entry points and high-quality supports for all learners. Student discussion and work products reflect high levels of student thinking, participation, and ownership. (1.2 Pedagogy-Well Developed)
- School leaders and faculty ensure curricula are aligned to Common Core Learning standards and strategically integrate the instructional shifts. Higher order skills are emphasized in curricula and tasks in a coherent way. (1.1- Curriculum-Well Developed)
- School leaders constantly communicate high expectations to the entire staff. Staff has established a culture that provides all students with clear, focused, and effective feedback, guidance, and ongoing support with college and career. (3.4 High Expectations-Well Developed)

Data taken from Advance:

On average the teachers of Food and Finance scored the highest (averaged between effective and highly effective) for the following:

- 1a (Obs)- Demonstrating knowledge of content and pedagogy
- 2a - Creating an environment of respect and rapport
- 2d - Managing student behavior

Accomplishments-

- The school was approved in 2015 by the NYSED as a CTE endorsing high school for the next five years.

- Food and Finance was invited to be one of 15 schools in the NYC Showcase schools for 2014-15 highlighting the school's CTE program.
- Over \$200,000 in scholarships for graduating seniors.
- Numerous culinary related senior internships in very prestigious properties throughout the city.
- Student government that coordinates and encourages service in school.

Challenges:

As indicated in the 2014-15 Quality Review:

- Inquiry and Teacher Teams (4.2 Teacher teams and leadership development- Proficient)
- Assessment (2.2 Assessment- Proficient)

Data from Advance:

On average the teachers of Food and Finance range from *Developing* to *Effective* on the below components.

- 3b- Using questioning and discussion techniques
- 3d- Using assessment in instruction

Growth:

In 2013-14, the school focused on higher level of collaboration among teachers and administration in regards to learning partnerships. Teachers took a more active role in identifying various areas of professional learning that they needed and they were involved in the creation and development of learning professional activities with their colleagues during Professional Learning (PL) Mondays.

Improved writing across curricula by having students write viable arguments through claims and counterclaims while citing textual evidence.

Focus:

The focus for the 2015-16 school year is to strengthen inquiry by providing additional support to teacher teams and team leaders based on professional learning activities provided to administration from Teaching Matters. Focusing on various data collected through regents scores, MOSL's, credits accumulation, common trends, graduation rates, college and career readiness index, etc. In addition, to improve the incorporation of assessment within the classroom (Danielson 3d), using questioning and discussion techniques (Danielson 3b); as well as, improving collaboration between the special education team with its general education team.

02M288 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	426	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	1	# Integrated Collaborative Teaching	31
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	26
School Composition (2013-14)					
% Title I Population	72.2%	% Attendance Rate			88.0%
% Free Lunch	74.5%	% Reduced Lunch			8.1%
% Limited English Proficient	2.9%	% Students with Disabilities			16.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			41.8%
% Hispanic or Latino	48.8%	% Asian or Native Hawaiian/Pacific Islander			5.0%
% White	4.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.9%	% Teaching Out of Certification (2013-14)			9.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.68
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	56.4%	Mathematics Performance at levels 3 & 4			67.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	92.2%	% of 2nd year students who earned 10+ credits			78.1%
% of 3rd year students who earned 10+ credits	74.8%	4 Year Graduation Rate			76.5%
6 Year Graduation Rate	84.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

Based on data obtained from: Advance (2014-15) 3b and 3d, professional conversation between staff during inquiry, pre and post observation conferences, content and grade level meetings and the Quality Review (2014-15).

According to the data, the use of higher level of questions has increased across classrooms; however, an area of focus is the fostering of student discussion.

It is evident that teachers assess students consistently, however, building on a student’s ability to self-assess and assessing their peers, needs to be strengthened. Students self-assessing will better prepare them to take a more active role in their learning. Additionally, data from assessments should continue to drive instruction and how their academic needs are being met.

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.

. The goal is to continue to build upon the student’s ability to critically think and to understand their own academic need in order to foster a more active role for the student in his/her learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional learning opportunities will be made available during Monday PL sessions in the area of “How to foster better communication through small group discussion and student pairings?”</p> <p>This will provide teachers with the skill set to better construct discussion protocols within their instruction area. It will also provide ways to ensure that all voices are heard; as well as, providing that all learners’ needs are met (general education, SWDs, ELLs, and the general education student population).</p> <p>The strategies listed will be introduced to parents via the Fall 2015 curriculum night, parent-teacher conferences throughout the year, SLT and PA meetings, phone calls, Skedula, instructional syllabi, and/or through letters sent home.</p> <p>The outlined strategies in this action plan were developed collaboratively by teachers, administration, and members of the SLT team.</p>	<p>All teachers and parents.</p>	<p>This activity will start from September 2015 and continue through June 2016.</p>	<p>Teachers, Administration, and the SDC committee</p>
<p>Administration will meet with individual teachers during post-observation conferences, Monday's and Tuesdays PL sessions and throughout the school year in order to provide one-on-one constructive discussion in order to build trust and meet the needs of each individual. This will be the time where teachers may be paired with other teachers in order to build on each others strengths and to offer support under Danielson’s 3b- Questioning and discussion and 3d- Assessment.</p> <p>The employed strategies listed will be introduced to parents via the Fall 2015 curriculum night, parent-teacher conferences throughout the year, SLT meetings, phone calls, Skedula, instructional syllabi, and/or letters.</p>	<p>All teachers</p>	<p>This activity will start from October 2015 and continue through June 2016.</p>	<p>Teachers and administrators</p>

The suggested activity and strategies outlined in this action plan were developed collaboratively by teachers and administration.			
This will not only increase student engagement it will also strengthen the way students self- assess themselves beyond the conception of correct, verses incorrect, to a more detailed analysis of their abilities and work. This will better meet all learners (SWDs, ELLs, etc.) because it will offer a clear procedure for students and teachers to follow in order to ensure that all voices are heard.	ELL, SWD, and SETS students		

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.											
Provide teachers with the time to collaborate. Provide teachers with the tool (Skedula) and time necessary to communicate with parents to enhance communication. Assist teacher in developing plans to share best practices with colleagues.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In addition to regular feedback provided to individual teachers through the post-observation conferences. The midyear check-in will take place during the week of January 25-29th, 2016 to measure progress. <ul style="list-style-type: none"> • At least 50% of teacher teams develop and implement relevant strategies for student-to-student assessments. • At least 50% of teachers teams are implementing student-teacher assessment rubrics.
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.

Data from the Learning Environment Survey and School Quality Guide indicates that:

- 83% of Food and Finance students report feeling safe at school.
- Principal leads the school in an organized and efficient manner and 89% of students see clear consequences for breaking the rules.
- 80% of students feel there is an adult who they can turn to for help when they need to.
- 95% of teachers would recommend this school to parents.
- Mindfulness-Social Emotional Based learning was introduced and students reported positive change in their behaviors and outlooks about school.●

Needs:

The attendance rate has remained between 86-87% for the past several years.

Part 2 – Annual Goal

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

By June 2016, Food and Finance HS will increase student attendance by 2% from 86% to 88% and sustain that rate throughout the year.

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>Attendance leader will run CASS and ATS attendance reports daily and students will be identified after 5 absences. Follow up calls to parents will be initiated by Parent Coordinator and parents will be asked to come in and meet with guidance staff. Group meetings will be held during lunch time for these students struggling to attend school and opportunities for sharing best practices among students will take place.</p>	<p>Parents of Student with frequent absences</p>	<p>Sept- June With weekly meetings. By January 26 an assessment of progress will be made.</p>	<p>DOE provided Attendance team, guidance staff, parent coordinator, school teacher.</p>
<p>Students with disabilities (SWD's), English language learners (ENL's) and over age under credited students will be provided a mentor who will monitor their attendance, academic performance and provide social supports as needed. These success mentors will be in close contact with both student and teachers</p>	<p>Students with disabilities, English language learners, overage under credited students</p>	<p>Sept-June with weekly meetings and follow ups</p>	<p>Success mentors; consisting of special ed. staff, ELL teacher, Guidance</p>
<p>Students will engage in mindfulness social emotion activities through a structured program of self-regulation techniques. Research for this initiative comes from A Mindful -Teach Breath Learn.</p>	<p>Students in Mindful Fitness PE class</p>	<p>Sept- June</p>	<p>Mindfulness teacher</p>
<p>Monthly attendance award will be given for improved attendance. Principal will host monthly breakfast for students with improved attendance that month and those with perfect attendance.</p>	<p>Students with both improved attendance and perfect attendance</p>	<p>Sept- June</p>	<p>Principal, attendance leader and parent coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Professional development will be provided by trained staff members during the Monday after school professional learning schedule.</p>

Attendance team will meet weekly on Monday mornings to discuss student absences and brainstorm ways to encourage our youth to come to school and stay in school. Incentive breakfasts and town halls will be planned to celebrate students with improved attendance.

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

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

Part 5 – Progress Monitoring

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

Monthly attendance reports will be analyzed to identify trends of improvement.

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.

The 2014-15 Quality Review indicated that the majority of teachers were engaged in structure, inquiry-based collaboration, however, the establishment of teacher team leaders was an area of which needed improvement. In addition, based on information from Advance, teacher conversation and data taken from IEPs, there is a need for improved collaboration between ICT and content area teachers in regards to planning.

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.

To improve teacher collaboration and build upon trust by improving inquiry strategies and student data through the training and supporting of teacher team leaders.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administration and teacher team leaders will provide professional learning opportunities to teacher teams in order to strengthen and support their teaching.</p>	<p>Teacher teams and team leaders</p>	<p>September 2015 through June 2016</p>	<p>Administration and teacher team leaders</p>

<p>The purpose of strengthening teacher teams is to improve the inquiry process so that teachers can better meet the needs of all learners and apply various data sources in order to drive instruction. The team leader will meet with the administration to establish collaboration and trust.</p> <p>The strategies listed will be introduced to parents in the Fall of 2015 curriculum night, parent-teacher conferences throughout the year, SLT meetings, phone calls, instructional syllabi, and/or letters.</p>			
<p>Administration will provide professional learning opportunities and support based on effective ways in which general education and special education teachers plan, collaborate, sharing of lesson plans and materials and collaborate in ways to implement UDL elements, and utilizing data from IEPs and various assessments in order to strategically drive instruction. In addition, special education teachers will meet with administration one-on-one or within small groups to get additional support needed in order to meet the various needs of our students.</p> <p>The purpose of strengthening the relationship and collaboration between the special education and general education pairings under the ICT model is to better meet the needs of the all learners within the class, build trust among teachers, and would afford the opportunity to differentiate instruction, offer support, and improve student groupings within the classrooms.</p> <p>The aforementioned strategies listed will be introduced to parents in the Fall 2015 curriculum night, parent-teacher conferences throughout the year, SLT meetings, and during IEP meetings.</p>	All teachers and parents	October 2015 through June 2016	Special education teachers and administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources needed to implement this action plan include:</p> <ul style="list-style-type: none"> • Instructional support • Adjustment to school calendar to allow for Team Tuesdays and additional collaboration time • Funding for per session (Team meetings, data analysis team, professional learning opportunities, etc.) • Professional learning opportunities • Time allocated for administration to meet with both teacher teams leaders; as well as, special education teachers monthly 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In addition to regular feedback provided to during monthly meetings. The midyear check-in will take place during the week of January 25-29, 2016.

- All teacher teams will have a teacher team leader who has established a clear focus for inquiry
- Implementation of Universal Design for Learning (UDL) elements increase 50% due to better collaboration among Integrated Collaborative Teaching (ICT) teachers

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.

-As indicated in QR 4.2 and NYC Survey, the need for greater teacher voice and decision making, as well as working within a structured approach of teacher teams and “pantry” (cabinet).

-Encourage teacher professional growth through professional development and peer collaboration

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.

Establish a school “Pantry” (cabinet) to include a range of teachers to represent all disciplines and meet at regularly schedule intervals to further promote a supportive environment and trust within the school community..

Target teacher needs and assist teachers in taking advantage of professional learning activities that promote their growth.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Employ leadership team strategies obtained from Teaching Matters as a resource.</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Will hold regular meetings with members of the school community to include, staff, teachers and administrators to encourage the sharing of ideas to address the needs of our SWD, and ELL under credited subgroups .</p>	<p>Staff, teachers , teacher teams and administrative team.</p>	<p>Monthly meetings</p>	
<p>Foster conversation and dialog with parent community through PA meetings and with Parent Coordinator outreach.</p>	<p>Parents, families</p>	<p>September 2015 to June 2016</p>	

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teachers will have the opportunity to attend scheduled meetings as part of their professional duty time. Staff will be also be provided with additional time. Teacher personal professional learning activities will be encouraged and promoted funded based on individual goals.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Regularly scheduled monthly pantry and team meetings will take place; with an agenda, minutes will be taken and attendance will be recorded. Weekly PL activities will be documented.</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 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.

Parental involvement is a vital component needed for the success of any student; it includes but is not limited to parent- teacher meetings, PA attendance, communication (phone or digital), attending schools and attending school wide events. According to the School Survey Report only 15% of parents responded to the survey. Data from Skedula shows us that 34% of our parents registered with Pupil Path to access their student’s records online. Studies show that even light communication between parents and teachers can be a significant factor in increasing student success.

