

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

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

**03M404**

**School Name:**

**INNOVATION DIPLOMA PLUS**

**Principal:**

**DAN STORCHAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Innovation Diploma Plus School Number (DBN): 03M404  
Grades Served: 9-12  
School Address: 145 W. 84<sup>th</sup> Street NY, NY 10024  
Phone Number: 212-724-2039 Fax: 212-724-2765  
School Contact Person: Dan Storchan Email Address: [dstorchan@schools.nyc.gov](mailto:dstorchan@schools.nyc.gov)  
Principal: Dan Storchan  
UFT Chapter Leader: Carla Cherry  
Parents' Association President: Elizabeth Molina  
SLT Chairperson: Carla Cherry  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Laura Diaz  
Student Representative(s): Malique Mitchell

**District Information**

District: 03 Superintendent: Donald Conyers  
Superintendent's Office Address: 335 Adams Street, Room 504, Brooklyn, NY, 11201  
Superintendent's Email Address: [dconyer@schools.nyc.gov](mailto:dconyer@schools.nyc.gov)  
Phone Number: 718-923-5124 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street, Brooklyn, NY  
Director's Email Address: [aanorma@schools.nyc.gov](mailto:aanorma@schools.nyc.gov)  
Phone Number: 718-935-5618 Fax: 718-935-5941

## 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)
Dan Storchan	*Principal or Designee	
Carla Cherry	*UFT Chapter Leader or Designee	
Elizabeth Molina	*PA/PTA President or Designated Co-President	
Leonardo Blackman	DC 37 Representative (staff), if applicable	
Laura Diaz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Malique Mitchell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Iriannys Estrella	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kimberly Hines	Member/Parent	
Oscar Crisanto	Member/Parent	
Jaimee Fischer	Member/Assistant Principal	
Carol Fink	Member/UFT	
	Member/Teacher	
	Member/Parent	

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

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Innovation Diploma Plus (IDP) is a small transfer high school designed to support the social, cultural, emotional and academic development of over-aged and under-credited students. Together we serve students who are looking for an opportunity to experience success, earn their high school diplomas, transition to college/careers and reach their dreams. IDP values the wealth of creativity, honesty, courage, and hopefulness our youth and their families bring. We know that when they come to a Diploma Plus school, they are making a commitment to honor generations of struggle for the promise of education and success in life. IDP is an alternative in the best sense of the word. Its role is to transform our students' learning experience from what they've been told they can't be to what we know they can and will be.

IDP will ensure that both the educational and developmental needs of each student will be served. Our goal is for every graduate to be an authentic learner with the analytical and social skills needed to excel in our ever-changing world and truly become a citizen of the information age. At IDP, many of our students have tried traditional high schools, but couldn't find a support system and environment where they could thrive. The school is based on Framework for Great Schools which means the entire school community will work together to prepare students for not only a Regents diploma, but for achievements well beyond the high school level.

IDP's staff is committed to each student, and we will invest in their success. We will work with each student to provide the following:

- School culture that promotes student leadership and strong engagement
- Support from a primary contact person who will conduct regular one on one check-ins on the student's progress
- Support in tracking their academic progress using report cards, progress reports, and periodic assessments
- Attendance outreach, academic intervention and counseling services
- College preparation, job shadowing and other career preparation, and mentoring opportunities
- Referrals to community based support services for students and family members
- Accelerated credit accumulation
- Student-centered, rigorous classroom instruction
- Portfolio development and workshop model instruction
- Paid Internships through the Learning to Work (LTW) program

Our greatest strides during the 2014-2015 school year were in the elements (of the Framework for Great Schools) of *Collaborative Teachers* and *Rigorous Instruction*. We developed structures for collaboration between teachers in the school with an emphasis on norming a rigorous and relevant approach to student centered learning. Through our year-long professional development sessions, as well as our daily common planning time meetings all IDP teachers took part

in collaborative team meetings centered on achieving year-long data-based goals that were linked to student growth. Teachers met frequently throughout the year to monitor and evaluate progress through ongoing tracking, and revising plans as needed in response to student learning trends. Additionally, teachers planned for and facilitated professional development whole staff sessions throughout the school year. Under the element of *Rigorous instruction*, we began an exciting journey on customizing instruction through the collaborative design and implementation of interdisciplinary blended learning courses; as a result, our students' credit accumulation and Regents exam pass rate showed an increase.

In 2015-2016 we will continue to focus on *Rigorous Instruction* as we further develop and expand our instructional focus for the 2015-2016 school year is to consistently engage all students in argumentative writing across all content areas, using common language and instructional strategies. As a PLC we will engage in collaborative analysis of our students' argumentative writing using a common rubric for measuring student growth. Students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.

2015-2016 will also bring an increased focus building *Strong Family-Community Ties*. At IDP we have strategic partnerships with outside support services (Allianza-Catholic Charities and Diploma Plus) that we are continuing to leverage and better infuse into the academic and college and career readiness conversations with both students and parents to improve graduation rate for all students.

### 03M404 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	203	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	2	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	1
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.5%	% Attendance Rate			60.4%
% Free Lunch	72.9%	% Reduced Lunch			5.7%
% Limited English Proficient	3.1%	% Students with Disabilities			8.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			23.4%
% Hispanic or Latino	66.1%	% Asian or Native Hawaiian/Pacific Islander			9.9%
% White	0.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.25	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.42
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	45.8%	Mathematics Performance at levels 3 & 4			47.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

## 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.

For the past two-years our English Language Arts department has been working collaboratively to revise curricula to meet the demands of the Common Core Learning Standards. They have adopted a common rubric for argumentative writing and have also adopted common strategies to support students in the analysis of complex text.

Per observation data, student work analysis, and diagnostic data -- we were able to determine that our students require a more comprehensive course of study to prepare for the CCLS exam.

