

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M416

School Name:

ELEANOR ROOSEVELT HIGH SCHOOL

Principal:

DIMITRI SALIANI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Eleanor Roosevelt High School School Number (DBN): 02M416
Grades Served: 9-12
School Address: 411 East 76th St. NY, NY 10021
Phone Number: 212-772-1220 Fax: 212-772-1440
School Contact Person: Maryellen Teaman Email Address: mteaman@schools.nyc.gov
Principal: Dimitri Saliani
UFT Chapter Leader: Arturo Molina
Parents' Association President: Elizabeth Moore
SLT Chairperson: Cheryl Wilkoff
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Jordan Eliot, Yun Woon Lao, Samantha Milowitz, Emanuel Zbeda,

District Information

District: 2 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Ave. NY, NY 10001
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: 212-356-7563 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave., 8th Floor NY, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Dimitri Saliani	*Principal or Designee	
Arturo Molina	*UFT Chapter Leader or Designee	
Elizabeth Moore	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jordan Eliot	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yun Woon Lao	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Emily Rose Melnick	Member/Faculty	
Andrew Ziegelstein	Member/Faculty	
Sherry Babb	Member/Parent	
Juliet Hindell	Member/Parent	
Fred Rottman	Member/Parent	
Cheryl Wilkoff	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Samantha Milowitz	Member/Student Representative	
Emanuel Zbeda	Member/Student Representative	
Robert Gladding	Member/Faculty	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. The ERHS community is made up of a diverse body of members. Our school population is approximately 62% White, 22% Asian and 16% Black/Latino students. Students represent all five boroughs of New York City. Our diverse student population comes from homes where over 32 different languages/dialects are spoken. Approximately 25% of students are eligible for free lunch as part of the National School Lunch Program. 8% of our students are students with disabilities. Since the inception of the school in 2002, we have served predominantly District #2 students/families, as well as students from all five boroughs. Our students are enrolled in a rigorous academic program that exceeds state requirements in all disciplines. Our school's goal of creating college and career ready graduates is supported by what is equivalent to a five-year math program, including two semester-long math/technology courses that all students complete in 9th and 10th grade. Our students also complete four years of study in science, with Biology, Chemistry and Physics taken by all students in their first three years of study, followed by a fourth or fifth year of advanced science elective studies that include AP courses and engineering research. In addition, all students study classics in literature, connected to the social studies curriculum and several advanced course options are offered throughout the four years of study, starting with AP World History offered as an option for qualified candidates in the 10th grade. Many students choose to take additional offerings in foreign language. We offer a rich array of arts offerings in music, visual arts, and media studies. Our Advisory program has evolved in recent years to focus on teen-related social emotional issues that are covered through in-class discussions and activities. Our Peer Leadership program, called **ElRo Sibs** focuses on trained 12th grade students leading discussions related to identified priority topics to support our 9th and 10th grade students' through exploration of social/emotional topics, enhancement of our supportive atmosphere (both collectively and individually) and provide scholastic advice. Our school's vast extracurricular offerings including a diverse array of clubs has enriched the experience of our students through participation in a variety of causes, events and community efforts. Our growing PSAL program has created opportunities for students to compete in several sports, 15 overall, including the recently added Cross Country Track (Girls) and Golf (Co-ed).
2. The school's strengths and accomplishments include its academic program, advisory program, college/career readiness (high college acceptance and attendance rate), array of clubs/extracurricular and athletic activities, veteran faculty, active and supportive parent body. In terms of challenges, we are developing our ICT program to better serve our students with disabilities (SWD) population, currently in its third year. With a greater number of students with diverse learning styles, our faculty is working collaboratively to find additional ways to support these students. Specified professional learning and additional resource are being made available to better support our faculty.
3. We have made the greatest gains under our goals **of transparency, communication with students and families, increased formal feedback to teachers and curriculum mapping/planning**. During the past year we have employed several web-based applications to support all of the mentioned areas. In terms of transparency and communication with ERHS community members, in addition to our weekly calendar to the community (highlighting the upcoming week and school initiatives/events), we created parental grade email lists that enable us to directly reach out to families. Through the Learning Environment Survey, families identified email communication as their preferred means of contact. This past year we added the electronic gradebook **Skedula** to further increase contact between the school and the home. So far this has been an effective addition to our school's goal to provide information regarding current progress to all stakeholders. Teachers use the weekly contractual Family Engagement period on Tuesdays to schedule meetings with families, update Skedula (providing access to grades and attendance) and other outreach to families. This year the principal is holding several "coffee with the principal" to have interested families visit the school, while in session, to discuss curriculum, Q-A and visit classes. Using the web-based application **Teachboost**, in conjunction with the **Advance**

Web Application , has led to teachers and administration having clearer, more collaborative impactful conversations centered around identified instructional goals. Teachers use the site to post their goals, identified and agreed upon in the IPC meetings, and will be revisited in mid-year and EOY meetings. The goals are also cited in official observations to frame current status, ratings and to offer tangible feedback, directly connected to each teacher's practice. Observations conclude with "next steps" to offer a path to instructional improvement. The web-based application **Rubicon Atlas** was integrated into the school's curriculum planning initiative from the previous year. As of the beginning of the 2015-16 school year, all core courses has corresponding curriculum maps. The mapping site includes all the released CCLS goals, allowing for teachers to seamlessly incorporate CCLS goals into the unit planning. Teachers received feedback from administration throughout the draft process, revisions were requested and completed maps were submitted and approved. The public ERHS Curriculum Mapping site was released to our community last year. Feedback has been positive and supports our goal of effective planning, transparency and communication.