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 the end of June 2016 Food and Finance High School will increase Parental Involvement to build on a strong partnership between families and school. We will increase parent participation and parental involvement by 5% and indicated by the data on the School 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). • 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>Food and Finance High School will offer workshops designed to inform parents with vital information regarding College and Career Planning 9th-11th grade, Financial Planning, Impact of Regent score/Regents Prep, Digital Footprint, etc.,</p> <p>These strategies are designed for all students to be thoroughly informed.</p> <p>Parents will be informed by telecommunication, letters, email, and PA meetings. Parent Coordinator will communicate directly with parents throughout the year about workshops and activities.</p>	<p>Parents of all students including ELL and SWD's.</p>	<p>Workshops will begin in September 2015 and continue throughout the school year until June 2016</p>	<p>Guidance Staff, Parent Coordinator Administration</p>
<p>Activities that address the Dual Capacity Framework for Family School Partnership will be created:</p> <ul style="list-style-type: none"> • Honor and recognize parents and families • Commit and encourage family engagement to student learning • Create a welcoming inviting culture <p>Students and parents will be informed on specific school wide event through example but not limited to:</p> <ul style="list-style-type: none"> • Restaurant Day , where students create and showcase dishes from different cultures to guest and Parents • National Honors Society Ceremony 	<p>Parents of all students including ELL and SWD's</p>	<p>Throughout the 2015-2016 School Year</p>	<p>Teachers, Parent Coordinator, Administration, Guidance Staff</p>

<ul style="list-style-type: none"> • Food Education Fund Raiser <p>These strategies are designed for all students.</p> <p>Parents will be informed by telecommunication, letters, email, and PA meetings. Parent Coordinator will communicate directly with parents throughout the year activities</p>			
<p>Workshops specifically designed for students with disabilities and or English Language Learners and their parents</p> <p>Workshops will include but are not limited to the following:</p> <ul style="list-style-type: none"> • Alternatives to 4-Year College Program • Transitioning • Coping with change and Learning to let Go • Special Programs for Students After High School: Access VR • Undocumented Youth <p>These strategies are designed for all students to be thoroughly informed.</p> <p>Parents will be informed by telecommunication, letters, email, and PA meetings. Parent Coordinator will communicate directly with parents throughout the year about workshops and activities.</p>	<p>Parents of all students including ELL and SWD's</p>	<p>Throughout the 2015-2016 School Year</p>	<p>Guidance Staff, Parent Coordinator, Administration, Special Education Team, Teachers</p>
<p>Pupil Path will continue to provide Parents and Students with up to date information on academic progress, attendance, transcripts, and graduation requirements. Progress reports will be emailed to parents each marking period.</p> <p>These strategies are designed for all students.</p> <p>Parents will be informed by telecommunication, letters, email, and PA meetings. Parent Coordinator will communicate directly with parents to ensure Pupil Path access. Guidance team will continue to assist parents and students with Pupil Path Log-in information</p>	<p>Parents of all students including ELL and SWD's</p>	<p>Throughout the 2015-2016 School Year</p>	<p>Guidance Staff, Parent Coordinator, Administration, Special Education Team, Teachers</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.											
Resources will include professional development to inform teachers with updates to Pupil Path. Time will be allotted for teacher to communicate with parents by phone or email. Outside organizations and College Administration Offices that give presentation and workshops for students and parents											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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 beginning of the second semester, February 2016, Pupil Path Data will be used to compare the percentage of parent registration from the previous year. This data can also be used to indicate if parents are accessing their student’s academic progress on Pupil Path. Based on the data, follow-up will be made by the Parent Coordinator.
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)	ELL beginners and intermediate learners	Targeted intervention based on student needs. Levels 1-2 enrolled in Achieve 300	One on one, small group and/or tutoring Software reading and college and career readiness program	Lunch periods, after school and/or weekend academy. Achieve is scheduled during the school day.
Mathematics	SWD, ELL and general education students at a level 1 and 2 math level.	Regents prep and iXL math software program.	Individual, small group and tutoring	Lunch periods, after school and/or weekend academy
Science	All students who meet the Inquiry teams criteria	Tutoring, regents prep	Individual, small group and tutoring	Lunch periods, after school and/or weekend academy
Social Studies	All students whose scores need intervention	Tutoring and Regents prep	Individual, small group and tutoring	Lunch periods, after school and/or weekend academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anecdotal and referrals by the school psychologist, social worker and/or guidance.	Individual and/or family counseling, conferencing	Individual and/or small group	Lunch periods, after school as required

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.
When recruiting teachers the school seeks the assistance of the Borough Field Center (BFC) in finding highly qualified individuals. Additionally, the school also utilizes the DOE's New Teacher Finder and other personnel resources, while making sure that the potential candidates meet the specific needs of the school and are qualified. Teachers are assigned programs in which they are certified to teach and receive professional learning (PL) from the school, BFC or through the DOE PL sources. Newly hired teachers are assigned a mentor who will assist the new teacher in guiding them in the areas of: organization, classroom management, lesson planning along with support from the administrative team. All other teachers are supported by the administrative team and are encouraged to team up with a colleague and take part in peer to peer inter-visitations to learn best practices.

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).
Professional Learning activities will occur on Monday and Tuesdays of each week. These activities can range from content team meetings, grade level meetings or inquiry team meetings. The activities will be determined by the SDC, which is made up of the administrative team and teachers, and will be based on the school's needs. The professional learning activities will be designed to enable all students to meet Common Core Learning Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During PL activities, teachers will receive guidance and information on multiple assessment options. Teachers will be given training during the Monday/Tuesday PL sessions on how to make use of the data generated from the selected assessment options.

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	222,379.00	x	5a, 5b, 5c, 5d
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,754,442.00	x	5a, 5b, 5c, 5d

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or school community events;
- 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 calendar for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

- Communicating with parents using phone and texting system (School Messenger) in regards to student attendance, meetings, announcements and surveys.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or 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 homework and submit all assignments on time;
- follow the school rules and be responsible for your actions;
- show respect to yourself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try your 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 02	Borough Manhattan	School Number 288
School Name Food and Finance High School		

B. Language Allocation Policy Team Composition

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

Principal Roger E. Turgeon	Assistant Principal Tiffany Pendola
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher M. Kong	School Counselor Paula Astor
Teacher/Subject Area D. Limato/Special Education	Parent Bahiji Ali
Teacher/Subject Area F. Pistone/Social Studies	Parent Coordinator Carmen Mercado
Related-Service Provider I. Leibowitz/Speech and Lang.	Borough Field Support Center Staff Member Maria Broughton
Superintendent Marisol Bradbury	Other (Name and Title) David Blakes/Dean

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	421	Total number of ELLs	11	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	11	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	5
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	5

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	1	0	1	0
Geometry/CC Algebra	3	0	3	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	3	0	0	0
Living Environment	5	0	3	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3	0	2	0
Geography				
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. 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.

1) Upon entering our school, we look at the student's reading scores from their 8th Grade New York State English Language Arts (ELA) Test results. The students are rated from Levels 1 -4; level 4 is the highest achievement level. These test results provide an initial baseline of information regarding the students' initial levels of ELA abilities. We can use these scores to help adjust programming for the school year for incoming students. Students can be grouped in their reading classes based on these scores. They can also be programmed to take additional reading skills and strategy classes such as Achieve 3000. If the student is also a Special Education student, he or she can also be programmed to take a small group resource room class with a special education teacher. 100% of the ENL students who entered our school in Fall 2014 took the Common Core 8th Grade New York State English Language Arts (ELA) Test. 100% of the ENL students entering Food and Finance High School in 2014 scored in the 1 -range. These scores tell us that 100% of our ESL student population needs additional English language support.

As the year progresses, we can use the data from the MOSL (Measures of Student Learning) exam administered in the Fall to drive instruction for the school year. We can measure our success against the MOSL taken in the Spring to see if our students have improve. Particular attention is paid to the needs of the ENL students so that the ENL teacher knows how to specifically target student goals, and work in conjunction with Core Content teachers in the Integrated ENL classroom settings. Last year, we saw general improvement across the board, specifically in areas of persuasive essay writing.

All ENL students have taken the required LAB-R (Language Achievement Battery-Revised) or now, the Common Core aligned NYSITELL (New York State identification Test for English Language Learners) upon entrance into the New York City Public School system or annual NYSESLAT (New York State English as a Second Language Achievement Test) to determine their ENL level. In the past year, we administered 1 NYSITELL exam and the results showed that the student did not qualify for ENL services.

Most of our students fall into the Expanding/Advanced level based on the June 2015 NYSESLAT results and we use this data to determine programming for these students based on the required minutes of ELL instruction for Expanding/Advanced level students. 73% of our ENL students are currently at the Expanding/Advanced level of English proficiency and receive at minimum the required 180 minutes of Integrated Content ELL instruction per week. 9% of our ENL population is currently at the Transitioning/Intermediate level of English proficiency and receive at minimum the required 180 minutes of ELL instruction per week divided into 90 minutes of Intergrated Content Instruction and 90 minutes of flexible Standalone ENL/Integrated Instruction. 9% of our ELL population is at the Emerging/Intermediate level of English proficiency and receive 360 minutes of ELL instruction per week, divided into 180 minutes of Standalone ENL services, 90 minutes of integrated Content ELL/ELA instruction, and 90 minutes of flexible Standalone/Integrated Content ELL instruction. 9% of our ELL population is at the Entering/Beginner level of English proficiency and receive 540 minutes of ELL instruction each week. They receive 180 minutes of Standalone ENL services, 180 minutes of Integrated Content ELL/ELA instruction, and 180 minutes of flexible Standalone/Integrated Content ELL instruction. Currently, we also have 17 students at the Commanding/Proficient level of ENL receiving at least 90 minutes a week of Integrated Content ELL instruction.

Our school also uses The New York City Department of Education Measures of Student Learning Performance Assessment both at the beginning of the year and at the end of the year to measure student growth. In September 2014, the average overall Beginning of Year Assessment (BOY) score for our current ELLs was 8% of the exam correct. In April 2015, the average overall End of Year Assessment (EOY) score for the same set of students was 52% of the exam correct. This shows overall improvement for the school year. Because scores were so low in each subcategory on the BOY scores, we had to work on improvement in each item area. Based on the EOY scores, emphasis needs to be placed on Listening skills. Most of our ELLs do well on the listening portion of the NYSESLAT, but many of our ELLs struggle when listening to long sections of text with terminology that is unfamiliar - particularly words not in their daily vocabulary such as unique proper nouns. This is also apparent when looking at the scores of ELLs in the ELA Benchmark scores given to the 9th and 10th grade students. This helps us better prepare the students so that when they are in 11th grade, they will fair better in the Listening component of the ELA Regent. However, with the ELA Common Core Regent approaching, we may again have to readjust how we use data and which sets of data are more relevant for guiding our instruction as our students transition exam years.

As the year progresses, we can use the data from the MOSL (Measures of Student Learning) exam administered in the Fall to drive instruction for the school year. We can measure our success against the MOSL taken in the Spring to see if our students have improve. Particular attention is paid to the needs of the ENL students so that the ENL teacher knows how to specifically target student goals, and work in conjunction with Core Content teachers in the Integrated ENL classroom settings. Last year, we saw general improvement across the board, specifically in areas of persuasive essay writing

Our school also uses Achieve3000 – an interactive, computerized literacy program that the students access online both in school and at home. Most of our ENL students are programmed into an Achieve 3000 reading course, as determined by a combination of their 8th Grade New York State English Language Arts (ELA) Test results, ENL Levels based on NYSESLAT scores, IEPs, and teacher recommendations. At the beginning of the course in the Fall, the students take a diagnostic exam that helps determine their level College and Career Readiness. The students take the Achieve 3000 diagnostic reading exam and earn a lexile score that can be interpreted as an approximate grade level. The students are rated on their reading comprehension through this multiple choice exam. The lexile scores and data can be accessed by the ENL teacher and all other teachers in the school. The information and data obtained from Achieve 3000 helps teachers drive instruction. The texts read in the Achieve 3000 class also reflect both content area materials and real – life interests to help students achieve in both the classroom and outside of the classroom.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - 2) Historically, most of our high school's ENL population has taken the LAB-R in either elementary or middle school. We have had very few students enter our high school requiring the NYSITELL. Most of our ENL students enter high school at the Expanding/Advanced level of English proficiency. We have had a few students enter at the Entering/Beginner and Emerging/Transitioning/Intermediate levels, though we are seeing more Entering, Emerging, and Transitioning students each year. Once in our school, after a year of instruction, our lower proficiency students usually advance one level as determined by the NYSESLAT. After one to two years of ENL instruction, almost all of our Expanding/Advanced level students often test as Commanding/Proficient or remain at the Expanding/Advanced level or proficiency. Most of our ENL students test as Commanding/Proficient by their 3rd or 4th year of high school. Most of our students achieve English Proficiency as determined by the NYSESLAT before graduating high school. These data patterns reveal that our current ENL program, though not without room for continual improvement, does help improve English proficiency for the vast majority of our ELLs. However, more and more, our incoming students are coming in with IEPs and data shows that they are long-term ELLs. The majority of the ELLs with IEPs have been at the Advanced level for several years. We shall monitor the trends using data from the new NYSESLAT that was given in Spring 2014 once we see the results.

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(New York State identification Test for English Language Learners) upon entrance into the New York City Public School system or annual NYSESLAT (New York State English as a Second Language Achievement Test) to determine their ENL level. In the past year, we administered 1 NYSITELL exam and the results showed that the student did not qualify for ENL services.

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

The school uses information from the Annual Measureable Achievement Objectives (AMAO) tool by analyzing data from our entire school's population. From the AMAO tool, we are able to see data on each individual student's progress. By examining aggregate data based on credits earned out of credits offered, exams, age, and other information from years in the public school system we can see if a student is at risk for graduating with his or her cohort and if he or she is at risk, we can see the severity of the situation. This data can be read in many subgroups for specific data analysis, including the subgroup of ELLs.

For the 2015-2016 school year, the target for the AMAO 2 Status school year target is 15.00% with a difference of 15.00% between the targe and our current status.

For example, our school can see how our ELLs do in comparison to school - wide data with the AMAO Status Estimator tool. Currently we have 11 ELLs in our standalone ENL program. From the AMAO Status Estimation tool, we can see that 3/11 of our ELLs are below the 25th growth percentile in ELA and 1 is below the below the 25th growth percentile in Math. Of our non-ELL data, 19 of our students scored below the 25th growth percentile in ELA and 22 scored below the 25th growth percentile in math. None of our Ells are undercredited at the moment, but we do have 1/11 ELLs who have been held over in the past 3 years. Our non-ELL data reports that we have 25 students whor are under-credited and 20 non - ELLs held over in the past 3 years. From this data, we can also see that many of ELLs (8/11) are presently at - risk with a 3 or greater and 4 of those 8/11 are at - risk with a level 5 or greater. Because of this data, we need to take more care and consideration in seeing where these ELLs need more attention to decrease these risk-levels. This reveals that many of our students are at risk, but have an appropriate amount of credit hours. One factor that the school can consider from this is that many of our ELLs are older than their grade level peers. This is common for ELLs and immigrants to the country to be placed a lower grade level from their same - aged peers. We can take a look at the data and see that we do have 1 SIFE. We also have 6/11 long-term ELLs. When we take a look at who the individual long-term ELLs are, they are often ELLs who are also SWDs. We can use this data to figure out how to better provide instruction for ELLs who are also SWDs.

This year we also have 1 ELL who has had more that 2 years of service but still scored in the first quartile of the NYSESLAT. This information was noticed when the student first enrolled in our school. The ENL teacher used this information to know how to best provide services to this student. (It turns out that this student previously attended a bi-lingual or a dual language school and could rely solely on his native language. He also lives in one of New York City's ethnic enclaves and does not need to utilize English frequently in his day to day life.) The ENL teacher has used data from the AMAO tool to set goals for this student and others in the ENL program.