Based on classroom observations and teacher feedback – our staff require more systemic professional development to support the integration of complex informational text and argumentative writing into all content areas.

Per the 2015, Framework for Great Schools Report we scored a 64 with regards to Rigorous Instruction as compared to other Transfer Schools in the city.

### Part 2 – Annual Goal

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

By June of 2016, test takers will show growth in their ability to analyze complex informational text and provide written arguments, as measured by a 10% increase in students scoring at or above grade level on the Common Core English Regents.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>ELA department will meet weekly and work with our Generation Ready Literacy consultant to design, implement and analyze CCLS aligned performance tasks, predictive, interim and final assessments.</p>	<p>Students slated to take Jan and June CCLS ELA Regents</p>	<p>August 2015 – June 2016</p>	<p>IDP Admin, Generation Ready Consultant, New Vision’s Support, ELA Teacher Leader</p>
<p>IDP teachers will plan lessons aligned to our CCLS aligned Argumentative Writing Rubric , adjust curriculum, re-teach lessons and differentiate instruction based on student data from formative and summative assessments. Additionally, each trimester departments will engage in learning walks to gather low-inference data and participate in analysis of both the lesson(s) and student work.</p>	<p>Students slated to take Jan and June CCLS ELA Regents</p>	<p>September 2015 – June 2016</p>	<p>IDP Admin, Generation Ready Consultant, New Vision’s Support, Teacher Leaders</p>
<p>Saturday Academy will be held on Saturdays 10am -1pm to provide customized small group instruction for identified students.</p>	<p>Teachers will identify students in need of additional support</p>	<p>November 2015 – June 2016</p>	<p>Teacher Leaders, IDP Admin, Advocate Counselors, Sat. Academy instructors</p>
<p>Students will receive bi-weekly progress reports (Via Skedula) on their standards based grades, test scores and personal management.</p>	<p>Students slated for Jan. and June Regents, P-Cohort, and June Graduates</p>	<p>September 2015 – June 2016</p>	<p>IDP Teachers, Advocate Counselors, IDP Admin</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Per session funds will be set aside for additional after school and Saturday Academy sessions.</p>

Title 1 funding will be utilized to support achievement of this goal through customized support from our Generation Ready literacy consultant.

Our professional development calendar will address a collaborative education model that emphasizes writing development, critical thinking and inclusion to address the diverse learning styles of our students.

Students, teachers and advocate counselors will receive training on how to best utilize 21<sup>st</sup> century tools (Google Apps, Web 2.0 tools, etc.) to support enhanced communication, blended learning, data collection and analysis.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

### Part 5 – Progress Monitoring

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

Mock Regents will be held in December and April to determine student readiness for the exam.

By February of 2015 the English Department and Administrative team will perform an item analysis of student performance on the January Regents.

Every six weeks teacher teams will engage in departmental meetings to score and analyze assessment results to create re- teaching plans.

Departmental teams and Advocate counselors will meet weekly to discuss progress of students targeted for the exam, and develop student support intervention plans.

Structured sessions (3x per year: December, March, June) will be held for departments to share out on progress made in goals outlined in Department Learning Plans (DLP)s, challenges encountered and identified next steps.

**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.

Per the NYC Department of Education’s annual attendance report IDP’s year to date attendance for the 2014-2015 school year was 60%.

As noted on the 2015 Framework for Great Schools Report our school scored a 64 in the area of “Supportive Environment” as compared to other Transfer Schools.

Our data shows that students with attendance more than 60% receive 80% of the credits attempted. Based on our analysis we see a direct correlation between improved attendance and academic achievement.

### Part 2 – Annual Goal

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

By June of 2016, there will be a 5% increase in our whole school attendance rate as measured by the NYC Department of Education’s annual attendance report.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The IDP attendance team will meet on a weekly basis to review attendance data, discuss school wide attendance goals, brainstorm initiatives and problem solve around chronic absenteeism.</p> <p>As part of this work, school-wide attendance challenges, after school clubs, and incentive programs will be implemented throughout the year to motivate students and increase daily attendance.</p>	<p>Students that have missed 3 or more days of school each week</p>	<p>September 2015 – June 2016</p>	<p>Attendance Teacher, Admin Team, Advocate Counselors, Social Worker and Dean of students</p>
<p>The learning community will work together in Advisory Teams to utilize data tools (Skedula, New Vision's Heat Mat, ATS, &amp; CASS) to identify patterns of of chronic absenteeism and examine the factors affecting why students are missing school.</p>	<p>Students with chronic absenteeism</p>	<p>September 2015 – June 2016</p>	<p>Teachers, IDP Admin, Advocate Counselors</p>
<p>For students whose attendance does not improve, the principal, advocate counselor and attendance teacher will hold face-to-face meetings with the student and a parent or guardian to lay out expectations and get signatures on an improvement plan.</p>	<p>Students with chronic absenteeism</p>	<p>September 2015 – June 2016</p>	<p>IDP Admin, Advocate counselors.</p>
<p>Per the UFT contract, IDP teachers have time built into their schedule (every Tuesday) in order to make phone calls and hold strategic action planning sessions around chronic absences. Each staff member will identify 6 students that they will follow as an “Attendance Buddy” throughout the year. Attendance Buddies will provide targeted outreach to ensure that all students have a strong connection with at least one adult in the community.</p>	<p>All students in the IDP community</p>	<p>September 2015 – June 2016</p>	<p>All IDP Staff Members</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.

Title 1 Funds will be utilized to support our monthly attendance challenges and incentives programs.

Per session will also be set aside for teachers to facilitate after school clubs to engage students as active members of the learning community.

Parent Meetings to discuss attendance issues and academic progress, special presentation on how to monitor student attendance with Pupil Path for parents at Curriculum Night in November, February and April, and Attendance Tip workshops for parents in October, February, and April.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February of 2016 the Attendance Team will present a Cumulative Monthly Absence Report (September -

January) for students that have been identified with chronic or severe absence, as well as students with improved attendance.