02M416 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	541	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				14
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	17	# Drama
				5
# Foreign Language	15	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		0.2%	% Attendance Rate	96.9%
% Free Lunch		21.5%	% Reduced Lunch	3.8%
% Limited English Proficient		0.6%	% Students with Disabilities	3.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	3.8%
% Hispanic or Latino		10.5%	% Asian or Native Hawaiian/Pacific Islander	21.1%
% White		62.1%	% Multi-Racial	0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.31	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	7.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	7.07
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		98.5%	Mathematics Performance at levels 3 & 4	100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		99.3%	% of 2nd year students who earned 10+ credits	100.0%
% of 3rd year students who earned 10+ credits		99.2%	4 Year Graduation Rate	100.0%
6 Year Graduation Rate		98.5%		
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	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		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- ERHS is a high performing school, there is a great deal that is going well. Students report that they consistently reach their academic goals and a high level of college readiness. Alumni have reported that they are well prepared for the collegiate level. There are some areas that have been identified as priorities for this year to continue to improve our school. As our school’s population continues to become more diverse, our goal is for all students to maximize their potential as learners and strive for excellence. A specific area that has been identified to center these efforts it to ensure that all students’ active participation in the their learning, especially in the classroom. Our faculty continues to work collaboratively to incorporate technology, when appropriate, to promote 100% student participation as well as to assess student learning. This is a multi-year goal, continuing the transition to active student involvement and owning more of the learning.
 - Continued growth of our ICT program is another instructional priority. This includes developing our team’s ability to serve upperclassmen in their core classes through co-teaching, with this year being the first time ICT classes have been offered in the 11th grade. Teachers continue to develop lesson plans, strategies and supportive materials to ensure that our ICT students needs are being met. New teacher teams have been formed and SPED teachers are predominantly working within one discipline to ensure continuity in the specific disciplines.
 - Some of the highlighted AP testing data includes steady improvement in several courses, including Art History, Calculus AB, Biology, Statistics and US History. This past year there was a dramatic improvement in Macroeconomics and English Literature. Our previous year’s goal, for all courses to exceed 3.33 as the mean was met by 2/3 of the offerings. We reached our goal of having the school’s overall average to be between 3.4-3.5, as it reached 3.41. Regents’ data also demonstrates a general steady increase in recent years of student mastery on the exams, including Living Environment, Global and U.S. History, and most notably 90% of 11th grade students scored on a mastery level on the new Common core ELA exam. Student performance on the SAT has also improved in the past five years. See charts below for historical assessment data.

Regents Results

Name of Exam	Score	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
English	N	107	121	132	120	140	128	135	144	141
English	85+	46	41	53	67	81	80	60	78	72
English	65-84	53	59	46	33	19	20	39	22	27
English	55-64	1	0	1	0	0	0	1	0	1
English CC	N									140
English CC	85+									90
English CC	65-84									8
English CC	55-64									0

English CC	0-54									2
Integrated Algebra	N		116	75	91	106	31	14	84	39
Integrated Algebra	85+		61	33	54	51	26	43	80	84
Integrated Algebra	65-84		38	66	45	44	74	57	20	16
Integrated Algebra	55-64		0	1	1	0	0	0	0	0
Geometry	N			194	90	92	243	139	144	143
Geometry	85+			57	40	58	59	68	75	58
Geometry	65-84			42	57	40	40	32	24	35
Geometry	55-64			1	3	0	1	0	1	2
Geometry	0-54									5
Geometry CC	N									131
Geometry CC	85+									20
Geometry CC	65-84									64
Geometry CC	55-64									9
Geometry CC	0-54									7
Algebra 2 Trig	N				185	102	97	118	192	233
Algebra 2 Trig	85+				42	25	43	59	59	49
Algebra 2 Trig	65-84				48	56	51	29	36	34
Algebra 2 Trig	55-64				7	10	4	12	5	10
Algebra 2 Trig	0-54									7
Global History and Geography	N	121	142	116	140	119	128	131	133	142
Global History and Geography	85+	46	75	78	76	67	71	87	87	86
Global History and Geography	65-84	48	23	22	24	31	28	12	13	13
Global History and Geography	55-64	4	1	0	0	1	1	1	0	1
US History and Government	N	105	116	129	116	137	118	132	128	139
US History and Government	85+	79	81	91	93	89	91	91	88	94
US History and Government	65-84	19	18	9	7	11	9	9	12	5
US History and Government	55-64	1	1	0	0	0	0	0	0	
Living Environment	N	134	118	141	111	127	118	135	146	135
Living Environment	85+	57	76	78	79	82	88	93	94	86
Living Environment	65-84	42	24	22	29	18	12	7	6	12
Living Environment	55-64	1	0	0	1	0	0	0	0	0
Living Environment	0-54									2
Physical Setting / Chemistry	N	121	140	113	142	124	127	129	133	148
Physical Setting / Chemistry	85+	7	8	22	15	30	46	42	43	47
Physical Setting / Chemistry	65-84	72	85	67	81	58	51	56	54	50
Physical Setting / Chemistry	55-64	19	6	9	4	10	3	2	3	1
Physical Setting / Chemistry	0-54									1
Physical Setting / Physics	N	88	72	110	107	120	114	126	126	140
Physical Setting / Physics	85+	6	22	13	22	31	29	29	43	44
Physical Setting / Physics	65-84	58	56	56	55	53	44	41	54	44
Physical Setting / Physics	55-64	36	22	17	16	6	27	30	3	8

Physical Setting / Physics	0-54														4
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AP Results