4. 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?

4) a. There are no specific grades – level proficiency patterns. However, school wide, after a year of instruction, our lower proficiency

students usually advance one level as determined by the NYSESLAT. After one to two years of instruction, most of our Expanding level student test as Commanding or remain at the Expanding level of proficiency. Students with Disabilities tend to remain at the Expanding level of proficiency longer than students without disabilities. Most of our Long-Term ELLs have been Students with Disabilities. Most of our ENL students test as Commanding by their 3rd or 4th year of high school. Most of our students achieve English Proficiency as determined by the NYSESLAT before graduating high school.

Most of our ELLs choose to take their exams in English. When tests such as the New York State Regents Exams, are available in the students' native languages, students are offered to use the native language exam and glossaries alongside the English version. Students choose to take the exam in whichever language they feel most comfortable. No ENL students in the past year have chosen to take their exams in their native languages. In content-area classes, exams are translated for students on a per-need basis. Most students only use the translated exams as a reference and produce responses in English.

b. School leadership and teachers are using the results of assessments taken by ELLs in many ways. By examining the data gathered from these assessments, school leadership and administration can better program students by providing the required service hours. ENL students currently at the Expanding level of English proficiency as determined by the annual NYSESLAT exam receive at minimum the required 180 minutes of Integrated Core Content ELL instruction per week. ENL students currently at the Transitioning level of English proficiency receive at minimum the required 180 minutes of ELL instruction per week as divided into 90 minutes of Integrated ENL/ELA instruction and 90 minutes of flexible standalone or Integrated Core Content instruction. Emerging students receive the required 360 minutes and receive at least 90 minutes of standalone ENL instruction, 180 minutes of Integrated ENL/ELA instruction, and 90 minutes of flexible stand-alone or Integrated Core Content Instruction. Students at the Entering level of English proficiency receive at minimum the required 540 minutes of ELL instruction per week including 180 minutes of standalone ENL, 180 minutes of Integrated ENL/ELA, and 180 minutes of flexible . Students at the Commanding level of English receive 90 minutes of Integrated Core Content ELL support per week for two years following their NYSESLAT score/level of Commanding. Based on new changes, these required minutes would be appropriately divided amongst discrete ENL instruction and core content classroom instruction.

The results of the assessments not only help determine the programming of the ENL students, but also help school leadership and teachers decide the programs of the teachers in the building. For example, if the data from periodic assessments, ELL-specific assessments and general periodic assessments in other content areas, show that ESL students are struggling most with writing, but seem more capable in their math skills, school leadership can decide that an ENL teacher should push-in on classes that require more writing skills such as social studies or ELA. Priority for Integrated Core Content ELL instruction and support is also given in subject areas that culminate in a high - stakes exam for our ELLs such as New York State Regents exams.

If a periodic assessment shows that a student has improved proficiency levels compared to his or her previous assessment data, and will be moved into a setting with less minutes of dedicated ELL instruction, school leadership and teachers can decide together how to provide transitional support to this student. For example, a student who improves in his or her level of English proficiency as determined by a periodic assessment such as the NYSESLAT would be required less minutes of dedicated ELL instruction, but it can be up the discretion of school leadership working alongside with teachers to determine if perhaps that student can be placed in classes where the ELL teacher is in the class to support ELL students with lower levels of English proficiency. By examining the data produced from periodic assessments, school leadership and teachers can also decide if perhaps certain ENL students need additional support such as an Achieve3000 class where the students can continue practicing their English language skills in an academic manner that can be continued independently at home.

By examining the results of the periodic assessments, school leadership and teachers can also better assist ELL students in specific areas of need. For example, one can examine the trends of specific modalities within the NYSESLAT. Students may be improving in certain modalities but not in others. If students do not show improvement in certain areas over time, but improve in others, school leadership can work with teachers in improving classroom instruction to focus lessons around the modalities that ELL students struggle with the most.

c. By examining the data gathered from periodic assessments, the school is learning what is and what is not effective in terms of providing instruction to our ELL population. For example, by examining the results of the assessments, the school can better assist ELL students in specific areas of need. One can examine the trends of specific modalities within the NYSESLAT. Similar studies can be done with other assessments such as Regent Exams, MOSL exams, work with Achieve 3000, and in - class assessments. Students may be improving in certain modalities but not in others. Once the school examines and understands this data, the school can then make decisions on how to better assist ELLs in different aspects of gaining English proficiency.

As ENL students are acquiring English language skills, the use of the native language is still strongly encouraged. Studies have shown that students who maintain their native language skills have a better chance at acquiring a second language in the long-term because of the transfer of basic literacy skills. With the use of the native language alongside English, it is possible for students to still learn and acquire content in their classes while acquiring English. This way, they do not fall too far behind their native-English speaking peers in their content-area classes. Encouraging the use of the native language also encourages diversity in the classroom and school. This allows for all students to learn and share in each others' cultures. It also fosters an inclusive environment for students' families who speak other languages in the home and/or may or may not have strong English skills themselves.

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?

6) It is critical to consider ESL students' second language development in school-wide instructional decision making. Again, studies have shown that students who maintain their native language skills have a better chance at acquiring a second language in the long-term because of the transfer of basic literacy skills. With the use of the native language alongside English, it is possible for students to still learn and acquire content in their classes while acquiring English. This way, they do not fall too far behind their native-English speaking peers in their content-area classes. Encouraging the use of the native language also encourages diversity in the classroom and school. This allows for all students to learn and share in each others' cultures. It also fosters an inclusive environment for students' families who speak other languages in the home and/or may or may not have strong English skills themselves.

Teachers are always made aware when they are instructing a class that contains ENL students so that they can adjust their instruction accordingly. Teachers will allow students to access resources such as dictionaries and approved electronic translation devices and online translation services when necessary. In certain subject areas where translated glossaries, reference tables, and copies of exams are available, students have full access to both hard copies and electronic copies of all materials.

Teachers also meet during common planning time with the ENL instructor to work on modifying lessons in order to provide adequate scaffolded instruction. Teachers work together to modify worksheets and scaffold them accordingly for ELLs by providing translated copies when necessary or creating glossaries for certain lessons and units.

The ENL teacher also often provides Integrated Content Area ELL support in core subject areas in each grade – particularly if a subject in that grade culminates in a high stakes exam such as a Regent exam. This past year, the ENL teacher has provided ELL support or taught 9th grade Living Environment, 10th grade Global Studies, and 11th grade English Language Arts. In the past, the ENL teacher has also provided Integrated Content Area support in 9th grade Algebra and 9th grade Global Studies.

Within classrooms, student groups are chosen carefully with the second language development of the ENL students in mind. ELLs with lower English proficiency are grouped with students of stronger English abilities who understand the ELLs difficulties and needs. Sometimes these groupings contain native English speakers and sometimes they contain former ENL students who have achieved English proficiency. Sometimes these groupings contain students who have abilities in the ENL students' native languages who also have stronger abilities in English. This peer-to-peer support is important to help ELLs develop relationships with their classmates as well continue acquiring English language proficiency. This fosters a comfortable, safe, effective working environment.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

8) The success of our program for ELLs can be measured based on both qualitative and quantitative data. We receive feedback from students and parents at parent-teacher conferences four times a year and when we meet with returning parents of ELLs at the annual Parents of ELLs information night held at the beginning of each school year. Many of our ENL students also have IEPs and the ENL teacher also meets with the families of those students during their annual IEP meetings.

Teachers and counselors are also in continual conversation with each other and the ENL teacher about the progress of the ENL students within daily classes. The teachers can discuss what can be done to better help ELLs acquire English language skills while remaining competitive in their content area coursework. Continual conversations and anecdotal help continue the success of our program for ELLs.

The progress of our ELLs can also be monitored through their daily grades earned in all of their classes. Our school uses the online program Skedula/Pupil Path to keep track of grades, attendance, progress, and written anecdotes about our students. Students, parents, teachers, administrators, and counselors all have access to this data. Through Skedula/Pupil Path, daily assignments, homework, and formal assessments such as content area exams and project grades can be continually monitored in order to track the progress of our ELLs. This program also contains students' transcripts and state exam data. Skedula/Pupil Path can also be used as a tool for continual communication about the progress of all students school-wide, including ELLs. All teachers, including the ENL teacher also has access to SESIS to monitor informational updates and changes to students with IEPs.

Quantitative data is also used to evaluate and revalue the success of our program for our ELLs. Using assessment data such as the annual NYSESLAT and the New York City Department of Education Measures of Student Learning Performance Assessments twice a year also help us measure our success. If our data does not show individual and school-wide improvement, we then take this data to help improve our instruction where necessary by looking at overall scores and at itemized question. Most of our ENL students also utilize the online, computerized literacy program Achieve 3000. With Achieve 3000, the students take a monthly assessment and students, teachers, and families can see a student's improved progress. A student's progress based on this data from Achieve 3000 can be shared with other classroom teachers to help them create better scaffolding to enable ELLs to better acquire English proficiency in various content areas.

Other data that is used to assess the success of our ELL program is data gathered from the New York State Regents Exams. We

exam the scores and data gathered from the New York State Regents exams to evaluate the performance of our ELLs which in turn, reflect the success of our ELL program. We use this data to not only see how the students are doing, but what we can do to better serve our population. For example, if it seems that school-wide, our ENL students are not doing well on a particular exam, we can adjust our instruction to provide more scaffolded support in that content area by reevaluating styles of instruction, making modifications to coursework, or by readjusting programming so that the ELL teacher can be available to provide push in support to those Regents courses in which data reveals that ELLs struggle.

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.

1) At the time of enrollment into the New York City Department of Education Public Schools System, families are given a Home Language Identification Survey (HLIS). The HLIS is a questionnaire administered by a trained pedagogue, usually the ELL teacher/coordinator (M. Kong) which asks questions to determine what languages are used for communication at home by the student and his or her family. It can also provide slight insight into how often a family uses a home language. The HLIS also allows the school to gather a little bit of information about a student's previous educational history, including in what language did a student previously receive instruction. So, upon entrance to the school, we examine the HLIS to see if a family identifies using a language other than English at home. The family is also given a HLIS in their home language to review. The ELL teacher/coordinator (M. Kong) and a translator will be made available for assistance. Our staff comes from many different language backgrounds including: English, Spanish, French, Cantonese, Arabic, Hebrew, Haitian Creole, German, Italian, Greek, and Portuguese. If we do not have a staff member who speaks the home language of a family, we will contact the Translation and Interpretation Unit for assistance. Once these families are identified, we invite the family and student in for an informal interview to informally assess the students' English and native language skills. This informal interview includes the new family, the student, an administrator (R. Turgeon/T.Pendola), the ELL coordinator/teacher (M. Kong), a translator, and sometimes if necessary, a guidance counselor (P. Astor/G. Anchundia), a parent - teacher coordinator (C. Mercado). After the informal interview, the student will be administered the formal initial assessment by the ELL teacher/coordinator (M. Kong), the NYSITELL, within the first ten days of enrollment. This process is ongoing throughout the year as the school admits new students; however, with every new possible ELL student, the NYSITELL is administered within the first 10 days that they are on register. The NYSITELL is administered by the ENL teacher in accordance to the NYC Department of Education regulations as stated on Memorandum #2 and overseen by the school administration including the principal, the assistant principal, and the guidance counselor(s).

The Spanish LAB is given when the HLIS response indicates that the home language is Spanish and the NYSITELL score determines that the student will need ELL services. Only then will the Spanish LAB be administered. To ensure that the forms are returned, the returned forms are checked off on a master list and the Parent Coordinator, ENL teacher and in some cases the subject area teachers call home and/or send written notice home in English and the home language to follow-up with information.

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).

According to CR-Part 154-2 and Part 154-3, School districts are required to identify ELLs as Students with Interrupted/Inconsistent Formal Education (SIFE) as an additional part of the interview during the identification process. This can stem from the administration of the HLIS when the family is asked about the student's previous educational experiences. If it is thought that a student may have missed any significant length of time in a formal academic setting, the SIFE Oral Interview Questionnaire will be administered by someone from Administration (R. Turgeon/T.Pendola), Guidance (P. Astor/G. Anchundia) the ENL teacher/coordinator (M. Kong). This happens within 30 days of enrollment.

The SIFE Oral Interview Questionnaire asks about a student's language background and in what language he or she received formal academic instruction. It also inquires about when and where one attended school during his or her lifetime, year by year, starting at age 5.

It includes a review of academic history and student work samples to determine level in home language and math. [154-2.3(a)(6)] (<http://www.p12.nysed.gov/biling/docs/CRPART154Overview-webversion.pdf>) We utilize data from ATS and responses from the

initial interview with the student and the family to determine if a student is a SIFE and how that will impact his or her academic programming.

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).

When students enter our school, we identify students with IEPs and the special education department, including the Director of Special Education Department (D. Limato), and the Special Education Liaison (T. Alley), school administration (R. Turgeon/T. Pendola), the ENL teacher/coordinator (M. Kong), the guidance counselors (P. Astor/G. Anchundia), the student's parent/guardian, and the student all read over the appropriate documents that come with the student's cumulative records. These documents may include the IEP, 504 Plans, exam history notes, and notes from previous educational institutions. Members of the LPT and from the Special Education department sort through paper documents and SESIS to thoroughly understand the ELLs who are SWDs needs and backgrounds. The use of the Appendix of ELL Policy and Reference Guide for SIFE (Student with Interrupted Formal Education) identification is also used to better understand and address a student's needs if he or she is a SIFE. According to the ELL Policy and Reference Guide, "Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States." This information is then presented to the remaining members of the LPT and all teachers of those students. The family then has 20 days to accept or reject the LPT's recommendations.

If this is a student new to the NYC DOE, the HLIS and an interview is administered by the ELL teacher/coordinator (M. Kong) and if necessary, a translator, in English and the necessary home language within 5 days. If it is found that the student is eligible for the NYSITELL exam, will be administered the exam to determine the student's English proficiency level within 10 days of enrollment.

ENL Students with IEPs are provided access and services just like any other ENL student. They are provided the regulated number of minutes of ENL instruction as determined by their most recent NYSESLAT scores. They also take the annual NYSESLAT but with given accommodations as stated in their IEPs, as permitted in the Administrator's Manual for the exam.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 days after NYSITELL scores are scanned and determined by the ELL teacher/coordinator (M. Kong), parents of students who were eligible for the NYSITELL (as determined by the HLIS) will receive the appropriate letter home determining entitlement or non-entitlement to ELL services as organized and distributed by the ELL teacher/coordinator (M. Kong). If a student needs ELL services as determined by the NYSITELL, the family will receive an entitlement letter sent home in English and his or her native language. If a student does not require ELL services as determined by the NYSITELL, the family will receive a non-entitlement letter sent home in English and in his or her native language. Templates for these letters are accessed through the New York City Department of Education website (schools.nyc.gov). Calls will also be sent home by a teacher (M.Kong), counselor(s) (P.Astor/G.Anchundia), and/or the parent-teacher coordinator (C. Mercado) depending on the home language of the family and the abilities of our multilingual staff.