Advisory teams will present monthly data snapshots of how their Advisory case-load are performing with regards to attendance and credit accumulation.

At the end of each trimester (Dec, March, June) whole staff analysis sessions will be held to measure growth towards meeting the goal.

**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.

Based on data from our year-long observation cycles, as well as feedback from the 2014-2015 Principal Observation (PPO) process – our teachers need to sharpen depth of questioning, student discussion, and the use of varied writing activities, in order to enrich and promote students’ participation and their development of critical thinking skills.

As noted on the 2015 Framework for Great Schools Report our school scored a 70 in the area of “Collaborative Teachers” as compared to other Transfer Schools.

As a community, we need to further develop and monitor the use of formative assessments and checks for understanding that allow consistent analysis of student work in order to make daily curricular decisions to meet students’ learning needs.

### Part 2 – Annual Goal

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

By June of 2016, at least 80% of the lessons -- for Components 3B: Questioning and Discussion and 3D: Using Assessment in Instruction -- will demonstrate increased proficiency by moving in a positive trajectory on the Danielson Framework.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Monthly LASW (Looking at Student Work) sessions to evaluate student performance on mastery based assessments using the higher levels of Webb’s Depth of Knowledge (DOK) to determine curriculum adjustments that need to be made in accordance with the Tri State Rubric.</p>	<p>P Cohort Students, Targeted students performing at levels 1, 2 &amp; 3.</p>	<p>September 2015 – June 2016</p>	<p>Teacher Leaders, Admin, New Vision’s coaches and Generation Ready Literacy Consultant</p>
<p>Teacher teams will continue to build units of study and performance tasks using UBD / Backwards Design that promotes student centered instruction with an emphasis on designing real-world learning experiences that support the development of critical thinking, writing and speaking and listening skills.</p>	<p>Teacher teams will identify target groups to track during CPT sessions</p>	<p>September 2015 – June 2016</p>	<p>Teacher Leaders, Admin, New Vision’s coaches and Generation Ready Literacy Consultant</p>
<p>Professional development sessions aligned to meeting the demands of the Common Core will emphasize the development of formative assessments that allow for consistent analysis of students work and real-time checks for understanding that will inform instructional adjustments.</p>	<p>Teacher teams will identify target groups to track during CPT sessions</p>	<p>September 2015 – June 2016</p>	<p>Teacher Leaders, Admin, New Vision’s coaches and Generation Ready Literacy Consultant</p>
<p>School leaders will work with teachers to create Individual Learning Plans (ILP) aligned to the Danielson Framework. These plans will be revisited each trimester and IDP teachers will work collaboratively with school leaders to make adjustments during post observation conferences.</p> <p>Additionally, school leaders will utilize an observation calendar for observations and feedback using the Danielson Framework. Teachers will be provided with formative feedback to support improved performance in identified competencies.</p>	<p>IDP Teachers</p>	<p>September 2015 – June 2016</p>	<p>Teacher Leaders, Admin, New Vision’s coach and Generation Ready Literacy Consultant</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.

Release time from classes for Intervisitations.

Funding will be earmarked so that teachers can utilize the curriculum mapping software, Rubicon Atlas, to support the development of CCLS aligned units of study.

Curriculum design teams will receive per session to meet before and after school.

Funding will be set aside for our Generation Ready Literacy Consultant and Math Coach.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

By February of 2016, the Administrative team will perform a deep-dive analysis of teacher observation reports to determine if teachers are moving in a positive trajectory on the Danielson Framework.

Credit accumulation and scholarship report analysis will occur at the end of each trimester (3x per year).

Teachers will utilize the Tri State rubric to participate in monthly curriculum analysis meetings and teachers will be able to explain how their unit/lesson is in alignment with the rubric.

Bi monthly LASW (Looking at Student Work) sessions to evaluate student performance on mastery based assessments using the higher levels of Webb’s Depth of Knowledge (DOK) to determine curriculum adjustments that need to be made in accordance with the rubric.

Curriculum maps will be analyzed each trimester (3 times per year) via our online mapping software, Rubicon Atlas. Based on the feedback teachers will engage in ongoing revision of maps throughout the year.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

## Section 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.

As a transfer high school our accountability reports on the city level are based on a six year cohort. IDP for its six-year cohort (Cohort P) currently has 43 students that fall into the city accountability report. To help prepare students for college and career readiness, a special focus will be placed on these students to help prepare them for their transition from IDP. In order to effectively support these students, it is essential that we engage our parents as active partners in supporting this process, with an emphasis on helping students to understand where they stand in their academic and social emotional progress

As noted on the 2015 Framework for Great Schools Report our school scored a 70 in the area of “Strong Family Community Ties” as compared to other Transfer Schools.

Based on the results of our Learning Environment Survey we saw that our completion rate for surveys by students and parents were aligned to city averages. Below represent questions from the survey we feel communicate concepts around academic performance and growth in the school:

#### Parents

- The school keeps me informed about my child’s academic progress. (90)
- The school makes it easy for parents to attend meeting. (94)
- The school keeps me informed about services for me or my child (tutoring, workshops). (86)
- Keeps me informed about my child’s learning (82)

#### Students

- Someone at my school help keep me on track for college or career. (92)
- Most of the teachers, counselors, school leaders, and other adults I see at school every day know my name or who I am. (93)
- There is an adult who is helping me plan for my next steps after graduation (97)