Name of Exam	Mean 2008	Mean 2009	N 2010	Mean 2010	N 2011	Mean 2011	N 2012	Mean 2012	N 2013	Mean 2013	N 2014	Mean 2014	N 2015	Mean 2015
Art History	not offered	not offered	16	3.063	24	3.42	23	3.43	12	3.833	18	4.556	15	3.867
Biology	2.25	3.17	16	2.5	17	3.24	20	3.85	20	3.25	28	3.643	30	3.233
Calculus AB	2.63	2.88	26	4.308	40	4.48	20	4.25	33	4.758	49	4.673	33	4.667
Chemistry	not offered	not offered	-	not offered	-	not offered	14	3.214	-	not offered	28	2.929	23	3
Comparative Government and Politics	3.8	2.87	17	2.06	22	2.23	-	not offered	13	3.923	22	3.318	13	2.68
English Literature and Composition	3.26	3	22	3.5	23	3.83	25	3.48	27	3.333	-	not offered	27	4.037
Macroeconomics	2.4	2	25	2.72	31	2.48	29	2.931	28	2.679	15	4.267	33	3.818
Music Theory	2.31	2.38	6	3	22	2.909	17	3.176	15	2	14	3	15	2.867
Statistics	2.22	2.82	31	3.226	22	3.77	15	4.067	29	3.207	31	3.935	45	4.178
US History	2.65	2.59	42	3.143	57	3.65	42	3.714	45	3.489	55	3.564	77	3.312
World History	not offered	not offered	-	not offered	73	3.229	72	3.444						
All Exams - Simple Average	2.81	2.63		3.01		3.34		3.54		3.23		3.31		3.41

SAT Results

Class	Students	Avg. GPA	Avg. SAT 1600	Avg. SAT 2400
2006	101	82.593	1076	1585
2007	118	84.459	1121	1680
2008	106	85.442	1140	1704
2009	115	86.723	1150	1726
2010	128	88.255	1171	1751
2011	113	88.915	1194	1798
2012	134	90.115	1201	1812
2013	123	89.331	1219	1827
2014	128	89.433	1220	1832
2015	129	90.544	1259	1890
2016	139	90.955	1272	1899

- Through suggestions by the SLT, our school has added multiple semester courses in the 9th and 10th grades to support student learning in the humanities, math and science. We are happy to report that improved student scores on standardized tests can be correlated to our addition of required half-year courses, such as Foundations of Math, Computational Thinking and Writing Seminar. Students also report that these courses have benefited them and increased their awareness of these studies and career choices. We continue to have our students pursue a rigorous program that consists of four years of Science and five years of Math coursework to better prepare students for the university level.

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, M measurable, Achievable, Relevant, and Time-bound.

In the 2015-16 school year, at least 85% of all students, including SWD will earn enough credits to be promoted to the next grade level. (Target: 9th, 10th and 11th grade ICT students, measured by credit accumulation through June 2016). This will be achieved through professional development for faculty who are adjusting to integrated co-teaching. A formal measure will take place at the halfway point by looking at first semester grades to review progress. Consistent informal review will also take place in smaller teacher meetings during weekly Professional Learning and through observations of students in classrooms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p>	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
<p>A Lead SPED teacher position was created at the beginning of the school year. This teacher and one of our assistant principals will attend monthly meetings held by the BSC SPED staff. They will turnkey, support and work with SPED teachers to ensure all central initiatives are shared with faculty. Any related compliance issues will also be handled through this new position and administration.</p>	<p>SWD and struggling students</p>	<p>9/15-6/16</p>	<p>Members of the Professional Learning Committee, GE & SPED Co-teachers</p>
<p>Three-week cycles of ICT Teaching workshops held at ERHS by the Office of Teaching And Learning. All co-teachers will attend one cycle.</p>			
<p>Student work will be analyzed and differentiated strategies will be explored to meet the needs of SWD learners.</p>			
<p>Teachers will inter visit to inform the further honing of instructional best practices.</p>			

Teachers will come together throughout the year to reflect on the ongoing implementation of these school wide best practices.			
Multiple strategies are employed to address the needs of SWD and other high-need students including mandatory attendance at small group sessions and review sessions, staffed by both SPED and GE teachers. ICT sections have been created for SWD with a variety of in-class supports in place to help SWD succeed. Voluntary use of established after-school programs such as the Writing and Math Center allows students to seek assistance from trained peer tutors. Weekly use of OPW for Student Engagement/office hours will create another opportunity for students and faculty to work together on identified areas of need.	SWD and struggling students	9/15-6/16	ICT Teachers, GE Teachers, Counselors and Administration
Consistent outreach to celebrate achievements and address areas of concern, through email and phone calls. Use of Family Engagement time to hold in-person meetings and conduct outreach to families. SPED meetings are consistently held with attendance/progress as foci along with input from GE teachers to structure/implement additional interventions.	SWD Families	9/15-6/16	Faculty, Counselors and Administrators
Faculty meetings, meetings with families, PTA meetings, variety of conferences, open school days for families to visit classrooms and special highlight events.	SWD Students and Families	9/15-6/16	Faculty, Counselors and Administrators

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.										
Four full-time SPED teachers are staffed to co-teach all core ICT sections in the 9 th (8 sections), 10 th (4 sections) and 11 th grades (4 sections). Multi-week training cycles for co-teacher teams through the Office of Teaching and Learning are being conducted at ERHS, for all core co-teaching teams, by discipline. Faculty, administration and librarian are incorporating resources, such as audio books have been added to the school’s library for use by students identified with a learning disability that could be aided by instructional resources.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		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.
<ul style="list-style-type: none"> Weekly guidance meetings, attended by administration, are held to review student progress and attendance. Outreach to families, faculty and students often follows. Mid-point progress review will take place in January with the culmination of the first semester. Quarterly reviews take place in November and April to review progress with report cards being distributed. Teacher grade team meetings are held monthly to highlight students succeeding and in need of support.