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).

Parents have the right to appeal ELL status within 45 days of enrollment if they feel that their child has been mis-identified as an ELL or a non-ELL. Staff including the ELL teacher/coordinator (M. Kong), an administrator (R. Turgeon/T. Pendola), and a guidance counselor (P. Astor/G. Anchundia) must initiate a review of a student's ELL status after receiving a written request from the student's parent/guardian, a teacher who was requested to investigate from the student's parent/guardian, or the student him- or her- self if he or she is of 18 years of age or older. Once written receipt of a written request for a review, this process is completed within 10 school days. If the student has an IEP, the CSE must be consulted and then the process must be completed within 20 school days. Copies of documents will be kept in the student's cumulative records folder.

After requests for re-evaluation of ELL services has been made, this process includes reviewing the student's work in English and the home language, administering the NYSITELL if originally determined that the NYSITELL was not to be administered, and then contacts and conferences with the students parents/guardians, the student, and the student's teachers about the results of the NYSITELL and other samples of work and assessments completed in English. If the student has an IEP, the CSE must also be contacted and consulted. After recommendations are made from those consulted, the principal has the discretion of continuing or discontinuing the student's ELL services. The principal then contacts the parents or guardians of the student and to the student if he or she is of 18 years of age or older about the decision. If the decision is to keep the current ELL status, then no further actions are necessary. If the decision is to change the ELL status, then the parents/guardian and if the student is of 18 years or older must sign proving receipt of the principal's recommendations and all proof of receipts and relevant documents must be submitted to the superintendent. Then the school must wait for the superintendent's decision to retain the student's current ELL status or change it. If the status stays the same, then nothing further needs to be done. If the superintendent changes the student's status, then the student's program is modified

appropriately. All communication for this process must be done in English and in the home language. Copies of documents will be kept in the student's cumulative records folder.

6-12 months after receiving and implementing any changes approved by the superintendent, the principal must review the student's progress to see if the correct decision was made. The principal consults with other involved staff members such as the LAP team and the student and his or her family. If it is found that the decision to change the student's ELL status adversely affects his or her academic progress, then support services must be provided to improve the student's academic progress. To reinstate the student's original status, the superintendent must be consulted. Final decisions must be put in writing in both English and the home language for the student and the family within 10 school days of this process. Copies of documents will be kept in the student's cumulative records folder.

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

6) At the beginning of the fall term within the first five days of school, families of ELLs are notified via mail, phone calls, and notices sent through Skedula/PupilPath inviting them to the annual open house for the annual ELL Orientation meeting within the first ten days of school, where the three types of ELL programs - standalone ENL/ESL, Bilingual, and Dual-Language programs are each explained in English and in home languages through translators. This contact is made by the ELL teacher/coordinator (M. Kong) and the principal (R. Turgeon). If the family arrives mid-year, this is done at the time of the informal interview. If a student is a new student to the NYC Public School system, regardless of when during the school year the student arrives, based on the HLIS, we will administer the NYSITELL within the first ten days of the student's registration. The NYSITELL is administered by the ENL teacher (M. Kong) in accordance to the NYC Department of Education regulations as stated on Memorandum #2 and overseen by the school administration including the principal (R. Turgeon), the assistant principal (T. Pendola), and the guidance counselor(s) (P.Astor/G.Anchundia). After that, we scan and determine the student's NYSITELL scores. If the student's NYSITELL scores determines that he or she is eligible for ELL services, and his or her HLIS indicates that the student is a Spanish speaker, we will also administer the Spanish LAB. If the student is eligible for ELL services, we will notify the family and send the appropriate letter of entitlement home in both English and the family's native language. We then invite the family in for a formal orientation about choices in ELL services.

The school reaches out in both English and the native language through the use of multilingual staff and the Translation and Interpretation Unit. Families are given the ELL Parent Brochure in both English and the families' native languages. Each of the three choices, Transitional Bilingual, Dual Language, and Freestanding ENL, are clearly explained in the ELL Parent Brochure printed from the NYC DOE website. Families are also presented this information verbally in English and the native languages in the orientation meeting through presentations given by the ELL teacher/coordinator. Families are also shown the Parent Orientation video in English and the native languages with the assistance of laptops and SmartBoards. Families are also given the link to the NYC DOE website where they can access all of this information again independently. Historically, 100% of our families have chosen free-standing ENL as their ELL program choice. In the future, if a parent expresses interest in a Transitional Bilingual or Dual Language program, we will work to accommodate the family's needs. This includes following the guidelines set by the Aspira Consent Decree for Puerto Rican and Latino families. We reach out to families and explain that studies show that a student will best demonstrate language acquisition if placed continually in the same type of ENL program option for more than two consecutive years, so it is in their best interest to continue the currently offered program. If a family insists on choosing Bilingual or Dual Language Programming, we will offer the programming if we have at least 15 students of the same native language in two consecutive grades. At the time, our ELL population numbers do not meet this requirement to open a Bilingual or a Dual Language Program. If a parent survey is not returned, Bilingual Programming is the default placement.

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.

NYSESLAT eligibility is determined by using the ATS RLER report. Students who achieved Entering (Beginner), Emerging (Low Intermediate), Transitioning (Intermediate), or Expanding (Advanced) scores are reprogrammed for ELL services including Standalone ENL and Integrated Core Content ELL Instruction depending on the required minutes for each level, and given entitlement letters in English and the home language by the ENL teacher/coordinator (M. Kong). Students who achieve Commanding (Proficient) score are not programmed for Standalone ELL services, but will be provided with 90 minutes of Integrated Core Content ELL Instruction and transitional support for two years in core content-related areas and modifications for state exams, and are given non-entitlement letters in both English and the home language by the ENL teacher/coordinator (M. Kong). At the beginning of each school year, the ELL teacher/coordinator (M. Kong) organizes and distributes, non-entitlement and entitlement letters are distributed via USPS mail to the families' homes and a copy is also given to the former ELL and/or the entitled ELL to carry home. Copies of these letters are stored in students' cumulative records folders which are stored in the main office. To ensure that the Parent Survey and Program Selection forms are returned, the returned forms are checked off on a master list by a member of the LPT team including the school

administration (R. Turgon/T. Pendola) and the ENL teacher (M. Kong). These forms are also filed in each student's cumulative records folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our school monitors the Parent Survey and Program Selection choices in the manner described in Question #7 in both English and the family's preferred language of communication. The LPT including school administrators (R.Turgeon/T. Pendola), the ENL teacher/coordinator (M. Kong), Guidance (P.Astor/G. Anchundia), and the Parent Teacher Coordinator (C. Mercado) work diligently to ensure that each family makes an informed decision about his or her student's ELL program choice. If Parent Surveys and Program Selection choices are not returned by the scheduled date, family's homes are notified through phone calls, emails, Skedula/PupilPath, and USPS mail in both English and the home language. Students are also encouraged to reach out to their families for these forms. We remind families that if they do not return the appropriate forms with their choices, then the default choice of bilingual education is made for them.
9. Describe how your school ensures that placement parent notification letters are distributed.
School administration (R.Turgeon/T. Pendola), Guidance (P.Astor/G.Anchundia), and the ENL teacher/coordinator (M. Kong) ensures that placement parent notification letters are sent home each year within the first 5 days of the school year. Appropriate entitlement and non-entitlement letters are sent home in both English and the native language once we receive the results of the NYSESLAT scores from the previous Spring or once we have a new student's NYSITELL scores. We mail the parent notification letters home via USPS and have the students carry one home. We follow up with phone calls made by someone on the LPT team depending on the necessary home language. The Translation and Interpretation Unit will also be used if there is a need for a home language that no one on staff speaks.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school staff including the school secretary (E. Adams) and the ENL teacher/coordinator (M. Kong) keep records and copies of students' documents such as the HLIS, entitlement, non-entitlement letters in the students' cumulative record folders. We are also in the process of scanning in these documents to be uploaded into an electronic file for mobile access.
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.

NYSESLAT eligibility is determined by using the ATS RLER report. Previous NYSESLAT scores can be seen by using the ATS RLAT report. All Entering (Beginner), Emerging (Low Intermediate), Transitioning (Intermediate), and Expanding (Advanced) ELLs take the entire NYSESLAT each spring. Students are informed of the four modalities (listening, speaking, reading, and writing) presented on the NYSESLAT and students practice taking exams in class in the same procedural manner as the NYSESLAT. ELLs take all four sections of the NYSESLAT (listening, speaking, reading, and writing) within the allotted time frame in the spring. The listening, reading, and writing can be administered in small groups by the ENL teacher/coordinator (M. Kong), and the speaking portion is administered individually by a trained staff member who has been to NYSESLAT trainings (D. Limato). Attendance is taken for each section of the exam by the person administering the exam (M. Kong or D. Limato). If a student is absent, the student will be administered that section of the exam upon his or her return to school. If a student does not appear in school shortly after his or her initial absence during the testing window, someone from the school will reach out to the home to see if the student is able to return to school to complete the NYSESLAT. The person reaching out to the home is usually someone on the LPT team. The person who reaches out to the family is someone who speaks the home language of the family and if not, the Translation and Interpretation Unit is used to assist in calling home. Once all students have completed all four sections of the NYSESLAT, all four sections are packaged and returned in a timely manner.

Students are programmed for the following school year based on the data derived from the most recent NYSESLAT scores. Students testing at an Expanding (Advanced) level are programmed to receive 180 minutes per week in integrated ENL/ELA or other content area. Students testing at a Transitioning (Intermediate) level are programmed to receive 180 minutes per week - 90 minutes in integrated ENL/ELA or other content area and 90 minutes in standalone ENL or integrated ENL with other content areas. Students testing at an Emerging (Low Intermediate) level are programmed to receive 360 minutes per week - 90 minutes in standalone ENL, 180 minutes in integrated ENL/ELA, and 90 minutes in standalone ENL or integrated ENL with other content areas. Students testing at an Entering (Beginner) level are programmed to receive 540 minutes per week. 180 minutes in standalone ENL, 180 minutes in integrated ENL/ELA, and 180 minutes in standalone ENL or integrated ENL with other content areas. Students who test at a score high enough to place out of ELL services are determined to have a Commanding proficiency of English as determined by the NYSESLAT and receive letters of non-entitlement, but are provided 90 minutes per week in integrated ENL/ELA or other content area.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support letters are distributed in the same manner as parent placement notification letters by school administration (R.Turgeon/T.Pendola), Guidance (P.Astor/G.Anchundia), and the ENL teacher/coordinator (M.Kong). These letters are sent home in both English and the native language once we receive the results of the NYSESLAT scores from the previous Spring or once we have a new student's NYSITELL scores. We mail the parent notification letters home via USPS and have the students carry one home. We follow up with phone calls made by someone on the LPT team depending on the home language. The Translation and Interpretation Unit will be used as necessary.

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).

After reviewing the parent Survey and Selection forms, 100% of our families of ELLs have selected the free-standing ESL program each year.

The program models offered at the school are aligned with parent requests. The school has been diligent in working towards meeting student needs and achieving successful outcomes. The LAP team works together in reviewing trends in the Parent Survey and Program Selection forms. Our families of ELLs have been in agreement with the programming choices and we have complied with their continual selection of a free-standing ENL program. The Parent Survey and Program Selection forms that are returned each year serve as data that documents the trend in parent choice. The returned forms are checked off on a master list and members of the LAP team, and in some cases the subject area teachers call home to follow-up in addition to a letter is sent home via USPS in both English and the home language. These forms are also filed in each student's cumulative records folder. Per Aspira Consent Decree, if a family chooses bilingual programming for their student, the student will be given bilingual programming.

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]).
- Freestanding ENL program.
 - Freestanding ENL

School leadership and teachers are using the results of assessments taken by ELLs in many ways. By examining the data gathered from these assessments, school leadership and administration can better program students by providing the required service hours. ENL students currently at the Expanding level of English proficiency as determined by the annual NYSESLAT exam receive at minimum the required 180 minutes of Integrated Core Content ELL instruction per week. ENL students currently at the Transitioning level of English proficiency receive at minimum the required 180 minutes of ELL instruction per week as divided into 90 minutes of Integrated ENL/ELA instruction and 90 minutes of flexible standalone or Integrated Core Content instruction. Emerging students receive the required 360 minutes and receive at least 90 minutes of standalone ENL instruction, 180 minutes of Integrated ENL/ELA instruction, and 90 minutes of flexible standable or Integrated Core Content instruction. Students at the Entering level of English proficiency receive at minimum the required 540 minutes of ELL instruction per week including 180 minutes of standalone ENL, 180 minutes of Integrated ENL/ELA, and 180 minutes of flexible . Students at the Commanding level of English receive 90 minutes of Integrated Core Content ELL instruction per week for two years following their NYSESLAT score/level of Commanding. Based on new changes, these required minutes would be appropriately divided amongst discrete ENL instruction and core content classroom instruction.

In the standalone ENL sections, students are grouped by individual or contiguous grades only based on English Proficiency. For example, in the 2015-2016 school year, we have one Standalone section of 9th grade Entering and Emerging ELLs who meet in the standalone class which meets for 45 minutes everyday, five days per week, totaling 225 minutes/week, meeting the 180 minutes of required Standalone for both the Entering and Emerging students. In core subject areas, students are grouped heterogenously within a grade level. In non-core content subjects such as physical education, students may be in mixed grade settings. Most classes are single period session of 45-50 minutes except for certain CTT (Career and Technical Education) classes which require a double period of 90-100 minutes.

Our school offers Integrated Co-Teaching to accommodate students' IEPs. An ELL who is also a SWD receives his or her required ENL service minutes and also is programmed in ICT settings so that they also have the support of a Special Education teacher. This means that the ICT classes will contain students of mixed abilities. We also offer a few Advanced Placement

courses in which students have demonstrated skills and high achieving grades in those subject areas and exams. ELLs are eligible to participate in the AP classes if they have demonstrated the necessary skills in classes and on exams, along with teacher recommendations.