### Part 2 – Annual Goal

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

By June 2016, 100% of our P Cohort (43 students), and all other students identified as Seniors, will participate in 3 or more family based Academic Progress meetings with our Path to Graduation team.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Prepare Path to Graduation (PTG) worksheet for all P Cohort and students deemed "Seniors" will provide a clear picture of their estimated grad date and whether they "On Track" or "Off Track" towards meeting that goal. We will make use of the New Vision's student sorter, the DOE's grad tracker tool and Skedula to support in this process.</p>	<p>P Cohort Students</p>	<p>July 2015 to be completed by September 2015</p>	<p>Path to Graduation Team, Admin, Advocate Counselors, Data Specialist, Teacher Leaders</p>
<p>Set up Academic Progress meeting Calendar and schedule by 3 phases: 1) Off Track for June 2016; 2) Somewhat off Track; 3) On Track.</p> <p>Professional development sessions with teachers and advocate counselors will be held to support all staff in surfacing best practices for effective goal setting with students</p>	<p>P Cohort Students and other Seniors,  Parents/  Guardians</p>	<p>Ongoing from September 2015-June 2016</p>	<p>Path to Graduation Team, Admin, Advocate Counselors, Teacher Leaders</p>
<p>Teachers and Advocate counselors will use our Advisory classes to train students on the use of our student information system, Pupil Path with an emphasis on establishing yearlong SMART goals aimed at achieving academic success for all students.</p> <p>The PTG Team will meet on a weekly basis to analyze overall performance of these targeted groups, and communication regarding student progress will be sent to parents via phone, Pupil Path, and face-to-face meetings.</p>	<p>P Cohort Students, Students slated for graduation in Cohorts Q &amp; R</p>	<p>September 2015 – June 2016</p>	<p>Path to Graduation Team, Admin, Advocate Counselors, Teacher Leaders</p>
<p>Establish and coordinate a series of joint parent/student workshops and learning walks to support the development of college and career readiness skills.</p>	<p>These workshops will be open to all</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Path to Graduation Team, Admin, Advocate Counselors</p>

IDP students and families		
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**Part 4 – Budget and Resource Alignment**

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

Funding will be utilized to set up parent events and outings aligned to this goal.

Funds will be set aside to pay for the student information system, Skedula.

Funds will be utilized to support the growth of our IDP “Elite” club, in partnership with Diploma Plus, to support school in fostering a college-going culture.

Teachers and Advocate Counselors will be covered to attend academic progress meetings with students and parents.

Per session will be provided so that staff members are able to extend more time towards supporting our outreach efforts.

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

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

**Part 5 – Progress Monitoring**

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

By February of 2016, the Path to Graduation Team will perform a deep-dive analysis of the progress we are making towards achieving this goal.

The PTG Team will meet weekly to review student progress, set meeting dates, review notes from parent meetings and establish next steps. Additionally, the PTG team will prepare monthly data snapshots to communicate progress for staff, students and parents.

Our Parent Coordinator will prepare a monthly newsletter and progress report for parents.

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Per our grading policy, we are able to track student progress towards meeting standards via summative tasks that occur every two weeks. If a student is not meeting standards (score a 1 or 2 on the module report) they will be targeted for AIS.	Pre assess students' reading levels during intake. Re teaching plans, Generation Ready Literacy Consultant, Writers workshop, argumentative and persuasive essays, 1:1 tutoring	Small group, 1:1 tutoring, individual re-teaching plans	Before, during and after the school day
<b>Mathematics</b>	Per our grading policy, we are able to track student progress towards meeting standards via summative tasks that occur every two weeks. If a student is not meeting standards (score a 1 or 2 on the module report) they will be targeted for AIS.	Pre assess students' numeracy levels during intake CUNY assessment. IXL, 1:1 tutoring, Computer aided lessons, manipulatives, writers Workshop-Extended Response	Small group, 1:1 tutoring, individual re-teaching plans	Before, during and after the school day
<b>Science</b>	Per our grading policy, we are able to track student progress towards meeting standards via summative tasks that occur every two weeks. If a student is not meeting standards (score a 1 or 2 on the module report) they will be targeted for AIS.	Workshop model- Short response Questions, Blended Learning, 1:1 tutoring, Computer aided lessons via Compass Learning	Small group, 1:1 tutoring, individual re-teaching plans	Before, during and after the school day

<b>Social Studies</b>	Per our grading policy, we are able to track student progress towards meeting standards via summative tasks that occur every two weeks. If a student is not meeting standards (score a 1 or 2 on the module report) they will be targeted for AIS.	Workshop model - DBQ, Generation Ready Literacy Consultant, 1:1 tutoring, Computer aided lessons via Compass Learning	Small group, 1:1 tutoring, individual re-teaching plans	Before, during and after the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Per our grading policy, we are able to track student progress towards meeting standards via summative tasks that occur every two weeks. If a student is not meeting standards (score a 1 or 2 on the module report) they will be targeted for AIS.	Advisory Program, Services provided by Advocate Counselors, Social Worker, and Assigned Advisor	Individual, small group , whole class	Before, during and after the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>It is a priority to open the school year with all fully certified and qualified teachers. Our interviews incorporated scenarios that required the candidates to show their understanding of our population and their ability to serve our population. To support the achievement of our goal, IDP will recruit highly qualified candidates from DOE organized Hiring Fairs and referrals from Accredited Higher Education Institutions and Open Houses hosted by the Brandeis Campus Schools.</p> <p>Teachers who are in process of becoming highly qualified will be supported in the pursuit of their masters for degrees that recognizes them as being highly qualified by the city and state.</p> <p><b>Other strategies include the following:</b></p> <ul style="list-style-type: none"> <li>• Administrative Staff and teachers will attend high school hiring fairs</li> <li>• Whole group interviews</li> <li>• Interview questions will be developed collaboratively with the whole staff</li> <li>• All possible hires spend a day shadowing our teacher leaders</li> <li>• Teachers will be offered opportunities to earn P Credits</li> <li>• Mentors will assigned to support and grow our new teachers, as well as our struggling teachers]</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>IDP has developed a comprehensive professional development plan based on collaborative analysis of student work through an inquiry based model. Interdisciplinary teacher teams will work collaboratively to set goals around our instructional focus of argumentative writing. We will develop a common school-wide argumentative writing rubric and then identify research based strategies and literacy interventions that will support students in progressing in their</p>

ability to write college level argumentative pieces across all content areas. Our Inquiry Leaders will meet weekly to review the professional development plan and discuss "Glows" "Grows" and "Next Steps" for their teams.

