



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	02M419
School Name:	LANDMARK HIGH SCHOOL
Principal:	CARON PINKUS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Landmark High School School Number (DBN): 02M419
Grades Served: 9-12
School Address: 351 W. 18th Street, New York, NY 10011
Phone Number: 212-647-7410 Fax: 212-647-7416
School Contact Person: Caron Pinkus Email Address: cpinkus@schools.nyc.gov
Principal: Caron Pinkus
UFT Chapter Leader: Eric Adisa
Parents' Association President: Heriberto Ramos
SLT Chairperson: Omar Guzman
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Gina Ortiz
Student Representative(s): Camille Sosa
Jordy Fernandez

District Information

District: 02 Superintendent: Kathy Pelles
Superintendent's Office Address: 335 Adams Street, Brooklyn, NY
Superintendent's Email Address: krehfield@schools.nyc.gov
Phone Number: 718.923.5181 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn, NY
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718.935.5618 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) 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)
Caron Pinkus	*Principal or Designee	
Eric Adisa	*UFT Chapter Leader or Designee	
Heriberto Ramos	*PA/PTA President or Designated Co-President	
Omar Guzman	DC 37 Representative (staff), if applicable	
Gina Ortiz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Camille Sosa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jordy Fernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Fred Schaefer	Member/ Teacher	
Zinnia Alvarado	Member/ Parent	
Marilyn Roman	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Our Mission Statement:

Landmark High School is a collaborative and diverse community of learners. We employ a project-based curriculum to prepare students to be successful in all aspects of college and their careers. We nourish a strong sense of community through advisory and encourage independence, mastery, and empowerment. Our goal is for students to graduate ready to navigate the world and succeed in future endeavors.

Some highlights, strengths, and special features of our school include:

College Readiness: Landmark is a small, college-preparatory high school committed to high standards and personalized attention for all of our students. Our teachers employ a variety of instructional strategies in order to prepare our students for college. A typical day in one of our classrooms may include inquiry, debate, collaborative learning, and small group instruction. Teachers work collaboratively in department teams to plan rigorous, engaging, college-preparatory units, and provide feedback to one another on curriculum. They also continuously work to improve and refine the PBAT (performance based assessment task) process, in which students have to research a topic extensively, write a college-like term paper, and present their topic to a committee of teachers.

Additionally, our full-time college counselor works closely with all seniors to help students select colleges and complete the application process. Our college counselor also works with our underclassmen to ensure that they understand what they need to accomplish each year in order to be accepted to the college of their choice. She plans college trips to a variety of colleges and universities to help expose all students to different types of schools. The entire junior class attends an overnight college trip each spring as well as day trips throughout the school year, and our freshman and sophomore classes attend day trips to various colleges as well. Our college counselor attends frequent professional development sessions through CUNY and CACNY, as well as with individual private universities. These sessions allow her to build relationships with admissions officers as well as to stay up to date on scholarships and other opportunities for our students. She also frequently brings speakers into the school to talk to students about academic programs, scholarship opportunities, and college life. Last year, we had speakers from Dartmouth, SUNY and CUNY, the Quest Bridge Program, and the Black Male Initiative, among others.

Lastly, we have expanded our relationship with College Now programs at John Jay and Baruch. During the spring semester last year, thirty of our juniors and seniors received college credit through College Now courses at these two CUNY schools. This semester, we not only have students enrolled and taking courses at the schools, but we also have a professor from Baruch who teaches a College Now Anthropology course here at Landmark.

Because of our college-preparatory nature, we are proud that 100 percent of our seniors are in the process of applying to college. The college counselor is working with them closely on their application process.

Professional Development:

The school's professional development plan is focused on our school-wide goals of improving our assessment practices, using data to inform our instruction, monitoring and increasing student progress through the inquiry team structure, and strengthening school culture by increasing student voice and rolling out Restorative Justice initiatives. In addition to the full-staff professional development that we have spelled out on the goals and objectives document, we have implemented a tiered professional development program to better meet our teachers' individual needs. We have various layers of PD occurring on a weekly or monthly basis, as follows:

- **Department PD :** Department meetings take place during common prep periods throughout the week. Department teams have worked on aligning curriculum maps to the Common Core Learning Standards, providing feedback on curriculum plans using the Tuning protocol, and doing rounds of inter-visitation, using a Looking at Student Work protocol. In this way, department members have the opportunity to learn from and provide feedback to one another. Department teams have also begun the process of vertically aligning their curricula to ensure that there is consistency and an upward spiral in rigor from 9th through 12th grades.