All ELLs receive the minimal number of minutes of Integrated Core Content ELL instruction in the core content classes as determined by their proficiency levels as determined by their most recent NYSESLAT scores, regardless if they are an SWD or not.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students are programmed for the following school year based on the data derived from the most recent NYSESLAT scores. Students testing at an Expanding (Advanced) level are programmed to receive 180 minutes per week in integrated ENL/ELA or other content area. Students testing at a Transitioning (Intermediate) level are programmed to receive 180 minutes per week - 90 minutes in integrated ENL/ELA or other content area and 90 minutes in standalone ENL or integrated ENL with other content areas. Students testing at an Emerging (Low Intermediate) level are programmed to receive 360 minutes per week - 90 minutes in standalone ENL, 180 minutes in integrated ENL/ELA, and 90 minutes in standalone ENL or integrated ENL with other content areas. Students testing at an Entering (Beginner) level are programmed to receive 540 minutes per week. 180 minutes in standalone ENL, 180 minutes in integrated ENL/ELA, and 180 minutes in standalone ENL or integrated ENL with other content areas. Students who test at a score high enough to place out of ELL services are determined to have a Commanding proficiency of English as determined by the NYSESLAT and receive letters of non-entitlement, but are provided 90 minutes per week in integrated ENL/ELA or other content area.

Home language support is given through the use of approved glossaries/dictionaries, translations of materials and exams, and use of approved electronic devices. Often students are also paired up with students who speak the same language to provide additional home language support.

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.

Our school services our ELL population via a Free-Standing ENL program as chosen by our families of ELLs through the Parent Survey and Selection forms collected annually. Our ELLs attend all of their content area classes with the rest of the general population of the school and are given instruction in English. Native language support is provided in the form of translated exams and materials and through approved dictionaries/glossaries, electronic translation devices, Google Translate, translation services via telephone or staff members who speak various languages, older students/former ELLs who tutor younger students or newcomer students, and websites that provide translations of full texts. Integrated ELL instruction is provided in core content area classes containing ENL students of all English proficiency levels and instructional minutes are determined by the NYSESLAT. Based on his or her proficiency level, the ELL receives at least the minimum number of integrated ENL minutes in other core content areas. This includes students who have tested at the Commanding (Proficient) level within the two years.

Students are programmed for the following school year based on the data derived from the most recent NYSESLAT scores. Students testing at an Expanding (Advanced) level are programmed to receive 180 minutes per week in integrated ENL/ELA or other content area. Students testing at a Transitioning (Intermediate) level are programmed to receive 180 minutes per week - 90 minutes in integrated ENL/ELA or other content area and 90 minutes in standalone ENL or integrated ENL with other content areas. Students testing at an Emerging (Low Intermediate) level are programmed to receive 360 minutes per week - 90 minutes in standalone ENL, 180 minutes in integrated ENL/ELA, and 90 minutes in standalone ENL or integrated ENL with other content areas. Students testing at an Entering (Beginner) level are programmed to receive 540 minutes per week. 180 minutes in standalone ENL, 180 minutes in integrated ENL/ELA, and 180 minutes in standalone ENL or integrated ENL with other content areas. Students who test at a score high enough to place out of ELL services are determined to have a Commanding proficiency of English as determined by the NYSESLAT and receive letters of non-entitlement, but are provided 90 minutes per week in integrated ENL/ELA or other content area.

Currently and in the past, these content area classes with Integrated ELL instruction include and have included Algebra I, Algebra II/Trigonometry, Living Environments, Global History, US History, Earth Science, and English Language Arts. These classes were chosen to receive Integrated Content ELL instruction because they contained more students with lower levels of English proficiency

who need more instructional minutes and support, and most of these classes culminate in a New York State Regents Examination/Common Core Regent exam to meet graduation requirements. In these classes, the ENL teacher (M. Kong) provides Integrated ELL support by co-teaching with other general and special education teachers. The ENL teacher uses techniques and language that make concepts and materials accessible to students. Besides co-teaching with other teachers, during independent student work time, the ENL teacher can provide individual assistance to ELLs in the core content classes, or work with small groups of students in the classroom. In a core content class, the ENL teacher also will be able to help organize the class in a way where students of a higher level of English proficiency can be grouped with and support students of lower levels of English proficiency.

Because we have a Free-Standing ENL program, all of our classes in our school are taught in English. ELL students are allowed access to dictionaries, approved electronic translators, and online translation services in their classes if necessary. State exams are also given in a student's home language if available with the appropriate exam glossary. Some materials used to better support ELLs are online access to texts related to topics in core content areas through Achieve 3000 (ELA/Social Studies/Sciences), Khan Academy (math). These sites are available in other languages including Spanish - the home language of a majority of our ELLs. Other materials used are the Houghton Mifflin Harcourt Collections Series to better align our curriculums to meet Common Core Standards. This series is utilized across all grades in the ELA classes. Online access is available for home and school use and translations in other languages are also available online. The online series includes tools for ELLs including dual language views, immediate vocabulary translations, and writing and editing tools.

The ENL instructor and the content area teacher also collaborate weekly on how to appropriately scaffold and modify lessons to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards (CCLS) for our ELLs. Some scaffolding and modifications include translated worksheets and exams, extended time for assessments, and additional small group tutoring and instruction. Teacher collaboration is done with the CCLS in mind across all disciplines. Many of our ELLs are also SWDs and the special education teacher is also included in all discussions regarding the students and instruction in order to help the student achieve. Mandates on students' IEPs are also followed.

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

Like the rest of the student body, ELLs undergo rigorous evaluations throughout the year informally and formally – on classroom subjects and on state exams. We make sure that our ELLs are appropriately evaluated in their native languages throughout the school year by providing translated copies of formal periodic assessments and exams in the students' home languages when available. This includes The New York City Department of Education Measures of Student Learning Performance Assessments and the New York State Regents Examinations. Students are made aware that they have access to translated copies of exams, and approved dictionaries/glossaries, and extended time when taking assessments. They are made aware that they have the option of responding in either English or their native languages.

Outside of formal state testing, ELLs are evaluated in their native languages throughout the school year in their regular classroom settings as well. The content area teacher and the ENL teacher work together in developing informational handouts, interactive worksheets, and content-area assessments in both English and the necessary native languages. Students have the option of responding on the English or the translated versions, but have access to both.

Our school also utilizes online educational programs such as reading program Achieve 3000 and math program IXL. Students use these reading and math programs in school and independently at home to continue practicing learned skills. Assignments and assessments from these programs are available in other languages if the student chooses to use the other language options. This ensures that the student has the option of being evaluated in his or her native language.

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

ELLs are evaluated in all four modalities - including Listening, Speaking, Reading, and Writing - of English acquisition throughout each year. By examining data gathered from the most recent NYSESLATs, we can better determine how to continue or improve instruction in each of the four modalities. In the Standalone ENL classes, lessons are focused on improving acquisition in each of these modalities informally through interactive lessons, homework, online communications (email, messages via PupilPath/Skedula) and discussions. They are evaluated formally through projects, exams, and periodic mock-NYSESLAT exams.

For example, an ELL can be informally evaluated on his or her listening skills by watching a student's actions after he or she has listened to a set of verbal directions. An ELL can be formally evaluated on his or her listening skills by administering a listening passage for practice, leading to an exam in an ELA classroom. In our CTT classes, this can be formally evaluated by watching a student execute a set of verbal directions while cooking in a kitchen.

An ELL can be informally evaluated on his or her speaking skills by monitoring a student's conversation with teachers and peers in a classroom or peers in a less formal setting like the hallways or the cafeteria. An ELL can be formally evaluated on his or her speaking skills through a presentation for a science project or a mock trial in a social studies classroom.

An ELL can be informally evaluated on his or her reading skills by monitoring how a student follows a set of written directions on an assignment. This can also be done formally by assigning a reading passage with questions asked (either verbally and/or written) assessing a student's reading comprehension skills.

An ELL can be informally evaluated on his or her writing skills by observing a student's writing in a journal response to a project. Formal evaluations can be made when a student is asked to complete an in class writing assignment such as a short response question on a math exam where the student needs to explain the steps her or she took in solving an equation.

Every spring, all ELLs are also formally evaluated in all four modalities using the NYSESLAT.

We can also use data accessed on Schoolnet to exam students' strengths and weaknesses by doing an item analysis of various exams' results. This way we can see which modalities need more focus and attention. Using this data helps us more appropriately drive instruction in all content area classes and in the standalone ENL classes.

All teachers of ELLs are also encouraged to vary their instructional methods and styles and systems of evaluation to include all four modalities in each content area. This ensures that ELLs receive continual practice in each modality with the goal of increasing English language acquisition in each content - specific area of learning.

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. Differentiated instruction for SIFEs.

It is not uncommon for ELLs to also be SIFEs. SIFEs enter the school system at unpredictable times, often due to immigration or other family hardships. SIFEs are identified at the beginning of the school year by reviewing ATS data and by administering a SIFE questionnaire. Questions are also asked during the time of the initial ELL program interview with the family or during the annual ELL Orientation meeting. Teachers of SIFEs are made aware of these students to ensure that there is an understanding to these students' performance.

For many of these SIFEs who have been away from formal instruction or have missed a period of formal education, skills such as reading and writing are more difficult in both their native language and their new language. Transfer of information is difficult and new information must be taught in a different way if a student has no known knowledge of that topic in her or her native language. Instruction can be differentiated in many ways to help ELL SIFEs achieve.

Using visual and audio aids help our SIFE students understand concepts that would normally be explained through text alone. If possible, teachers are encouraged to bring realia into their classrooms as well.

If realia is not plausible, we utilize technology – SmartBoards and computers to help show images and videos from the internet or other electronic resources. It is also important to still provide students with texts and visuals in both their native language and English to bridge the gap in their education.

Often ELLs are older than their native English-speaking classmates because they may have been held back due to a lack of English proficiency and understanding of content taught in English, but often they are older because they are SIFEs. They missed a time period of formal education and must return to that segment that they missed at a later age. This is important information for all teachers of SIFEs to understand because materials must be age appropriate in order for a student to be engaged.

It is important to realize that though the SIFE ELLs may not have received instruction in a specific area of study that is typically taught to younger students, SIFE ELLs should be treated according to age. Age appropriate material should also be provided to help the SIFE ELL understand the content taught. For example, if an 18-year old SIFE ELL is in a 9th grade Living Environment class, and the 14-year old students are using cartoon images of the human body adapted for younger students, we can also provide the 18-year old SIFE ELL with actual photos from an anatomy text instead. This way the SIFE ELLs can still learn the necessary content, but with age appropriate material.

b. Differentiated instruction for Newcomers

ELLs who have been in US schools for less than three years are identified as newcomers. Often, these ELLs are students who fall into the Entering (Beginner) or Emerging (Low Intermediate) and Transitioning (Intermediate) levels for English proficiency as determined by their NYSESLAT scores. Our ENL populations at these levels will receive more minutes of instruction in both standalone ENL classes as well as their integrated ENL/ELA and/or core content area classes.

Teachers of newcomer are made aware of the newcomers to ensure that there is an understanding to these students' performance. One who has been identified as a newcomer is often paired up with another student, often someone who speaks the student's native language, who has a higher level of English proficiency or is a native English speaker. This allows

the newcomer to have a peer-mentor to turn to for help inside and outside of class or in group work. The ENL teacher also provides Integrated Core Content ELL instruction in several classes of newcomers to help bring some consistency and language support for newcomers. Native language support is also provided to newcomers through translations of exams, materials, use of dictionaries, glossaries, electronic devices, online programs, and same language speaking peers. Studies show that transfer of skills are best in a new language when the native language is still practiced.

c. Differentiated instruction for Developing ELLs.

ELLs receiving 4-6 years of service will receive standalone ENL instruction as well as integrated ENL/ELA instruction in content area classes as determined by their proficiency levels and also where students show a need for additional language support. There will be a stronger focus in making sure that these ELLs are successful in graduating with their grade-level mainstream peers. This means additional support and tutoring sessions, especially in subject areas that culminate in a New York State Regents Examination or a New York State Common Core Exam.

d. Differentiated instruction for Long-Term ELLs.

Long-term ELL students will continue to receive Standalone ENL instruction as well as Integrated Core Content ELL instruction in content area classes as determined by their proficiency levels and also where students show a need for additional language support. There will be a stronger focus in making sure that these long-term ELLs are successful in graduating with their grade-level mainstream peers. Like their ELL classmates who have received 4-6 years of service, this means additional support and tutoring sessions, especially in subject areas that culminate in a New York State Regents Examination or a New York State Common Core Exam. More focus will be paid to areas where long-term ELLs seem like they need more attention as determined by their scores on their period assessments such as the various modalities in the NYSESLAT. More attention will be given to specific areas that need development as determined by item analysis of data from exams and recommendations from the LAP team and teachers. Often our long-term ELLs also have IEPs so a Response to Intervention (RTI) may also need to be discussed with the special education department.

e. Differentiated instruction for former ELLs following up to 2 years of exiting ELL status.

Former ELLs following up to two of exiting ELL status, still receive testing modifications such as extended time, approved dictionaries and glossaries, and translated copies of exams. The ENL teacher and content area teachers of former ELLs are always in conversation via classroom visits, email, and PupilPath/Skedula to make sure the former ELLs are transitioning well. The ELL teacher also has access to the current grades of former ELLs through PupilPath/Skedula to ensure that the former ELLs are on track. With new regulations as per CR-Part 154, Commanding (Proficient) ELLs will also receive a half credit - 90 minutes per week - in Integrated ENL support in core content areas.

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.

6-12 months after receiving and implementing any changes approved by the superintendent, the principal (R. Turgeon) with the assistance of trained members of the LPT including the Guidance (P. Astor/G. Anchundia) and the ENL teacher/coordinator (M. Kong) must review the student's progress to see if the correct decision was made. The principal consults with other involved staff members such as the LAP team and the student and his or her family. If it is found that the decision to change the student's ELL status adversely affects his or her academic progress, then support services must be provided to improve the student's academic progress. Members of the LPT including the principal (R. Turgeon), Guidance (P. Astor/G. Anchundia) and the ENL teacher/coordinator (M. Kong) will manage the re-identification process. To reinstate the student's original status, the superintendent must be consulted. Final decisions must be put in writing in both English and the home language for the student and the family within 10 school days of this process.

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?

All teachers are aware of which students are ELLs and which students are students with disabilities. All teachers have access to all students' IEPs. In some cases, there are students classified as both ELLs and SWDs. Appropriate instructional strategies and grade-level materials are utilized in order to provide access to academic content areas and accelerate English language development.