Teams will meet every Monday to engage in lesson studies, analysis of student work and growth of targeted students with regards to meeting Common Core reading and writing standards. Additionally, teachers will utilize common planning time to meet with their departmental teams in order to improve pedagogical practices and work with our job embedded professional development consultant to design Common Core aligned units of study and performance tasks. We will also utilize formal and informal observations to provide our teachers with feedback with an emphasis on improving teacher practice. At the onset of each trimester, each teacher submits an Individual Learning Plan (ILP) in which they target an area of improvement for that trimester. These plans are reviewed and updated throughout the year and progress towards meeting these goals are measured through classroom observations, Regents data and scholarship reports.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A

#### **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).

N/A

### **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.

Our teachers meet regularly during Common Planning Time (3 days per week) to identify and design formative and summative assessments. During these meetings, teachers utilize the formative assessment results in order to drive the development of summative tasks and to assess student progress towards achieving mastery objectives. After data is collected teachers then meet to dissect and analyze the results in order to reflect on the appropriateness of the task

and how it can be improved for future implementation. Professional Development is provided throughout the year with an emphasis on teachers working in both departmental and interdisciplinary Inquiry Teams with a focus on assessing and analyzing student growth (performance tasks, Regents, and summative exams).

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	96,783.00	x	Section 5 Section 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,498,096.00	x	Section 5 Section 6

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

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

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

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

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

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

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

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

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

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

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

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

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

---

### **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. **Innovation Diploma Plus** 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. **Innovation Diploma Plus** 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;

Innovation Diploma Plus'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 conducts 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, Innovation Diploma Plus will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

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

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

### **III. Student Responsibilities:**

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



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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>404</b>
School Name <b>Innovation Diploma Plus</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Dan Storchan</b>	Assistant Principal <b>Jaimee Fischer</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Laszlo Kadar</b>	School Counselor <b>Davinna Thrower</b>
Teacher/Subject Area <b>Laszlo Kadar / SPED</b>	Parent <b>Elizabeth Molina</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sara Lee Rivera</b>
Related-Service Provider <b>Laszlo Kadar</b>	Borough Field Support Center Staff Member <b>Renee Peart-Zachary</b>
Superintendent <b>Donald Conyers</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	190	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>							4		2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

**Freestanding English as a New Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1	1	2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)											1			0
<b>Expanding</b> (Advanced)												1	2	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	3		1	0
Integrated Algebra/CC Algebra	0		4	0
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	3		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3		1	0
Geography				
US History and Government	3		1	0
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
All students that enter our school go through a comprehensive intake process in which ELL students are given a baseline (teacher made) assessment. The data from this baseline allows us to strategically program our ELL students and measure growth. The data has revealed that are ELL students need targeted support in both reading comprehension and writing stamina, especially with regards to writing longer research papers and argumentative essays.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Over the past 5-years our ELL students have progressed with the majority of students advancing to the next level or testing out of ESL. The data clearly shows that our ELLs are more adept at speaking and listening than reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The AMOTool revealed that 2 ELLs from the 2014-2015 school year tested out of the NYSESLAT; however our ELLs continue to struggle with basic literacy skills (comprehension, vocabulary acquisition, etc.) Across the board our students are working on improving their ability to write argumentative essays aligned to the CCLS English Standards. Students in all levles focus on reading comprehension, selecting evidence to support arguments and preparing college level argumentative essays. Our teachers differentiate instruction to support students at different levels, as they come to us with numerous deficits in reading and writing.
- 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?
    - Students in this subgroup have outperformed students in numeracy and underperform in literacy based assessments.
    - We are in the process of identifying programming needs to better support our ELLs in passing the literacy based Regents exams, specically the ELA, US and Global History exams

- c. At IDP we do not have any students that take tests in their native language. We do provide the students with native language resources and dictionaries for the exams. These resources tend to help students improve their multiple choice scores. Our ELLs perform quite well on the Integrated Algebra exam and Science exams; however, the students continue to struggle with the writing portion of the ELA, Global and U.S. exams. A
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?  
This process begins at intake when each child's transcript is reviewed and students are provided with baseline assessments to determine readiness to enter classes. Teachers are provided with this data and they work with our ELL coordinator to adopt language objectives to support each ELL student to ensure second language development is part of the instructional decision making process. Additionally, we ask that our teachers prepare mastery objectives that tie to both content being covered, as well as language specific objectives, with an emphasis on vocabulary development and fluency
  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).  
We utilize data with regards to credit accumulation to support us in better understanding how our ELLs are performing along with data from the NYSESLAT and NYS Regents.

## 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.  
As a transfer school, we have very few students that come to us new to the DOE. Any new ELL students are given the Home Language Survey and based on how the student/s perform the LAB-R is implemented. Additionally, we meet with the parents to inform them about our ELL program and describe the support/s their child will receive. During the student intake process, parents and students engage in an informal conversation by the admissions committee. The conversation is conducted in English unless native language support is necessary. If home language is not clearly identified as English, trained staff then administer the Home Language Identification Survey (HLIS) which is available in nine different languages. Staff members who speak the native language of the student are used to assist in this process. Once the survey is completed, if it is determined that a language other than English is spoken in the child's home, the student is scheduled to take the Language Assessment Battery-Revised (LAB-R).
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).  
At IDP we have not had any SIFE students since the school's inception in 2009. However, if a SIFE student goes through our intake process they will be given an literacy assessment via Scantron and the results will be shared with the student and his/her family within 30 days.
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).  
Currently 2 of our 4 ELLs have IEPs. Our SpEd Coordinator reviews the students' IEPs and updates the IEP to include modifications that will support the students in making adequate progress with regards to their IEP, as well as language goals. The coordinator meets with the students' parent or guardian to review the goals and discuss the action plan for implementation. We utilize interpretation services, when necessary, or members of staff fluent in the students' home language to support these meetings. Our LPT Team consists of our Assistant Principal, Parent Coordinator, Social Work and SpEd/ELL Coordinator.
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.  
Our Parent Coordinator and ELL liaison work collaboratively to send out and monitor timely return of entitlement letters in both English and the parents' preferred language along with the Parent Survey, and Program Selection Forms. We utilize a shared Google spreadsheet, within our private domain, to ensure that all data is up-to-date and secure.