● School use of Skedula/PupilPath allows for all stakeholders to be aware of current progress and identified students will be contacted to enable a discussion around current progress and needs.

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.
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- The academic program is designed with the belief that all students benefit from a challenging core curriculum and that all students are capable of success. This academic inclusiveness means that all students have access to the same sequence of courses and have access to peer and staff-led academic support. The physical space of the school feels safe as evidenced by the low incidence of disciplinary infractions, particularly low in terms of physical altercations between students. Our safe environment is conducive to learning and allows students to focus on academics in a place that is quiet, orderly, and clean. The 2014-15 Learning Environment Survey responses confirm that students, parents and faculty feel safe and supported.
 - Our school’s advisory program, with student involvement in leading class activities in the 9th grade continues to be a setting where issues related to teens, social justice, current events and school policies can be explored and discussed in a warm and supportive environment. Faculty advisors work with students in all grades and lead topical discussions later in the school’s advisory program around other transitional topics including preparation for college. Advisory program has been scheduled into the regular school day for underclassmen to incorporate it into their daily routine. In the 9th and 10th grades the focus ranges initially from transitioning to high school to various social-emotional issues to empowering students by introducing them to a variety of approaches to handling the responsibilities and workload of the high school level, including advice on study skills and procrastination. Faculty advisors work collaboratively with ElRo Sibs to support our 9th and 10th graders. In the 11th grade the focus is on beginning the college process, and in the 12th grade the focus is on preparing for the transition into college.
 - Our improved college-readiness scores are supported through additional preparation all students receive in having organized lessons centered on personal finance, decision-making, substance use and abuse, and other important topics that students will face in the near future.
 - Academically, staff identified students who might benefit from additional mandated support and this was built into the students' school day.
 - Support of growing ICT program - As the school is in its third year of its ICT program, work continues to make our rigorous program accessible to all students. School-level staff and central-level specialists have been providing support during the initial part of the school year to help faculty and related staff to continue to engage students and address any areas of concern.
 - Our part-time Community Liaison will continue to provide community service and internship opportunities for our students.

Part 2 – Annual Goal

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

During the 2015-16 school year freshman students, including students with diverse learning needs, will effectively transition to high school, with support from the advisory program and other related support programs, as measured by rates of promotion and results of the 2015-16 Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	
<p>Continued training of <i>EiRo Sibs</i> program by Guidance department.</p> <p>Creation and dissemination of school surveys (internal and DOE Learning Environment Survey) to inform progress and need areas.</p> <p>Internal student and advisor surveys, created by the SLT, will serve as a manner to elicit feedback of both advisors and students. These surveys will be given at mid-point and end of the school year.</p> <p>Each month advisors meet with their grade teams to discuss the successes and challenges of previous lessons as well as upcoming lessons. Their feedback is utilized to make changes for future lesson for the year, as well as to make adjustments for the lessons in future academic years.</p> <p>The college counselor and internship/community service liaison are consulted where appropriate to inform the content of the lessons.</p>	<p>All students</p>	<p>9/15-6/16</p>	<p>Administration, Guidance Counselors, Faculty and EiRo Sibs</p>
<p>All students, including SWD and high-need students are a part of our advisory program and will have the opportunity to contribute and share their experiences.</p>	<p>All students</p>	<p>9/15-6/16</p>	<p>Administration, Guidance Counselors, Related Faculty</p>
<p>SLT will continue to monitor progress and conduct its own research and outreach to families to ensure involvement in related areas. School will work with active PTA leadership to provide speakers for PTA meetings and other school-wide events.</p>	<p>Families</p>	<p>9/15-6/16</p>	<p>Administration, Guidance Counselors, SLT, Related Faculty</p>

Advisory lessons will continue to serve as a way to address social and emotional-related adolescent topics. Faculty and <i>ElRo Sibs</i> will continue to provide feedback for needed revisions to improve advisory program. Faculty members will continue to work collaboratively to ensure all students are given supports to maximize their potential.	Students and Faculty	9/15-6/16	Administration, Guidance Counselors, Related Faculty
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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.

Administration and guidance counselors co-create lessons for our advisory program. Many faculty members serve as advisors and are programmed to meet with their advisories during their professional periods. Our guidance counselor meets weekly with *ElRo Sibs* to go over lesson plans and review past lessons with the thirty 12th grade students that serve as peer leaders to the 9th and 10th grade classes. Instructional resources are purchased through allocated funding to support any additional needs.

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.

- The advisory program is reviewed monthly at advisor meetings during OPW.
- The SLT mid-year review is scheduled for the end of January 2016

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.

Teachers, as identified on the Learning Environment Survey have indicated a desire for more consistent PL opportunities.