ELLs who are also SWDs are programmed to meet both their required ENL minutes and their instructional time with special service instructors as mandated on their IEPs. Our school provides both standalone and integrated ENL services and students with IEPs are also programmed for Integrated Co-Teaching (ICT) instruction. In this situation, the content-area teacher co-teaches with a special education teacher. In some situations, the ENL teacher also pushes-in as a third instructor. Some students with IEPs are also programmed from smaller resource room classes with a special education teacher. The content-area teacher, the special education teacher, and the ENL teacher collaborate on a weekly basis to ensure that appropriate instructional strategies and tangible, but grade-level appropriate, materials are utilized in order to both provide access to academic content area and accelerate English language development. Many ELLs who are also SWDs receive speech and

language services. Often the speech and language teacher will push into the standalone ENL class and work with the ELLs who require speech services as determined by the parameters of the speech services for those specific students. This provides a smaller, safe environment for students to practice their language acquisition skills.

Technology is also used to support ELLs in language development and acquisition skills. Each classroom has computers, SmartBoard technology, and internet. There is also a computer lab, movable laptop carts, and a library with a computer lab. Math classes have access to scientific calculators and some classrooms use the TI-Inspire calculators that have abilities to be connected to the SmartBoard, connected to the internet, and translate functions into other languages. ELLs are scheduled for Achieve 3000 which is an interactive online reading program provided in English and other languages. ELLs also have access to Khan Academy online where they can practice math lessons in specific topics or view videos for review and explanations in English and other languages. ELL students are encouraged to reach out to their teachers via email and Skedula/PupilPath when they have questions or need to access more materials. Settings can also be adjusted to use Skedula/PupilPath in other languages. ELLs also have computer lab access before school, lunch, and after school in the lab or the school library. ELLs also receive tutoring time during lunch and after school from the ENL teacher (M. Kong) and have access to computers. ELLs find it useful to use Google Docs to share work with instructors for online support.

A 9th grade ESL student who has an IEP is programmed to take a Living Environments course which culminates in a New York State Regents Examination in the spring. This classroom is an ICT setting where the Living Environment teacher and the special education teacher co-plan and co-teach the class. The ENL instructor also pushes-into the class to provide additional language support and to meet the requirements of integrated ENL services. All teachers meet together to appropriately scaffold and the lesson. This may include helping guide students more directly to critical content in a textbook by making photocopies that the student can write on or highlight. Teachers can also work together on modifying handouts and worksheets – providing a graphic organizer, a visual representation, or an abridged version of the content taught. Glossaries are also provided in English and the students' native languages.

Both a special education and the ENL instructor help an ENL student with disabilities learn how to use and create outlines to simplify content area, but still practice writing skills to achieve language proficiency. Teachers can also draw on students' prior knowledge to help students make connections between topics they may have already learned previously, sometimes in a native language or a native country. The ENL teacher should encourage and provide opportunities for students to be able to understand content in their native languages. This will allow students who maintain their native language skills have a better chance at acquiring a second language in the long-term because of the transfer of basic literacy skills.

All ELLs and SWDs are provided with their mandated testing accommodations including extended time and testing in a separate location. All other mandates on a student's IEP are also executed.

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?

ELL-SWDs have different needs than the general education population and our school uses curricular, instructional, and scheduling flexibility to enable our diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. Firstly, all teachers review and have access to all SWDs' IEPs, including ELL-SWDs. After understanding each individual student's IEP, teachers need to collaborate and plan with special education co-teachers and the ENL teacher accordingly. The diversity of learning styles is incorporated into instructions and adapted into daily lesson and curriculum planning. Teachers of all disciplines are asked for input in the facilitation of reaching students of various academic and language abilities.

The way the students are programmed allows students with SETSS (Special Education Teacher Support Services) to receive specific small instruction tailored to the tasks with which they struggle. These SETSS classes are scheduled first period before the students' days start to help these students organize for their other classes throughout the day. The standalone ENL class is often scheduled towards the end of the day to help ELLs, including those with disabilities, reorganize from the day's lessons. However, all ELL-SWDs are scheduled for the rest of the day with general education peers. They are in both core content area (English, Math, Science, Social Studies) and non-core content area classes (foreign language, physical education, music/art, electives) with general education peers. Studies show that environments where SWDs are programmed with non-disabled peers, SWDs tend to improve and better reach academic goals.

Students with IEPs are also programmed for Integrated Co-Teaching (ICT) instruction. In this situation, the content-area teacher co-teaches with a special education teacher. In many core content classes, the ENL teacher provides additional language support and meets Integrated ENL content minutes. These settings allow students to have maximum access to support teachers during the academic day. If necessary, support teachers can work with ELL-SWDs individually or in small groups within the academic classroom or pull the student(s) out of the class for more targeted instruction in order to achieve their IEP goals and attain English proficiency within the least restrictive environment.

All ELLs and SWDs are provided with their mandated testing accommodations including extended time and testing in a separate location. All other mandates on a student's IEP are also executed.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
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.

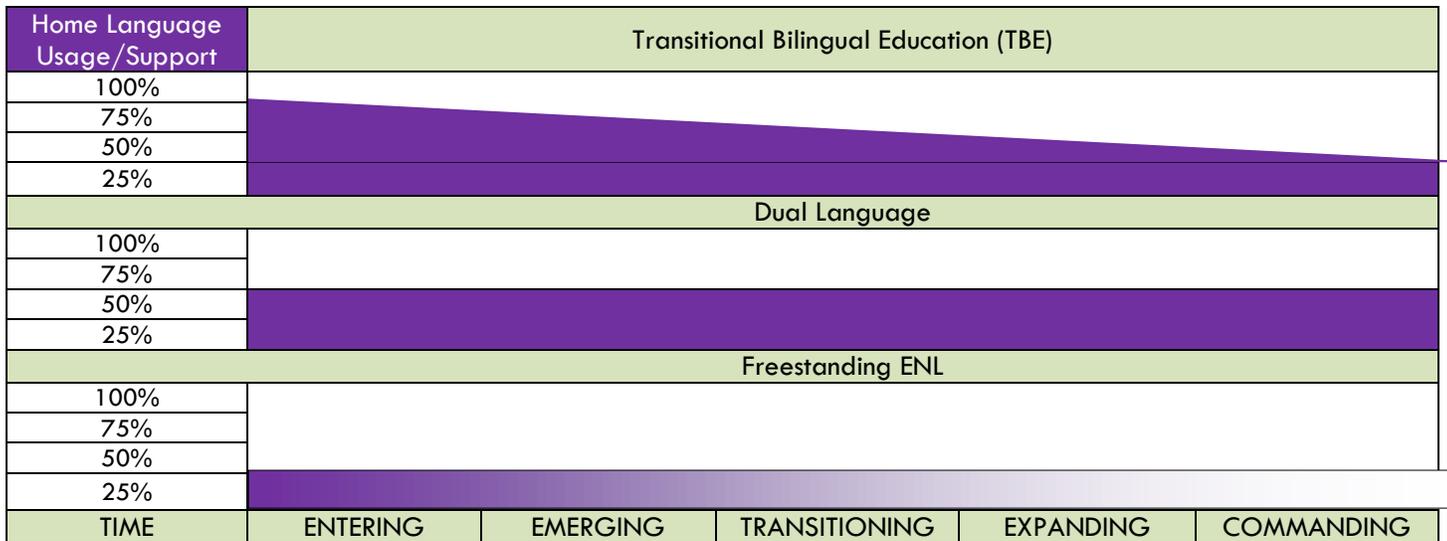


*Note: “other approved services” does not apply to New York City at this time.

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.

As chosen by the Parent Survey and Selection form, our school offers stand-alone ENL services. Therefore, all of our classes are offered in English and our ELLs are also encouraged to utilize their native languages. Our ELLs attend all of their content area classes with the rest of the general population of the school in English. Integrated ELL instruction is provided in most content area classes containing students of lower English proficiency levels as determined by the NYSESLAT. Currently and in the past, these content area classes with integrated ELL instruction include and have included Algebra, Living Environments, Global History, Earth Science, and English Language Arts. These classes were chosen to receive integrated ELL instruction because they contain students with lower levels of English proficiency including those at the early levels of proficiency who need more instructional minutes and support, and most of these classes culminate in a New York State Regents Examination or a Common Core State exam. For math, students can access IXL – an online educational math program. Students including ELLs, and all who are also SWDs, use IXL as part of their regular math classes. This is in addition to a standard math class. Students are allowed access to computers to work on IXL assignments and for ELLs, they can copy/paste text into online translation services to better understand assignments and tasks. This program can also be accessed in other languages. Native language support is provided through the use of translated materials and exams, the use of dictionaries, glossaries, devices, online programs, and peers who speak the same language. Studies show that development and learning in the native language will help the transfer of information and learning of new concepts in a new language.

For ELA, students can access Achieve 3000 – an online educational reading program. Students including ELLs, are scheduled into an Achieve 3000 class if they do not perform in the top 20% of their class on standardized ELA exams such as the 8th grade NYS ELA Test. This is in addition to a standard ELA class. Students are allowed to access to computers to work on Achieve 3000 assignments and for ELLs, they can copy/paste text into online translation services to better understand assignments and tasks. This program can also be accessed in other languages.

After school and lunch-time regents tutoring is also available for students who need additional support. Students who have already taken a regents examination and failed the examination are sent letters home informing parents of tutoring opportunities. Different regents tutoring courses are designated on different days after school to accommodate students who need support in more than one subject area.

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

Our school services our ELL population via a Free-Standing ENL program as chosen by our families of ELLs through the Parent Survey and Selection forms collected annually. Every ELL receives at least 1 period of standable ELL services per day. Students also receive their integrated ENL minutes depending on their level of English proficiency as determined by the previous Spring's NYSESLAT scores. They receive this support in several subject areas, particularly in those which culminate in a formal state examination like a New York State Regents Exam. The ENL teacher and content area subject teachers collaborate to scaffold and modify lessons and instruction to best meet the needs of our ESL students.

The ENL teacher checks in with all of the ELLs' teachers to monitor their progress. The ENL teacher also has access to all ELLs progress and grades in each of their classes via Skedula/Pupil Path – an online grading program where grades and progress can be documented. Parents, students, administrators, and other teachers also have access to this information. This program can also be accessed at home in other languages such as Spanish.

Most of our ENL students enter high school at the Expanding (Advanced) level of English proficiency. We have had a few students enter at lower levels of proficiency. Once in our school, after a year of instruction, our lower proficiency students usually advance one level as determined by the NYSESLAT. After one-two years of instruction, many of our Expanding (Advanced) level student test as Proficient or remain at the Expanding (Advanced) level of proficiency. Most of our ENL students test as Commanding by their 3rd or 4th year of high school. Most of our students achieve English Proficiency as determined by the NYSESLAT before graduating high school. These data patterns reveal that our current ENL program, though not without room for continual improvement, does help improve English proficiency for the vast majority of our ELLs.

Most of our ENL students also graduate within 4 years of entering our high school. This means that they have earned credit in all classes including English and other content areas. Many of these classes also accumulate in a New York State Regents Examination or now a New York State Common Core Test. Because most of our ELLs have graduated with their appropriate cohort, this pattern reveals that our current ENL program does help ELLs achieve content-area knowledge.

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

For the upcoming school year, we are continuing our use of Achieve3000. All students and their families will continue to have access to Skedula/Pupil Path, an online grade, attendance, and record keeping program where families can monitor student progress and access student assignments from home. More after school Regents Examination tutoring will take place, and we are also now offering SAT preparatory classes taught by a successful alum of our high school who was also a former ELL! Because of our school's partnership with Cornell University, we have an aquaponics laboratory and a hydroponics laboratory. Many of our ENL students

have been involved with the labs and will continue to do so as the program continues to grow. More ELLs will be encouraged to participate in our school internship program and receive opportunities to work outside of the school in industry settings to both earn credit and income. ELLs are also being encouraged to apply for membership to our newly re-organized branch of the National Honor Society. This past year, our school put on its first production of a school musical, and one of the lead characters was played by a former ELL. This will encourage other ELLs to participate in newer programs

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

We have no plans of discontinuing any current programs or services.

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

ELLs always have equal access to all school programs. Students are invited to participate in all Regents preparatory classes, college preparatory classes, athletics, and have equal access to all electives. They are invited in English and native languages. The school's phone messenger program calls all homes in the students' native languages and disseminates this information. Letters in English and native languages are also sent home accordingly. Our ELLs are programmed into general education classes with the rest of the school and afforded access to all programs including Algebra 1, Geometry, Algebra 2/Trigonometry, English, Living Environment, Earth Science, Chemistry, Global 1, Global 2, US History, Economics, US Government, Spanish, Culinary Classes, Baking Classes, Music/Art, Physical Education, Achieve 3000, Career Financial Management, and other Electives.

Our ELL population participates fully in all of our extra curricular school programs. Students are invited to participate in all extra curricular programs in English and native languages with letters and flyers sent home in English and native languages. School personnel also make phone calls home in English and native languages, often with the help of the Translation and Interpretation Unit. These extra curricular programs include culinary arts programs with visiting chefs, catering activities, culinary competitions, C-CAP (Careers in Culinary Arts Programs); athletics including PSAL sports such as tennis, basketball, baseball, volleyball, handball, bowling; student government and leadership groups, National Honor Society, theater club, internships, community service clubs, Anime club, Chess club, SAT tutoring, academic and Regent tutoring, College credit programs such as CUNY's College Now and Monroe College's JumpStart, and general interest organizations.

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.

It is important to reach all students, including ELLs, of all abilities and needs. We utilize technology in many ways. For example, teachers make use of computers in the classroom, our mobile laptop centers, computer lab, or the library to make learning more interactive. Many of these computer learning program and activities can also be practiced online through an outside device or another computer outside of school for continue learning. Each classroom also has a SmartBoard or access to a projector for group learning. Math classes use TI-N-Spire calculators which can also be connected to a SmartBoard for more interactive learning. The TI-Inspire calculators can also be programmed to display functions and commands in other languages. Often the use of tactile technology can help those who extra assistance such as our SIFEs or newcomers. Many of our ELLs are also SWDs and benefit greatly from the use of tactile items and the use of technology to help engage or clarify or organize or communicate ideas in both English and native languages.

We utilize also online learning programs such as Achieve 3000, an online reading course, and Khan Academy, an online math course. Both of these online programs directly support our ELLs in ELA classes and math classes. Khan Academy is particularly used to support our math classes which culminate in a New York State Regents Examination and a New York State Common Core Examination. Students can access these programs on computers and devices outside of school to continue practice. Everyone also has access to Skedula/Pupil Path, an online attendance, grading, and records program to access class assignments and verify grades. All ELA classes also use the Houghton Mifflin Harcourt Collections Series to help align all ELA classes to the Common Core Curriculum. Each grade level also has online access to related materials from this series for interactive learning including vocabulary definitions, editing tools, audio sessions, and translations in other languages for all levels of learners. All of these programs are available in English and other languages to better service our ELL population.