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).  
Our school secretary ensures that letters are sent home to our ELL students informing parents of their right to appeal ELL status. If a parent/guardian elects to appeal a meeting is set up utilizing the the ELL Policy appeals protocol.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
During our Parent Orientation for new students all parents are made aware of our Freestanding program. They are informed of how we will support their students programatically, as well as for preparation for the NYSESLAT and Regents exams. Using the RLAT report from ATS or in its absence a LAB-R score, students are grouped according to proficiency levels, and parents are informed of this by mail (preferred home langugage) and face-to-face meetings.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Our Parent Coordinator is continually making outreach to parents through letters (preferred home language) and phone calls to ensure that program selection forms are returned and updated in ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our Parent Coordinator monitors this data and reports back to the LPT team on items that have been completed and those that have not. The LPT team meets to review the data and determine next steps for each of our ELL's individual action plan.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Letters are backpacked home with students, as well as sent via mail. The LPT follows up to s
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Original copies of ELL documentation are stored and secured in our vault. Our Pupil Personnel Secretary is responsible for the maintence of said records.
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.  
We work with our ELL Coordinator to identify the students that are required to take the examination. Students identified for the exam are supported through wrap-around services to prepare them for the exam. Additionally, our CBO, CCCS Alianza, provides ongoing services to support students in preparing for the exam. The LPT team creates a testing schedule for those students that need to take the exam. Our ELL coordinator meets with the students to review the exam protocols, schedules and then adminsters the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our LPT team is continually monintoring ATS to monitor entitlement and transitional support. If changes are required for a students' plan the parent or guaridan is informed via mail in the preferred home language.
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).  
Currently, all of the parents have kept their students enrolled in our program and have provided us with positive feedback around the services we are providing their children.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Innovation Diploma Plus HS only provides ELL students with a free-standing ESL program with instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the states' learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include  
English Language Arts instruction with extra assistance from our special education teacher who push-in two periods a week. English  
Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies  
are taught in English, and where necessary teacher lessons are supported with online curriculum that provides additional opportunities for skill development. Innovation Diploma Plus High School uses a national small high school instructional model (heterogeneous) designed to support the social, cultural, emotional and academic development of over-aged and under-credited students.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Presently we have 4 ESL students. In order to meet compliance standards, students receive minutes of standalone ESL instruction during our AIS session and during 0 period, (daily) 56 minutes of ELA instruction, and (daily) 56 minutes of instruction in Global History (using the push-in model-ESL and Content area teacher co-teaching). Since we only have 4 ESL students, we are not required to offer Native Language Arts Classes.
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.  
All of our students take at least 56 minutes of ELA and Social Studies every day that is aligned to the Common Core Standards and focuses on preparing students for college and careers beyond high school. We have consistent literacy practices that are infused into all classrooms (e.g Argumentative Writing, Annotation, etc.) and our inquiry teams meet on a weekly basis to assess and analyze student progress towards meeting standards, with a special lens towards the language objectives that are built into summative Common Core aligned tasks. Students are required to engage in the writing and reading process everyday at IDP, and all of our courses ask students to participate in class discussions and make oral presentations.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Within the national small high school instructional model used by the school, content area instruction is delivered in English to heterogeneous groups of students (no more than 25 in a class) using the following instructional elements: Competency based and standards aligned instruction, student-centered instruction, whereby the material is consciously and relevantly explained and connected to students' experiences, cultures, interests, backgrounds, and abilities, and whole-school teaching and learning strategies, such as literacy and numeracy across the curriculum, the workshop model, project and inquiry based learning, the 5 E method (a lesson planning structure which has students engage, explore, explain, elaborate, and evaluate), interdisciplinary thematic units, and common approaches to career and college readiness.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our ELL students are monitored by both the ESL coordinator and our guidance staff. Additional Academic Intervention Services are supplied both during the regular school day, as well as within a comprehensive AIS program. Their progress academically, as well as on standardized state exams, will be monitored for accountability and early academic intervention. All of our students take at least 56 minutes of ELA and Social Studies every day that is aligned to the Common Core Standards and focuses on preparing students for college and careers beyond high school. We have consistent literacy practices that are infused into all classrooms (e.g Argumentative Writing, Annotation, etc.) and our inquiry teams meet on a weekly basis to assess and analyze student progress towards meeting standards, with a special lens towards the language objectives that are built into summative Common Core aligned tasks. Students are required to engage in the writing and reading process everyday at IDP, and all of our courses ask students to participate in class discussions and make oral presentations.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated based on student proficiency of content area competencies identified within each content area. Within such a model multiple exit and entry points are identified for the needs of ESL students and used within the completion of authentic

assessments that demonstrate mastery of content areas. In addition, students with ESL needs are given access to language glossaries and allowed extended time in completing assignments.

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.

The principal consults with the LEP team and the parent/guardian and the student to ensure that the students academic progress has not been adversely affected.

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?