The Quality Review results in this category were rated "developing", indicating a need for further teacher collaboration.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

Through weekly Professional Learning, additional PL offerings, and feedback from administration, faculty will work together to build efficacy in increasing opportunities for active student learning. This will be achieved through their use of instructional methods that increase active student learning as well as use of technology to further engage and assess students in their classes. This will be measured through observation results in the Danielson ratings in the instructional areas of 3b, 3c and 3d. Teacher responses on the 2015-16 LES will also be used as a measure to indicate growth in this area.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers utilize Monday 80-minute PL sessions to meet as a faculty in several configurations; including Grade, Department and Advisory teacher teams. A technology subgroup of teachers is working collaboratively with the principal to identify and incorporate successful use of technology. This initiative is in place to support teacher learning and increase teacher-student communication, as well as engagement and assessment. Our school's online open network and <i>Bring Your Own Device (BYOD)</i> initiative is concurrently in place to facilitate targeted use of technology throughout the school.</p>	<p>All Faculty</p>	<p>9/15-6/16</p>	<p>Administration and Professional Learning Committee</p>
<p>SWD needs will be addressed through weekly SIT/TPT meetings and specific PL groups dedicated to inquiry around SPED topics.</p>	<p>SWD</p>	<p>9/15-6/16</p>	<p>Lead SPED Teacher, Assistant Principal and related faculty</p>
<p>Parents are updated on the current school initiatives through electronic communication, including weekly calendar updates, <i>Skedula/PupilPath</i>, outreach through parental grade email groups as needed, and other established school-home communication such as the school website and <i>School Messenger</i>.</p>	<p>Families</p>	<p>9/15-6/16</p>	<p>Administration</p>
<p>PL Committee meets to select areas of interest for faculty PL meetings ensuring collaborative decision-making. Teachers collaborate in reviewing student progress, their own practice and examining performance data to address areas of concern and celebrate success.</p>	<p>Faculty</p>	<p>9/15-6/16</p>	<p>Professional Learning Committee</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>School will utilize Monday PL time to support this initiative. Online resources, such as Google Docs and Rubicon Atlas, will be used to support our work, including chronicling of progress, adjusting curriculum and enabling all faculty members to access and contribute to current educational research.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

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

- PL Committee will meet at the end of January 2016 to review faculty feedback on use of Professional Learning time.
- Mid-year Faculty-Administrator meetings will take place at the end of January to review individual progress in identified instructional goals.

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

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

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

Part 1 – Needs Assessment

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

Results of the Quality Review (2014) and the Learning Environment Survey (2015) have identified areas for growth for the indicator of leadership.

Part 2 – Annual Goal

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

The Principal will increase involvement in the faculty observation process by conducting two full series of observations during the school year, one in each semester, with APs conducting the remaining observations. This will lead to greater direct involvement of the Principal in the teacher evaluation process and supporting identified instructional goals. The school's Learning Survey results will be reviewed and compared to that of the previous year in multiple areas to evaluate progress.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The principal will conduct all faculty IPC, mid-year and EOY meetings with Assistant Principals, in departments they supervise. Instructional goals from the previous year will be examined and considered when forming instructional goals for current year. Progress in identified areas will be revisited as needed.</p>	<p>Faculty</p>	<p>9/15-6/16</p>	<p>Principal and Assistant Principals</p>

The principal and APs will conduct the first round of observations together to ensure standards of norming of instructional ratings and expectations. The first official observation will be written by the principal. The second and third round of observations will be conducted by the direct supervisor of the specific department, including the principal, who oversees three departments. The fourth round will be conducted either by the principal or by both the principal and an Assistant Principal. Next steps in instructional areas will be provided on formal observation feedback.	Faculty	10/15-4/16	Principal and Assistant Principals
The principal will work with BSC and DOE staff to provide professional learning opportunities to faculty in identified areas of need, such as technology implementation and special education training. A PL committee centering on incorporation of technology to support instruction meets periodically to allow for collaboration between the principal and faculty.	Faculty	9/15-6/16	Principal and PL Committee
The MOSL committee working in collaboration with the principal has decided to use Goal-Setting as the MOSL measures for the current year. The principal reviews and approves goal-setting predictive decisions by the faculty.	Faculty	9/15-6/16	Principal and MOSL Committee

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.										
Use of Teachboost software to memorialize observations and teacher instructional goals is supported by TL NYSTL funding.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.									
During January mid-year meetings with faculty, instructional goals will be revisited and scoring on the first two observations will be reviewed, with next steps provided to individual faculty members in identified need areas.									
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.

On the 2014-15 LES, forty percent of parents/guardians reported that they disagreed, to some degree, that they are invited to visit classrooms and observe instruction. Thirty seven percent of teachers concurred.

On the 2014-15 LES, 50% of parents stated they were unaware of the role of the School Leadership Team in areas such as writing the school's Comprehensive Education Plan and assessing the school's educational programs.

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.

Families will be provided consistent opportunities to be actively involved in their child's education. This will be measured by examination of the 2015-16 Learning Survey results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Coffees with the Principal - Throughout the school year, families will be invited to meet with the Principal and other identified faculty/staff to inform families of current school</p>	<p>Parent/Guardians</p>	<p>10/15-6/16</p>	<p>Principal</p>