Our school has a partnership with Cornell University who run an aquaponics and a hydroponics laboratory in our building. Students can learn science firsthand the stages of both plant and animal development. Because our school is a culinary arts-themed school, this way, our students, including our ELLs, experience the food we eat from conception to consumption.

Content-area teachers and the ELL instructor also often meet to modify and/or augment lessons and handouts. Presentation material and handouts will be provided with a glossary or translated entirely for certain students such as students at the Entering level of English proficiency. Students are also given access to approved dictionaries/glossaries, electronic translators, and online translation programs.

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

Our school services our ELL population via a Free-Standing ENL program as chosen by our families of ELLs through the Parent

Survey and Selection forms collected annually.

As ENL students are acquiring English language skills, the use of the native language is still strongly encouraged. Studies have shown that students who maintain their native language skills have a better chance at acquiring a second language in the long-term because of the transfer of basic literacy skills. With the use of the native language alongside English, it is possible for students to still learn and acquire content in their classes while acquiring English. This way, they do not fall too far behind their native-English speaking peers in their content-area classes. Encouraging the use of the native language also encourages diversity in the classroom and school. This allows for all students to learn and share in each others' cultures.

Like the rest of the student body, ELLs undergo rigorous evaluations throughout the year informally and formally – on classroom subjects and on state exams. We make sure that our ELLs are appropriately evaluated in their native languages throughout the school year by providing translated copies of formal periodic assessments and exams when available. This includes The New York City Department of Education Measures of Student Learning Performance Assessments and the New York State Regents Examinations. Students are made aware that they have access to translated copies of exams, and approved dictionaries/glossaries, and extended time when taking assessments. They are made aware that they have the option of responding in either English or their native languages.

Outside of formal state testing, ELLs are evaluated in their native languages throughout the school year in their regular classroom settings as well. The content area teacher and the ENL teacher work together in developing informational handouts, interactive worksheets, and content-area assessments in both English and the necessary native languages. Students have the option of responding on the English or the translated versions, but have access to both.

Our school also utilizes online educational programs such as Achieve 3000 and IXL. Students use these reading and math programs in school and independently at home to continue practicing learned skills. Assignments and assessments from these programs are available in other languages if the student chooses to use the other language options. This ensures that the student has the option of being evaluated in his or her native language. Skedula/Pupil Path, our attendance, grading, and progress database is also available in English and other languages.

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

Students are programmed for the following school year based on the data derived from the most recent NYSESLAT scores. Students testing at an Expanding (Advanced) level are programmed to receive 180 minutes per week in integrated ENL/ELA or other content area. Students testing at a Transitioning (Intermediate) level are programmed to receive 180 minutes per week - 90 minutes in integrated ENL/ELA or other content area and 90 minutes in standalone ENL or integrated ENL with other content areas. Students testing at an Emerging (Low Intermediate) level are programmed to receive 360 minutes per week - 90 minutes in standalone ENL, 180 minutes in integrated ENL/ELA, and 90 minutes in standalone ENL or integrated ENL with other content areas. Students testing at an Entering (Beginner) level are programmed to receive 540 minutes per week. 180 minutes in standalone ENL, 180 minutes in integrated ENL/ELA, and 180 minutes in standalone ENL or integrated ENL with other content areas. Students who test at a score high enough to place out of ELL services are determined to have a Commanding proficiency of English as determined by the NYSESLAT and receive letters of non-entitlement, but are provided 90 minutes per week in integrated ENL/ELA or other content area.

ELLs ages and grade levels are taken into consideration when providing service support and resources. For example, many of our ELLs are older than their native English-speaking classmates whether it was because of they are SIFEs or were held back within the US school systems, often because of a low English proficiency which made becoming proficient in all core content subjects difficult when taught in English.

It is important to realize that though the SIFE ELLs may not have received instruction in a specific area of study that is typically taught to younger students, SIFE ELLs should be treated according to age. Age appropriate material should also be provided to help the SIFE ELL understand the content taught. For example, if an 18-year old SIFE ELL is in a 9th grade Living Environment class, and the 14-year old students are using cartoon images of the human body adapted for younger students, we can provide the 18-year old SIFE ELL with actual photos from an anatomy text instead. This way the SIFE ELLs can still learn the necessary content, but with age appropriate material.

All ELLs take their coursework with their general education peers who are generally of appropriate grade levels based on age. For example, all 9th grade students are between the ages of 13-15 and take the Living Environment class and lab and the Regent. All ELLs entering 9th grade also do the same.

All ELLs in 11th and 12th grade are guided through the process of becoming ready for college. Extra time is spent with ELLs to help fill out College Board forms (pSATs, SATs, AP Exam applications), college admission forms, financial aid documents, scholarship opportunities, and other related graduation requirements. Assistance to the students and their families is given by the school counselors (P. Astor/G.Anchundia), the dean (D. Blakes), and the ELL teacher/coordinator (M. Kong). Assistance is given in both English and the home language. 11th and 12th grade ELLs who are also SWDs are also given opportunities for programs that continue to provide related services while transitioning out of high school. For example, an ELL who is also an SWD on track to graduate has the opportunity to apply to college, jobs, and ACCES VR - a program for adults with

disabilities to receive support and finding a career/job. Older ELLs also are given opportunities to help achieve their college and career goals, regardless of grade level. Teachers and mentors assist in helping students find internships, programs, or scholarships that reach their other academic and professional needs.

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).

When we know of a newly enrolled ELL, before the school year officially begins, the Parent Coordinator and the guidance department reach out to the new ELL and his or her family. We inform the family of other ENL programs available in the summer and even adult ENL programs offered by the New York City Department of Education for the family of the new student. We can examine a student's transcript to predict what classes he or she will be taking in the fall and let the family know ahead of time, in the event they would like to begin preparing independently. When the school year begins, we collect the data from the new student's transcripts and most recent NYSESLAT or NYSITELL scores to appropriately program the student.

Our ELLs are programmed together by grade levels for most of their classes and develop a close bond. Former ELLs are often also programmed with current ELLs to receive their integrated ENL instruction. When new ELLs who enroll throughout the school year enter our school, our current and former ELLs understand that a new ELL will have many needs. Having once been that new ELL, current and former ELLs are automatic friends and mentors for new ELLs.

19. What language electives are offered to ELLs?

Currently our school offers one foreign language class in Spanish to all students, including ELLs.

20. For schools with dual language programs:

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

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.)

Current calendar dates of Professional Development for all staff include every Monday and Tuesday of each week from 2:40PM - 4PM for the 2015-2016 school year, and all Chancellor's PD Days including 11/3/15; 2/1/16; and 6/9/16. Teachers are also encouraged to attend other Professional Developments. For example, so far this year, staff members attended and will attend the Manhattan Field Support ELL Start Up session (10/1/15) and the NYC DOE Department of ELL and Student Support - Algebra: A Gateway to STEM (2016-2016) Series (10/22/15; 11/18/15; and 12/17/15) .

All staff received mandated professional development hours - 50% of it in training with specifics pertaining ELL for ENL instructors and 15% for all other teachers of ELLs (all other teachers). In This includes the the required minimum 7.5 hours of ELL professional development training (10 for special education teachers) as mandated by Jose P. All teachers of ELLs are aware of ELLs in their classes. As we engage in the Common Core Learning Standards, we have spent many workshop hours understanding what the Common Core Learning Standards are for each subject matter. Staff is divided into departments to discuss practices that will best enable students to achieve the Common Core Learning Standards in each content area. Together and independently, staff creates curriculum maps to outline units that will best align the content area with Common Core Learning Standards. Teachers take into consideration that they must allow room in their curriculae for scaffolding specifically designed for ELLs to achieve the same standards that general education students do. Teachers of ELLs regularly meet with each other to discuss the progress of ELLs and meet with the ENL teacher for additional support.

Our entire faculty, including the principal, assistant principal, the ESL teacher and coordinator, paraprofessionals, guidance counselors, special education teacher, content area teachers, deans, intervention specialist, speech therapist, and parent-teacher-coordinator meets every week by grade levels and inquiry teams and departments. Topics discussed include differentiated instructional strategies, how to better scaffold reading exercises, and incorporating other means of learning such as visuals and technology to aid reading comprehension and support language acquisition for all students, including a focus on ELLs. Because of the shift to the Common Core Learning Standards, instructional practices on how to provide better instruction for students, including ELLs to reach these standards are discussed.

Dates for school-wide faculty professional development conferences and other workshops relevant to teaching ELLs, especially as they engage in the Common Core Learning Standards are mailed as separate attachments.

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?

All staff, including teachers of ELLs, receives the required minimum 7.5 hours of ELL professional development training as mandated by Jose P. All ENL instructors receive the required 50% of professional development in ELL - specific training. Each year, the ENL teacher/coordinator provides in-house PD to her colleagues on the requirements as madated by Jose P for ELLs and requirements mandated by the state. Sometimes this is done on campus through a professional development hosted by a colleague or staff member; sometimes it is done off campus at a larger organization or with other professionals. All teachers of ELLs, including the ESL teacher, are encouraged to attend professional development workshops and conferences when available.

Professional developments and training are conducted by approved vendor representatives and trainers and are available in the online computer programs Achieve 3000 and IXL that ELLs utilize in school and at home. Teachers who are trained in these programs include all math, English, ENL special education, and reading teachers.

In the recent past, we have teachers enrolled in the Common Core Learning Standards Mathematics Institute for High School Teachers of ELLs that meets at City College once a month. This workshop provides a different approach to lesson development by approaching problems from a more pragmatic methodology. In these workshops, teachers have experienced seminars provided by outside resources such as Phil Daro, co-author of the Common Core Standards. In these workshops, ELL, math, and special education teachers receive more direct information regarding how to interpret the Common Core Standards and how to apply best teaching practices in their classrooms, specifically regarding ELL instruction. The ELL teacher attends ELL network meetings and periodic trainings, especially during the shift to Common Core. For example, the ELL instructor and other teachers of ELLs including special education teachers, attended professional developments regarding the new NYSESLAT and NYSITELL which are aligned with the Common Core. At these trainings, teachers are trained in administering the exam and rating the exams. Attendees sit together and listen to and read examples of completed exams and norm them together to come to an understanding of how to use the specific grading rubric. Upon return to school, those who attended the meeting trained other teacher so that other can assist in grading the NYSESLAT exams.

Recently, we also had teachers attend professional developments such as the Developing Academic Literacy: Delving Deeper into Argumentation and Academic Conversations Series and the Our ELLs are Core Ready: Meeting Linguistic Demands of our Students with Joy, Power, & Confidence Seminar to better understand methods of reaching our ELLs, developing their skills and confidence, all while meeting the demands of Common Core, general academics, and everyday life.

Science teachers also attend professional developments and trainings regarding the Common Core. These professional developments include seminars on how to better understand the purpose of the common core in a science classroom as well as how to better improve literacy skills in a science classroom in regards to the new Common Core Standards. This will be especially beneficial to ELLs who are in process of achieving language proficiency skills in English.

So far this year, staff members attended and will attend the Manhattan Field Support ELL Start Up session (10/1/15) and the NYC DOE Department of ELL and Student Support - Algebra: A Gateway to STEM (2016-2016) Series (10/22/15; 11/18/15; and 12/17/15).

Our entire faculty, including the principal, assistant principal, the ENL teacher and coordinator, paraprofessionals, guidance counselors, special education teacher, content area teachers, deans, intervention specialist, speech therapist, and parent-teacher-coordinator meets every week by grade levels and inquiry teams and departments. Topics discussed include differentiated instructional strategies, how to better scaffold reading exercises, and incorporating other means of learning such as visuals and technology to aid reading comprehension and support language acquisition for all students, including a focus on ELLs. Because of the shift to the Common Core Learning Standards, instructional practices on how to provide better instruction for students, including ELLs to reach these standards are discussed.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? All teachers are aware if they have ELLs in their classes. All students transitioning from one school to another require various levels of support. ELLs may need different types of support depending on the ELL setting from which they are transitioning.

Faculty is made aware of the three types of ELL program models. ELLs coming into our school may be transitioning from a different program model than the freestanding ESL model that the families of our current ELLs have chosen. Teachers are made aware that some incoming ELLs may have a difficult time transitioning into a class taught only in English or not having a content area teacher who readily speaks his or her language.

Teachers are given ELL training to gain a better understanding of what type of support an ELL might need when transitioning schools, especially if the ELL is transitioning to a different program model than he or she experienced previously. Teachers are also given access to dictionaries/glossaries, and computers for online translation programs to help ELLs achieve in their classrooms. When transitioning to high school, the work may become more difficult and demanding. More high-stakes examinations are required of all students, including ELLs. Guidance also is trained in how to properly utilize the Translation and Interpretation Unit in assisting families communicate effectively in a transitional period. To help relieve some anxiety, attention needs to be paid to better help ELLs achieve in all subject areas. Teachers are reminded that they can also access materials in other languages. For example, if a teacher is teaching a course that culminates in a regents exam and is using past regents exams as practices, they can also access past regents exams in other languages for ELL students to use alongside the exams in English.

Guidance counselors also attend meetings and professional developments. Besides in-house PDs given by the ENL teacher/coordinator either from personal experience/knowledge and turnkeys of outside ELL-specific PDs, the guidance counselors attend on average one meeting per month since September. At these meetings, guidance counselors discuss steps to provide academic assistance in transitioning from one school or grade to another. Guidance often utilizes ATS reports to understand students' previous exam history and scores such as the NYSITELL (LAB-r) or the new NYSESLAT and the new expanded levels of English Proficiencies to program student schedules appropriately.

Families of ELLs are also invited to all open school events and all ELL-specific events through various methods in both English and the home language including USPS mail, phone calls, emails, and notices on PupilPath/Skedula. The Parent Association (PA) and the School Leadership Team (SLT) also reach out to families to help make adjustment more of an inclusive experience.

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.

All teachers receive the professional development hours as mandated by CR-Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers of instruction in ELL - specific professional development. Agendas and attendance are kept in logs by school administration. All teachers of ELLs, including the ENL teacher, are encouraged to attend professional development workshops and conferences when available - on campus and off campus at other professional organizations. Our faculty also meets every Monday and Tuesday by grade levels and inquiry teams and departments. Sign in sheets are kept and stored in files in the main office from all in-house faculty conferences to maintain records and attendance. This ensures that our staff receives the mandated number of hours of professional development and training. Topics discussed include differentiated instructional strategies, how to better scaffold reading exercises, and incorporating other means of learning such as visuals and technology to aid

reading comprehension and support language acquisition for all students, including a focus on ELLs - all relating to the Common Core standards.. When the focus is on ELLs, these meetings are led by the ELL teacher with support from the administrators and guidance counselors.