- Inquiry Teams : After analyzing data, inquiry teams chose a focus question for their yearly work, and are in the process of following the phases of the inquiry process to ensure that students make progress towards the learning targets and long-term goals.
- Grade Level Teams: Grade teams meet every week to work on creating and revisiting action plans for struggling students.
- Formal and Informal Observation Conferences : Teacher feedback is provided frequently. Feedback is purposeful, actionable, and aligned to the teacher’s professional goals as well as school-wide PD goals. Observations and feedback are conducted by the principal, assistant principal, instructional coach, literacy consultant, and math coach/consultant from Metamorphosis.
- Leadership Teams : Administrators meet twice per month with both grade team leaders and department team leaders for collaborative problem solving, using protocols to look at student work, sharing feedback on the progress of certain school-wide goals, and re-visiting action plans for meeting our goals.
- Network and Citywide PD : In order to further meet teachers’ varying and individual needs, we will also continue linking individual teachers and administrators to network and citywide PD opportunities. Teachers have attended various network and citywide PD sessions over the past year, including a series on Integrated Co-Teaching and meeting the needs of students with disabilities.

One key challenge that we face is that serve a very high-needs student population. This includes approximately 22% students with disabilities, 90% free and reduced-price lunch, 10% English language learners, and approximately 75% of students are reading below grade level. Additionally, our annual attendance rate hovers just above 80%.

The areas that we made the most growth in last year were Collaborative Teachers and Supportive Environment. The area that we will focus on most this year is Rigorous Instruction.

02M419 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	365	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
				26
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	5	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	83.2%	% Attendance Rate		79.3%
% Free Lunch	83.6%	% Reduced Lunch		5.3%
% Limited English Proficient	16.9%	% Students with Disabilities		23.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		20.7%
% Hispanic or Latino	70.7%	% Asian or Native Hawaiian/Pacific Islander		5.3%
% White	2.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		2
# 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)		30.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.84
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	73.7%	Mathematics Performance at levels 3 & 4		s
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	79.8%	% of 2nd year students who earned 10+ credits		64.9%
% of 3rd year students who earned 10+ credits	55.2%	4 Year Graduation Rate		65.7%
6 Year Graduation Rate	58.9%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>The instructional leadership team, including the principal, assistant principal, instructional coach and consultant work with teachers to align curricula to the Common Core Learning Standards. In mid September, we collected year-long curriculum maps and unit plans from all teachers. The instructional leadership team met to review sample maps and plans from each department area, and to norm our feedback. We then met individually with each teacher to give feedback on their curriculum maps and unit plans. For teachers who work together in Integrated Co-Teaching (ICT) partnerships, we met with the partner teachers together to not only give feedback on the level of rigor and alignment to CCLS, but also to give feedback on ICT models that we would like to see present in the classroom and ideas for differentiation strategies to ensure that all students are cognitively engaged. Depending on the teacher’s level of need, we then held follow-up planning meetings with various teachers throughout October to model backwards planning, co-plan rigorous assessment tasks, and to model individual lessons.</p> <p>We promote higher order thinking skills through our ongoing discussions and feedback with teachers regarding the level of rigor we see in their classrooms. Our community defines rigor as students using their minds well; the students are doing the lion’s share of the thinking during each class. As part of the Consortium and the Coalition of Essential Schools, we value depth over breadth in curriculum planning. In other words, we believe that rigor is evidenced in students’ deeply analyzing and exploring the content, rather than superficially covering a wider range of topics. As proof of their depth of thinking, our students complete and present four major Performance-Based Assessments during their four</p>		