ELL students at IDP are given the opportunity to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows the students to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Mobil laptop carts in each classro allow for our ELL students to access the language acquisition online resources and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model. Students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students. Students are provided access to language dictionaries when appropriate and receive modifications as necessary.

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?

This subgroup of our school population will be given opportunities for additional language support during lunch, afterschool and before school during our academic intervention services program which runs prior to the being of the school day. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of Compass Learning curriculum materials. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Additionally our flexible programming model allows for our ELL students to be fully integrated into all courses offered at IDP.

Chart

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

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

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

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



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

Chart

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

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

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

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

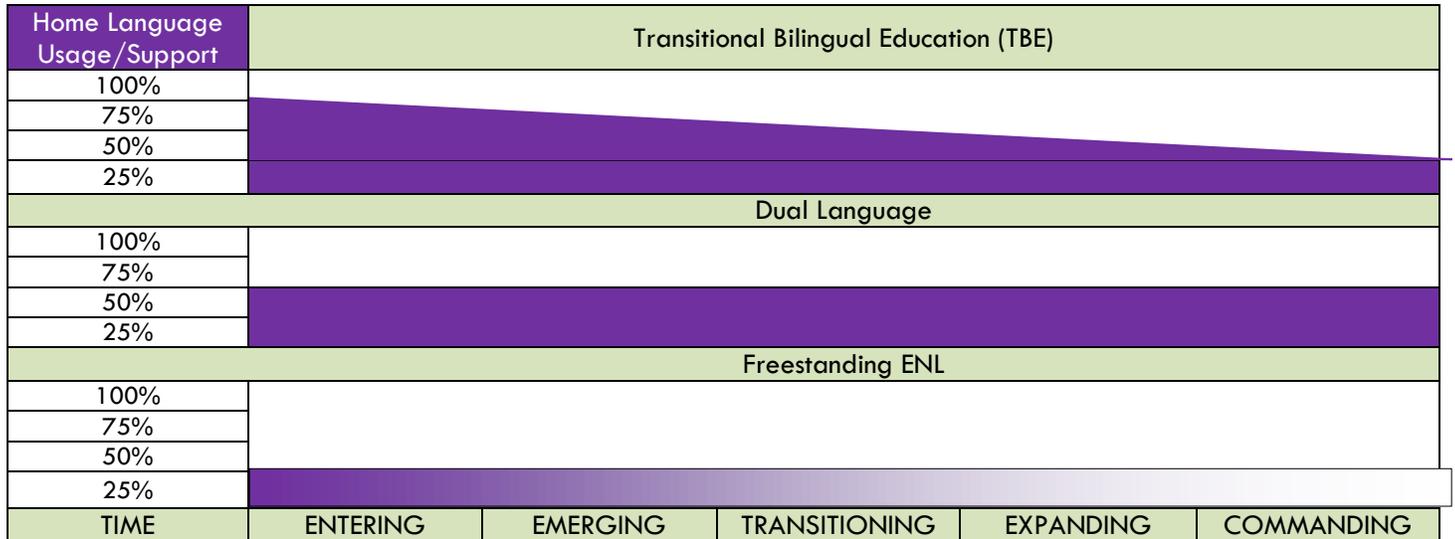


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Innovation Diploma Plus High School uses a national small high school instructional model (heterogeneous) designed to support the social, cultural, emotional and academic development of over-aged and under-credited students. We currently utilize an AIS model which involves direct support during 3rd and 8th period. Our Academic Intervention Model utilizes a tiered approach to best support the individual learning needs of each student. We also provide indirect support through weekly collaborative meetings with individual teachers to identify and gauge student needs and progress. Through those conversations individual action plans are created for the students that include literacy and numeracy interventions (English, Math, Science, Social Studies) through online modules (via Compass Learning) and ongoing progress monitoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Because of the structures in place (see Question 1), our ELL students continue to make significant gains on both the NYSELAT and Regents exams. All teachers are informed if they are receiving an ELL student in their class and they work collaboratively with the LEP team to create a customized program for that student.
12. What new programs or improvements will be considered for the upcoming school year?  
Due to funding, we had to discontinue our Achieve 3000 subscription. We would like to renew that license in order to use Achieve 3000 to perform a baseline assessment for our ELL students. We will then use that data to develop a customized program to monitor student growth. Achieve 3000 will also be used to support content area teachers in providing students with additional resources such as, leveled non fiction texts. With this in mind, students will gain support in meeting content objectives while developing language acquisition skills
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All of the ELL students have access to and are fully participating in the general education curriculum with appropriate ELL support. Innovation currently does not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services are formally invited through the LEP team, and will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ELL Coordinator as well as an English teacher during after school hours.
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.  
All of our content area teachers utilize tiered reading materials and embedded texts. Teachers are also encouraged to develop language objectives and activities aligned to those activities. Teachers in Social Studies and Math also utilize extended learning opportunities via the online learning management systems Schoology and Compass Learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Parents of our ELL students are kept up-to-date on student progress via anecdotes on our Student Information System, Skedula. Additionally, our ELL Coordinator is in constant contact with the parents keeping them abreast of their child's progress.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
As a freestanding program, our teachers meet consistently with our ELL specialist to align classroom materials, review language objectives and discuss individual student needs and action plans. Our AIS support, collaborative meetings and online resources work in conjunction to support each of our ELL's needs, as appropriate to age and grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Each newly enrolled student goes through an orientation process in which they participate in team building activities and benchmark assessments.
19. What language electives are offered to ELLs?  
N/A
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Our professional development calendar is geared towards supporting all teachers in infusing literacy strategies into all content areas. As a school, we are aligning all content to the Common Core with an emphasis on building student stamina to deconstruct complex, NonFiction text. Through New Vision's our ELL Coordinator as well as the teacher of ELLS (English/Social Studies) are provided with year-long professional development support through monthly ELL meetings.
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?  
As a member of the New Vision's Affinity Group our teachers who provide services to our ELL population are provided with numerous PD opportunities throughout the school year to keep them up-to-date on the most cutting edge ELL teaching strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Students who are transitioning into our school for the first time will receive additional supports from their advocate counselors, ELL Coordinator and social worker.
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.