initiatives, projects, etc. These coffees will encourage an open collaboration between school leadership and families.			
PupilPath - Families are encouraged to sign up to have access to their child's current progress through this online grading and attendance system. This will enable parents/guardians the most updated information regarding their child's progress. School will monitor registration rates and family use to inform further outreach.	Parent/Guardians	9/15-6/16	Assistant Principals
Family Engagement - Families are encouraged to attend weekly 40 minute Family Engagement time to allow for communication between families and faculty. Parent Teacher Conferences - This year we will have individual scheduled appointments for parent-teacher conferences to streamline the experience.	Parent/Guardians	9/15-6/16	Administration and Faculty
Weekly Calendars - The Principal writes an online weekly letter to the community, highlighting school information, initiatives, projects and events. An additional member of the ERHS community writes a weekly letter related to a specific area, such as a club activity or event to promote additional community voices. This weekly calendar is placed on the school's website by the Sunday preceding the coming week and is also emailed to all students, faculty/staff and families that have shared their email information.	Whole Community	9/15-6/16	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
PupilPath is paid for by the TL NYSTL Software funds. Coffee and snacks are provided by the PTA.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.
Overall feedback by families regarding strong family and community ties will be examined in the 2015-16 Learning Environment Survey. Feedback from other school-based initiatives, such as from families that attended the Coffees with the Principal, will be reviewed periodically to improve school practice.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Determined by teacher and or the student's grade to need support	Review of class notes and homework. Allow student time to ask questions. Multiple choice strategies. Essay writing strategies	small group and 1-1 peer tutoring	Before & during and after the school day
Mathematics	Determined by teacher and or the student's grade to need support	Review of homework assignments and past quizzes.	small group and 1-1 peer tutoring	Before & during and after the school day
Science	Determined by teacher and or the student's grade to need support	Graphic organizers, kinesthetic modeling of concepts, drawing sequence of events, using analogies, test taking strategies, note study program, point of view writing, pre-reading	small group and 1-1 peer tutoring	Before & during and after the school day
Social Studies	Determined by teacher and or the student's grade to need support	Test preparation, essay writing strategies (organization, analysis, summarization). Multiple choice skills (elimination strategies).	small group	Before & during and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Determined by teacher, student or family request or academic, attendance	Counseling - group or individual provided by Guidance Counselor	individual and small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 416
School Name Eleanor Roosevelt High School		

B. Language Allocation Policy Team Composition

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

Principal Dimitri Saliani	Assistant Principal Devorah Zamansky
Coach None	Coach None
ENL (English as a New Language)/Bilingual Teacher Rachel Kosberg	School Counselor Laurie Bernstein
Teacher/Subject Area Jennifer Hinchy/Foreign Lang	Parent Rena Shapiro
Teacher/Subject Area N/A	Parent Coordinator Marty Trachtenberg
Related-Service Provider N/A	Borough Field Support Center Staff Member Maria Broughton
Superintendent Marisol Bradbury	Other (Name and Title) type here

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	2	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)	555	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
We do not currently have ELL students or established ELL program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
No patterns are revealed due to a very small number of English Language Learners.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
No patterns are revealed due to a very small number of English Language Learners. The AMAO will be used when or if ELLs appear on register with the purpose of looking closely at ELL data for supporting instructional programs.
- 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?**N/A**
- 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
- How do you make sure that a student's new language development is considered in instructional decisions?
N/A
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

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

N/A

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.
First step of the identification process is to administer the Home Language Identification Survey to students who are possibly English Language Learners and do not have their home language information on file. This includes an informal oral interview by the guidance counselor and ESL instructor, and parent input. Translation services are provided for the oral interview using the DOE translation unit if necessary. Students with home language other than English will given the LAB-R during the first week of school, administered by teacher Rachel Kosberg, who is qualified to administer and supervise the administration of NYS assessments. Additionally, the student takes a diagnostic exam to determine the level of proficiency in English. Within the first ten days, if the student is accepted to our program, the Language Proficiency Team meets to determine if (s)he should be administered the NYSITELL exam, which is then administered and scanned into ATS. The LPT includes the Guidance Counselor, Assistant Principal and the Testing Coordinator. Results are examined and changes are made to the student program as necessary.
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).
Upon admission ee administer the Oral Interview Questionnaire and, where appropriate, the Literacy Evaluation for Newcomer SIFE. The SIFE designation is then entered in ATS within 30 days of enrollment.
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).
Our LPT team, consisting of the Lead SPED Teacher (acting as Director of Special Education), an Assistant Principal (in the role of School Administrator), Guidance Counselor, ESL teacher and the student's parent(s) will determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) will receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT. DOE interpretation services for parents/guardians are used as needed. The timeline to accept or reject the LPT's recommendation will be determined within a timeline of 20 days or fewer.
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.
The Testing Coordinator works with our Pupil Accounting Secretary to ensure that entitlement and non-entitlement notification letters are sent out within five days, through certified mail, in the parent's preferred language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents and students, 18 years of age or older, are contacted by certified mail, and/or by phone, in the parents preferred language, by either the AP or the Guidance Counselor to inform them of their right to appeal
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents are notified by mail and/or by phone in their preferred language to understand their choices. A member of the LPT, either the AP or the Guidance Counselor is responsible to notify the parents within a timely fashion.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents are notified by mail and/or by phone by a member of the faculty/administration that speaks their preferred language or DOE interpretation services are used to ensure that parents are aware to return parent surveys and program slection materials in a timely fashion.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

School Secretary will update and inform CPT if forms have not been collected. Follow up by CPT member will occur in the parents preferred language by phone and/or by mail. Completed forms are placed in the student's cumulative file by the Pupil Personnel Secretary.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are distributed by mail and/or parents are called by a member of the faculty/administration that speaks their preferred language or DOE interpretation services are used to ensure that these letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The School Secretary maintains this documentation in the child's cumulative file and a copy will be held in the ELL coordinator's compliance file.
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.
At the beginning of the school year, the RLER report is run on ATS to double check the status of all new entrants and to ascertain which students require the exam. The ENL teacher ensures that all four sections of the NYSESLAT are given in a timely fashion and confirms that the data has been uploaded to ATS where appropriate. BSC staff works with the school to ensure that all students are being served appropriately and taking the exam, if qualified.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Parents are notified by mail and/or by phone by a member of the faculty/administration that speaks their preferred language or DOE interpretation services are used to ensure that parents are aware to return parent surveys and program selection materials in a timely fashion. The ENL Teacher is responsible to ensure the letters are distributed in the preferred 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 we have no ELL students in the school. We will inform parents of the three programs available.