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?

1. In addition to the NYC DOE school year calendar of 3 annual conferences, an Open House night, and the annual ELL-Parent-Orientation, the school provides an additional individual meeting for parents of ELLs to discuss the goals of the ENL program language development progress, language proficiency assessment results, and language development needs in all content areas.

Like other events, conferences, and meetings, we send invitations for these individual conferences home to parents via USPS mail and through the students. We can also reach out electronically via email and PupilPath/Skedula. Communication is done through English and the home language. Parents of ELLs are invited to bring their own translators if needed, and if not, one will be provided for them. We have a multi-lingual staff or the Translation and Interpretation Unit will be contacted in the event that we need a translator for a language that we cannot directly service within the means of our multilingual staff. At the moment, all home languages of our ELL population can be spoken by someone on the LAP team.

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 for individual ELL parent meetings and parent outreach through teacher logs and electronically through the anecdotal section of PupilPath/Skedula by all teachers of ELLs in each content area. Administration (R. Turgeon/T. Pendola) and the dean (D. Blakes) also collect teacher log sheets from weekly Inquiry Team meetings which include parent-outreach information. Records of the Annual Individual ELL parent meetings as facilitated by the ENL teacher/coordinator (M. Kong) are also kept by the same individual (M. Kong).

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Aside from participating in their individual child's Open School Night, Parent-Teacher Conferences, ELL Orientation night, Annual Individual ELL Parent Meetings, and IEP meetings, we encourage all parents to participate in other school meetings and events and activities. The Parent - Coordinator reaches out to the families of our ELLs in English and Spanish and in other languages through the Language and Interpretation Unit. The Parent Coordinator organizes mailers for families in English and home languages and makes calls home inviting families for any open school event. For example, all parents are invited to be in our Parent Association (PA) and our School Leadership Team (SLT). These groups frequently discuss topics that will make the school a better learning environment. Translators are available for parents who need a language other than English. Parents are also invited to all open school events including our annual talent show, Restaurant Day, Graduation, and as of this year, our first ever school musical production in which many of our ELLs have demonstrated their many gifts in music, dance, and the arts.

Parents of ELLs (and former ELLs!) have also attended celebrations of our students including the National Honor Society Induction ceremony and have been invited to chaperone school activities such as field trips and other functions.

Parents can also keep in touch with the school and their children's academic performance by logging onto their Skedula/Pupil Path accounts, which can be provided in English or their home language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school's Community Based Organization is Cornell University Extension. The CBO does not provide any specific workshops or services specifically for ELL parents, but all workshops and services are open to our entire parental community. Translation services are always available when needed.
5. How do you evaluate the needs of the parents?

The needs of our ELL parents are most immediately seen during the annual ELL Parent Orientation in the fall term. On a more individual level, we also now see the parents for an additional specific ELL-Conference with the ENL teacher once a year. Parents voice their questions, concerns, and comments about their specific needs for their children. Typically, most of these questions, concerns, and comments are in regards to the chances of their children graduating on time with limited English proficiency (LEP). They are aware that their children are held to the same standards as native English speakers and hold the same graduation requirements, so they want to know what they can do at home to ensure that their children will be academically successful while acquire English proficiency.

Many ELL parents are also very concerned about the process for their children to attend college in this country. Each year we host college information session for students and parents and have translators available in the home languages. We create forms based on student and parent concerns to help families organize for the process of applying to schools. These forms are sent home via email/PupilPath/Skedula, and standard mail or paperwork given to students in English and necessary home languages. They are returned filled out in as much completion as possible, and from there, we know where we need to better assist families. For example, if a student's form is missing information about his or her citizenship status, we know that we should reach out to the family

to understand the student's status in order to better assist a student in applying to the appropriate college. School lunch forms in English and a home language are also used to understand a family's income to better understand a student's needs. If we see a student is in strong economic need, we can reach out to the student and family in English and the home language to offer assistance with certain costs such as school uniforms, school supplies, or payments for field trips. When we hear this, we always encourage parents to stay involved. We ensure that the students will receive their mandated hours of ELL instruction along with their required coursework for graduation. We encourage parents to keep regular watch over the children's homework and stay in touch with the school via phone, email, and/or Skedula/Pupil Path. These methods of communication are also used to address questions and concerns about the child's progress or school activities. We see the parents again during our Parent-Teacher Conferences now held 3 times a year. We also see our parents during the Open House meeting in the fall. Parents again voice any individual concerns about their child in the Parent-Teacher Conferences. Parents of ELLs who are SWDs are also contacted regularly about their child's progress and the status of their child's IEP. Parents can have a phone conference or come in for a face-to-face conference about the child's needs. Though we cannot see the specific needs of ELLs or ELL parents through the annual School Survey, we can still use the overall results and data to improve areas of our school that need attention based on the survey.

6. How do your parental involvement activities address the needs of the parents?

6) Staff including the Parent - Coordinator (C. Mercado) reaches out to the families of our ELLs in English and Spanish and in other languages through the Language and Interpretation Unit. The Parent Coordinator (C. Mercado) organizes mailers for families in English and home languages and makes calls home inviting families for any open school event.

Our ELL parents are most worried about their students graduating on time. When we hear this, we always encourage parents to stay involved. We ensure that the students will receive their mandated hours of ELL instruction along with their required coursework for graduation. We encourage parents to keep regular watch over the children's homework and stay in touch with the school via phone, email, and/or Skedula/Pupil Path.

We see the parents during our Parent-Teacher Conferences now held 3 times a year. We also see our parents during the Open House meeting in the fall. In addition, parents of ELLs also meet individually with the ENL instructor once a year. Parents voice any individual concerns about their child in this meeting. During these times, we have parents sign up online for access to Skedula/Pupil Path so they can always monitor their child's attendance, progress, assignments, and grades. Skedula/Pupil Path can be accessed in English or other languages. Parents of ELLs who are SWDs are also contacted regularly about their child's progress and the status of their child's IEP. Parents can have a phone conference or come in for a face to face conference about the child's needs. We also host informational college/career nights for parents of upperclassmen who have questions and concerns about graduation and post-high school options. Translators are made available.

Sometimes the needs of our parents include basic access. We inform our ELL families about adult ENL programs throughout the city - many of them public and free/low cost. We also help guide our parents through other avenues of access of which they may be unaware such as how to fill out financial aid forms with their children, where to access translation services for alternative transportation for families with disabilities, or housing concerns. Many times, the families of our ELLs are afraid or do not know how to ask for help in other areas of living that directly or indirectly affect their children's academic progress. The best time for parents to ask these questions is during the individual conference with the ENL instructor who can then help address these concerns or find the right personnel to address these questions - and in the appropriate language.

D. Additional Information

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

Part VI: LAP Assurances

School Name: Food and Finance High School		School DBN: 288	
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)
Roger Turgeon	Principal		10/21/15
Tiffany Pendola	Assistant Principal		10/21/15
Carmen Mercado	Parent Coordinator		10/21/15
Michelle Kong	ENL/Bilingual Teacher		10/21/15
Bahiji Ali	Parent		10/21/15
David Limato/Special Education	Teacher/Subject Area		10/21/15
Fatima Pistone/Social Studies	Teacher/Subject Area		10/21/15
N/A	Coach		10/21/15
N/A	Coach		10/21/15
Paula Astor	School Counselor		10/21/15
Marisol Bradbury	Superintendent		10/21/15
Maria Broughton	Borough Field Support Center Staff Member _____		10/21/15
Ilyse Leibowitz/Speech Service	Other <u>Related Services</u>		10/21/15
David Blakes	Other <u>Dean</u>		10/21/15
	Other _____		10/21/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 288 School Name: Food and Finance High School
Superintendent: M. Bradbury

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.

Parents are provided with appropriate and timely information in both English and their home language in accordance to their Home Language Identification Survey (HLIS). Part III of the HLIS allows families to specify in what language they would prefer written communication from the school and in what language they would prefer oral communication from the school. This is again confirmed prior to and during the annual ELL orientation meeting and parent surveys. Every time a teacher meets with or makes contact with a parent, they verify a family's address, phone numbers, email addresses, and preferred language of written and oral communication. This way teachers can also provide information and data based on class contracts, syllabi, and surveys sent home with students at the beginning of the term to verify language needs. The same information should be in ATS reports of Preferred Languages and identified on a student's emergency blue contact card. This information should be noted so that each time a survey or paperwork needs to be done by the students' families, information is communicated in both English and the home language as requested on the HLIS. Translators and translations will be made available with this information.

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.

HLIS Written and Oral Language Information:

Written: English, Spanish, French
Oral: English, Spanish, Chinese (Mandarin and Cantonese), French

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.)

Schedule of Dissemination of Documents Disseminated That Require Translations:

*We translate our materials in - house, but if the services of the Translation and Interpretation Unit are needed, they will be contacted at least two weeks in advance for assistance in translation of materials.

9/9/15: Handbooks/CDs

9/9/15: Calendars

2 Weeks Prior to Scheduled Event:

Open House Announcements: As Needed

Curriculum Night for: 9/30/15

Parent-Teacher Conference Announcements for: 11/19/15, 11/20/15, 3/10/16, and 3/11/16

Individual ELL Parent Conferences: As needed (at least one per ELL family)

ELL Orientation Announcements for: 9/16/15

ELL Parent Program Choices: 9/9/15

ELL Entitlement and Non-Entitlement Letters : 9/9/15

IEP Information and Meeting Announcements: As needed

Sign-up Information for PupilPath (Online Grade/Attendance Access Program): 9/9/15 and 9/30/15 and Conference Dates

School Surveys: Spring

School Lunch Forms: 9/9/15

Letters from School Leadership: As Needed

Suspension Hearings: As Needed

Guidance Counselor Meetings: As Needed

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.

Face-to-Face Interactions:

*We translate our materials in - house, but if the services of the Translation and Interpretation Unit are needed, they will be contacted at least two weeks in advance for assistance in translation of materials.

Materials for the following are also sent home as noted in Question # B1.

Open House (Fall)

Parent-Teacher Conference Announcements (1 in the Fall; 2 in the Spring)

ELL Orientation (Fall)

IEP Meetings (A few each month)

Individual ELL Parent Meeting (Mid-Year)

Suspension Hearings (A few Year-Round)

Attendance Teacher Visits (Year-Round)

Guidance Counselor Meetings/Calls: (Year-Round)

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 school provides written and oral translation services in languages requested by families as identified upon the student's enrollment into the school from the HLIS and during an informal interview and reconfirms again during the ELL parent-orientation. At the start of each school year, student data is reviewed and a note of all home languages is made. These languages are then verified again through the ELL parent-orientation meeting in which parents fill out the Preferred Language Form and again in parent-teacher conferences. Because we identify the language translation needs of our families from the beginning of the student's enrollment, all required student documents (emergency contact forms, health forms, safety forms, student code books) are then translated into the home language and students are given a copy in both English and their home language from the beginning. Certain documents such as appeals and surveys are time sensitive, so we make sure that those are translated ahead of time to ensure the same amount of time for families have home languages other than English to return the information as families whose home language is English. Other informational documents that are translated include report cards, IEPs, and daily grades and progress that can be accessed online by all staff, students, and families through PupilPath/Skedula. In our experience, most families who require translation services have been addressed within our school by our own school staff. If we have a family that needs translation services that we cannot provide within the school's abilities, the Translation and Interpretation Unit has be contacted for further assistance.

We utilize templates provided by the DOE and the DOE's Translation and Interpretation Unit for calendars, parent-teacher conferences, and other annual and uniform DOE notices. We do our translations in - house but if we need to utilize the Translation and Interpretation Unit for translation of materials, we will contact them at least two weeks prior to the time that documents in English are sent out so that all can be sent out at the same time. If we need a language that the Translation and Interpretation Unit does not provide, we will contact an approved vendor in the appropriate amount of time.

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.

It is important for all parents, including those of LEP students whom may be of limited English proficiency themselves, feel welcomed to participate in all aspects of our school community. Phone communication is done in English and in the home language of the family. We have a multilingual staff to communicate information to our families. In the event that there is a language in which no one on staff is fluent, we will contact the Translation and Interpretation Unit for further assistance.

Copies of the Parents Bill of Rights and Responsibilities is provided to each family in accordance to their home language as is available in the New York City Department of Education's covered languages. These languages include Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu. In the school's main office, near the main entrance to our school, signs are posted in the most prominently used language so that parents are made aware that they are entitled to translation services of covered languages when they enter our building. If we have students whose families require translation services that are not English or covered languages, and we have no staff member who is able to provide translation services, the Translation and Interpretation Unit will be contacted for assistance. Families will also be briefed on how they too can contact the Translation and Interpretation Unit for further assistance in accessing services.

We do most of our translations in - house but if we need to utilize the Translation and Interpretation Unit for translation of , we will contact them at least two weeks prior to the time that documents in English are sent out so that all can be sent out at the same time. If we need a language that is not provided by the Translation and Interpretation Unit, we will contact an approved vendor in the appropriate amount of time.

Part D: Training Staff on Policies and Procedures

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

Our school will ensure that all staff are made aware of how to access the Language and Interpretation Unit for interpretation services and over-the-phone interpretation services through a presentation of services and a distribution of the Translation and Interpretation Unit Brochure at Professional Development workshops. The Interpretation Unit's website and contact information will be made available to everyone through email and placed near phones. (https://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit/default.htm)

We are in the process of scheduling a meeting or Professional Development Session exclusively on the purpose of and the services provided by the Translation and Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Copies of the Parents Bill of Rights and Responsibilities is provided to each family in accordance to their home language as is available in the New York City Department of Education's covered languages. These languages include Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu. In the school's main office, near the main entrance to our school, signs are posted in the most prominently used language so that parents are made aware that they are entitled to translation services of covered languages when they enter our building. If we have students whose families require translation services that are not English or covered languages, and we have no staff member who is able to provide translation services, the Translation and Interpretation Unit will be contacted for assistance. Families will also be briefed on how they too can contact the Translation and Interpretation Unit for further assistance in accessing services.

Part F: Monitoring and Quality Control

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

The school will gather feedback on the quality and availability of services by reviewing data provided to us through the annual school surveys. We will also gather informal feedback through parental anecdotes in meetings and conferences.

We are in the process of scheduling a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on the quality and availability of services, but also to foster an atmosphere of cultural awareness, openness, and inclusion. This will be done in conjunction with our School Leadership Team (SLT).