We are currently supporting our Special Education teacher in attending ESL Professional Development offered outside of the building. In addition we are in the process of coordinating a visitation to our sister school Emma Lazarus Diploma Plus which serves a 100% ESL population. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. During the school year all staff will be exposed to ESL best practices to incorporate in the development and delivery of instruction. In addition to the skills staff have developed from in house PD, staff members will have the opportunity to participate in QTEL training to further develop skills to support our ELL population. When training is offered our special education teacher will receive the required amount of professional development and all other staff will continue to receive professional development on differentiation for ELL/SWDs. All professional development supports are logged by our New Vision's coaches and records are maintained by the school secretary.

### 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?

At Innovation we believe that parent involvement is critical to student success. To help incorporate parents in our school culture the Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in multiple languages. Based on this parent choice and the number of English Language Learners, IDP currently provides only a freestanding ESL program. This has been the trend since our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
As part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Numerous resources are provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning. During our orientation process parents and students engage in an informal conversation by the admissions committee. The conversation is conducted in English unless native language support is necessary. If home language is not clearly identified as English, trained staff then administer the Home Language Identification Survey (HLIS) which is available in nine different languages. Staff members who speak the native language of the student are used to assist in this process. Some of the specific activities that we include at our school include: English Classes for parents and Art Therapy for ELL students and their parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A
5. How do you evaluate the needs of the parents?  
We utilize data from the school Learning Environment Survey, as well as anecdotal data (parent meetings, etc.) and school-made surveys (baseline, mid, endline) to determine if our parents' needs are being met in alignment to our LAP.
6. How do your parental involvement activities address the needs of the parents?  
Per the surveys that our parents take we are able to unpack that data and prioritize based on their responses the types of activities that they believe would be most beneficial with regards to assisting them in understanding the progress their child is making at Innovation.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

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)
Dan Storcchan	Principal		1/1/01
Jaimee Fischer	Assistant Principal		1/1/01
Sara Lee Rivera	Parent Coordinator		1/1/01
Laszlo Kadar	ENL/Bilingual Teacher		1/1/01
Elizabeth Molina	Parent		1/1/01
Anthony Ardito/Social Studies	Teacher/Subject Area		1/1/01
Carla Cherry / English	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **03M404** School Name: **Innovation Diploma Plus**  
Superintendent: **Donald Conyers**

### Before you begin, please check the following:

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

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

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

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

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

Before gaining admission to Innovation all students must go through a rigorous orientation process. As part of that process we meet with all parents or guardians of potential students. Through the interview process we are able to gain and track important data about the translation and interpretation needs of our parents. That data is logged in a shared spreadsheet , as well as in ATS and on each student information card, and is kept up to date through the support of our on-site CBO, Alianza Dominicana and our Attendance Coordinator. Additionally, Innovation Diploma Plus High School identifies the primary language spoken by the parent of each student upon enrollment. This information is kept on file, maintained in ATS and recorded on the child's emergency contact card. Spanish is typically the only language that we will need translation and interpretation services for. We have translated many of our school letters into Spanish and make use of in- house translators for telephone calls and conferences. The Translation and Interpretation unit will assist us in translating any additional information as needed.

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.

We have found that over 30% of our parents/guardians have limited English proficiency and approximately 10% do not speak English at all. We provide and review this data with our staff at the beginning of each Trimester, as we are receiving new students throughout the year. During this meeting we review all of the data sets and discuss all of the resources available to staff members to support them in having effective conversations with all parents.

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## Part B: Creating a Communications Calendar

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

Every document we send home to parents is always sent home in both English and Spanish. For example our school handbook, testing dates, letters from the principal, school leadership notification.

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.

Throughout the year we have numerous meetings, award ceremonies, PTA meetings and SLT meetings. The SLT meet the last Wednesday of every month and our Parent Workshops occur on the first Monday of every month.

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## Part C: Providing Language Assistance Services

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

All teachers and staff members have been instructed to check the Parent/Guardion Log before meeting with or calling home. This will provide them with the necessary data to determine if they will require translation support for a given meeting or phone call. We also send all official school mailings in both English and Spanish to all parents, to ensure parents are informed of all important school-wide news and information. We are also in the process of developing a translation tool for our school website, as this is also a hugely important communication tool for IDP parents. Additionally, we keep a roster of all bilingual staff who be called upon to interpret for our parents.

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

Innovation does not require outside translation services, as all members of our on-site CBO, Alianza Dominicana are fluent Spanish teachers. We also have 3 members of our teaching staff and 3 members of the office staff that are fluent in Spanish as well. All members of the IDP community know that at anytime they call on one of these teammembers to support parent meetings, phone calls , parent conferences, assemblies and much more.

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

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

We will develop a schoolwide document and Power Point presentation that will provide all staff members with the necessary information for how to utilize our translation services and over-the-phone interpretation service.

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

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

##### Checklist of Notification Requirements

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

As stated above, we have an abundance of team members both from our our CBO, office staff and teachers to support us in meeting the requirements for Chancellor's Reg A-663. We currently have over-the-phone interpretation services as well as interpretation services readily available for all parent meetings. All documents sent home are sent in both English as well as a student's native language (e.g. standards and discipline, report cards, legal or disciplinary matters, etc.). We are continually monitoring our progress in meeting the mandated regulation through parent surveys and open school events (parent workshops, community potlucks, etc.) to better help us identify the translation and interpretation needs of our parents.

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

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

During all Parent Meetings (SLT, Workshops, Open School Nights) we ask parents to fill out surveys (paper/online) to gather feedback to better support us in understanding the needs of our parents.