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.
Our students will be provided a free standing ELL program until additional programs are needed. Students will be provided standalone ELL instruction and integrated ENL as per their proficiency level. Instruction is delivered using an individualized pull-out model and/or group instruction.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students are programmed based on their level of proficiency indicated on their NYSESLAT or NYSITEL. Entering students receive 360 minutes of ENL instruction, Emerging students receive 360 minutes of ENL instruction, Transitioning students receive 180 minutes of ENL instruction, Expanding students receive and advanced students receive 180 minutes of ENL instruction and Commanding students receive 90 minutes per week of integrated ENL. At the present time this is not applicable. Should ENL students join our student body, we will provide the instructional minutes required through a combination of stand-alone and push-in instruction appropriate for their level of proficiency.

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.
 If ELLs will be enrolled in our school, then students will receive ENL services as required by CR 154.2. They will receive service from a certified ENL teacher or a dually certified teacher to ensure they meet the requirements of the Common Core Standards. The Sheltered English model of instruction will be used in content area classes and the ENL teacher will provide push-in and stand-alone services as required by the individual students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 If ELLs will be enrolled in our school, then they will be evaluated by staff members who are proficient in their native language. If no staff member is available for a specific language, outside resources will be used.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 With additional resources such technology and writing center help, English Language Learners acquire English skills in all modalities that are equivalent to the non English Learners. Eventually, they are evaluated by the ELA Regents.
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
 As we do not have ELLs currently this is not applicable but we would follow the procedures outlined in CR 154.2 to ensure that the services for the above mentioned students would be met.
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.
 Appropriate procedures, as outlined in the ELL Policy and Reference Guide would be followed. We will review all relevant documents as well as student work. Based on that review we would then administer the NYSITELL if appropriate. We will then consult with the parent / guardian and make the determination as to whether or not to identify or cease identifying the student as an ELL.
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?
 N/A
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?
 N/A

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

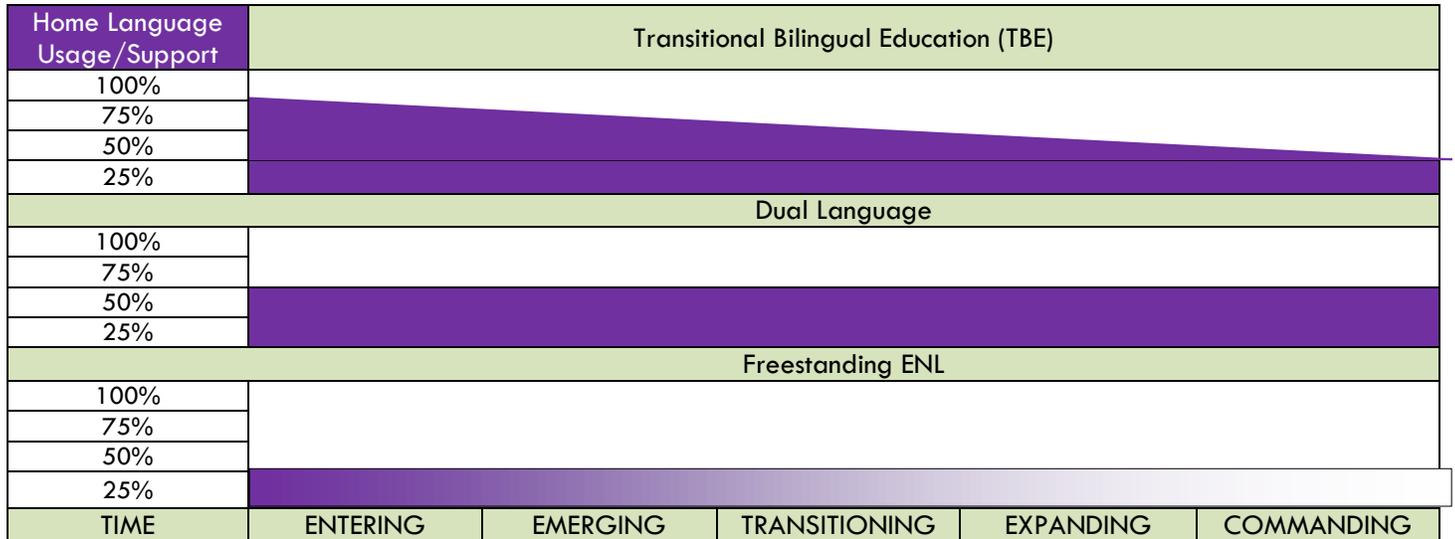


*Note “other approved services” does not apply to New York City at this time.

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.
N/A
 11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
N/A
 12. What new programs or improvements will be considered for the upcoming school year?
N/A
 13. What programs/services for ELLs will be discontinued and why?
N/A
 14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs will be invited and encouraged to participate in all school programs, including our diverse after school club offerings, PSAL sports and all other extracurricular activities. After school and supplemental services are offered to all students including ELLs. Supplemental services include one-on-one tutoring with instructors during the weekly OPW time and during instructors' Circular 6 periods.
 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 technology will be available for ELLS. All students have access to school laptops and all students are entitled to link their personal devices to the school network. All instructors in all content areas use either Smart, Eno or Prometheus boards in the classroom. All instructors put homework assignments on-line where translation software can be readily used.
 16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students will receive home language support in the ENL program as necessar.
 17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We will make sure to purchase resources and offer services that are age and grade appropriate for ELLs across grade levels.
 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).
Should we have new ELLs, they will have an a catered orientation, headed by our Guidance Counselor and the ENL teacher to welcome ELL students to facilitate transition to our school. All new ELLs will be provided with an orientation and tour conducted by our ESL instructor.
 19. What language electives are offered to ELLs?
All language electives are open to all students.
 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 ENL teacher attends professional development as needed to be up-to-date with city-wide instructional expectations and workshop for staff in all disciplines.
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?
We provide appropriate staff support through faculty and department conferences throughout the year and on PD days. Teachers of ELLs are also encouraged and funded to attend DOE sponsored trainings, and national and local conferences to learn about the best practices in teaching ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We provide appropriate staff support through faculty and department conferences throughout the year and on PD days. Guidance Counselors of ELLs are also encouraged and funded to attend DOE central sponsored trainings, and national and local conferences to learn about the best practices in teaching ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Teachers are provided with opportunities to attend professional development at the borough and city-level and related internal Professional Learning will be chronicled and stored internally by the administration.

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?
When we have an ELL population the school will provide quarterly meetings with parents of ELLs to address the above with the ENL teacher, in the preferred language, using interpreters or the DOE translation service.
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. (Answer to item 2:) Sign in sheets are transferred to spreadsheet maintained by our pupil personell secretary and the agendas and signin sheets are filed in the main office.)
(Answer to item 3:) Though we do not currently have an ELL population, there is strong parent involvement at our school including, as exhibited by attendance at our PTA meetings, family-centered special event attendance and contributions to the PTA (especially due to the budget crisis - over 40% of parents have made contributions). Outreach is made through weekly calendar on school website. All content on the school website can be translated to over 25 languages, including our most frequent first-home languages of Mandarin-Chinese, Polish and Spanish. Parents are called using automated calling system to inform them of school events and student attendance concerns. Families of absent students are called by the Pupil Accounting Secretary on a daily basis. PupilPath (online grading software) is used to give access to all parents/guardians regarding current student progress. We have a Chinese-Speaking Family Outreach program and have translated all written documents sent home into Chinese. We hold several evening events, such as our annual International Dinner where all families are invited as a cultural/community-building evening.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
When we have an ELL population we will look to connect with appropriate CBO's to provide workshops and/or services to ELL parents in their preferred language.
5. How do you evaluate the needs of the parents?
We closely examine the Learning Environment Surveys, feedback from PTA and individual parents and through SLT meetings.
6. How do your parental involvement activities address the needs of the parents?
Identified parental "high interest topics" have been the focus of our monthly PTA meetings, including "specialist" guest speakers to inform and advise parents in identified areas. Additional evening meetings have been added to support parents in college preparatory areas. Through our SLT meetings and in informal discussions we have confirmed that parents have found these meetings to be beneficial to their needs as parents.

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.

At the current time we do not have any ELLs.

Part VI: LAP Assurances

School Name: **Eleanor Roosevelt High School**

School DBN: **02M416**

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)
Dimitri Saliani	Principal		11/12/15
Devorah Zamansky	Assistant Principal		11/12/15
Marty Trachtenberg	Parent Coordinator		11/12/15
Rachel Kosberg	ENL/Bilingual Teacher		11/12/15
Rena Shapiro	Parent		11/12/15
Jennifer Hinchy	Teacher/Subject Area		11/12/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Laurie Bernstein	School Counselor		11/12/15
Marisol Bradbury	Superintendent		11/12/15
Maria Broughton	Borough Field Support Center Staff Member _____		11/12/15
	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: **02M416**

School Name: **Eleanor Roosevelt High School**

Superintendent: **M. Bradbury**

Before you begin, please check the following:

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

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

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

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

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

We run the RCON report on ATS to determine home written and oral language. Wghen Over the Counter (OTC) students are admitted, they complete a HLIS.

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.

Albanian, Arabic, Bengali, Chinese (Cantonese, Fukinese, Mandarin, Dialect Unknown), Czech, Dari/Farsi/Persian, French, Korean, Nahuatl, Polish, Portuguese, Punjabi, Russian, Serbo-Croatian, Swahili, Spanish, Tibetan and Turkish.

Part B: Creating a Communications Calendar

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

Welcome Letter (July/August); School Calendar including testing dates(July/August); Attendance Letter (Monthly); School Website including handbook, newsletters, calendars, afterschool programs, overview of curriculum, letters from school leadership (Weekly).

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.

Curriculum Night (September); Parent Teacher Conferences (November and March);Family Engagement (weekly); IEP Meetings (Annually); Evening Arts and Athletic Events (Ad Hoc); Attendance Teacher/Guidance Counselor Meetings (Ad Hoc); Coffee with the Principal (Quarterly); PTA Meetings (Monthly); SLT Meetings (Monthly) Orientation (June)

Part C: Providing Language Assistance Services

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

When sending phone messages, we use School Messenger to instantly interpret. For written and spoken communication we have in-house faculty/staff who translate and interpret in our two highest need areas - Chinese and Spanish. We have non-English document templates ready to be sent out with English documents.

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

Our teachers are trained in the over-the-phone DOE Interpretation system and we have also engaged live interpreters from the Translation and Interpretation Unit during school events.

Part D: Training Staff on Policies and Procedures

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

we do whole faculty professional learning on use of translation and over-the-phone interpretation services, which we follow up with brochures and email.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Visible posting of materials on site and distribution via emails to families.

Part F: Monitoring and Quality Control

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

Parent survey