years in high school. As instructional leaders in the school, our ongoing work is to help teachers continue to increase the level of rigor in the classroom. This remains at the heart of our regular feedback to teachers. After department meetings and individual meetings regarding curriculum maps, as well as feedback from the State Review, administration and staff became increasingly aware of the need for using school-wide instructional methods across grades and content areas. Feedback from the state review stated that students were “not consistently engaged in meaningful and rigorous learning activities.” Therefore, we would like to prioritize the implementation of these instructional practices school-wide in order to raise the level of rigor and engagement. After participating in an ongoing literacy consultancy last year with two schools from our network and our network coach and doing some shared reading about the significance of the "social dimension" of reading, we decided to focus our school-wide instructional practices on the reading partnership protocol. Through this protocol, students in every class are strategically paired up based on assessment data. In pairs, students challenge themselves and each other to monitor their comprehension as they read and collaboratively make sense of difficult text.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

80% of ninth graders in “tier 2” (5th -8th grade reading level) will make at least one level of progress on the Gates MacGinitie reading assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators and instructional coaches and consultants tailor in-class coaching, modeling, and feedback to help strengthen teachers' instructional practices, specifically focused on the successful implementation of reading partnerships.</p>	<p>All teachers</p>	<p>Sept-June</p>	<p>Admin Literacy coach Instructional consultants</p>
<p>PD series on reading partnership protocol, writing clear learning objectives, and formative assessment of student progress to take</p>	<p>All teachers</p>	<p>Sept-June</p>	<p>Admin Literacy coach Instructional consultants</p>

place during Wednesday PD time			
We will participate in the Learning Partners Program to learn about the literacy strategies and instructional methods used by two other schools	Admin, literacy coach, model teachers	Sept-June	Admin, literacy coach, model teachers

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.											
Tax Levy and Priority/Focus funds; funding for administrators, professional development; funding for F-status literacy coach; funding for two instructional consultants. F-status literacy coach, instructional consultants, assistant principal, and principal will each work with a caseload of teachers to complete weekly informal observations and provide teachers with individualized, actionable feedback to strengthen assessment practices. F-status literacy coach will work 3 days per week, and instructional consultants will work 20 days each over the course of the school year.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
We will measure mid-year growth in January and would like to see that at least 65% of our sub-group of students have made at least a half year's growth on the Gates MacGinitie reading assessment.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>In order to create and maintain a safe and supportive environment at the school, we have focused on strengthening advisory practices specifically restorative circles, increasing student voice, and implementing a peer mediation program. Some examples of our efforts are as follows:</p> <ul style="list-style-type: none"> We designated an Advisory Coordinator to continue previous work done with consultant from Wildwood Outreach Center to improve advisory practices. We hired youth development consultant two days per week to facilitate “Young Men’s Initiative” advisory and “Project Second Chance” with some of our over-age and under-credited students We partnered with Student Voice Collaborative and Teachers’ College Action Research team to strengthen student council, create Action Team, and continue peer mentoring program; our college advisor and one teacher continue to facilitate the peer mentoring program We raised student voice through Restorative Justice initiative, by recruiting and training peer mediators and including students in Restorative Justice Professional Development sessions Our Restorative Justice team, consisting of six teachers, trained the staff in facilitating restorative circles, and facilitated 12 PD sessions with the staff throughout the school year We partnered with the Morningside Center to participate in the Rethinking Discipline pilot program. A group of 8 admin, teachers, and staff members collaborated over ten sessions to revise our current discipline policy to make it more restorative <p>Our primary needs in this area are to continue to reduce the number of suspensions and to increase feelings of safety and order in the school. We believe that this is an area of need for two reasons:</p>		

- In 2013-2014 Learning Environment Survey (LES), 43% of teachers cited order and discipline as an area in need of improvement. In the 2014-2015 Learning Environment Survey, 87% of students stated that they feel safe in the school and 91% stated that they feel safe in their classrooms.
- This year, we reduced the number of suspensions by approximately 30%. We know that we need to continue to reduce that number.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

We will reduce the number of suspensions by 15% as compared to 2014-2015 by using restorative measures, both in a preventive way as well as to approach challenging behaviors.

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 and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • We will designate an Advisory Coordinator to continue previous work done with consultant from Wildwood Outreach Center to improve advisory practices in order to build trust and positive relationships among students, and between teachers and students 	<p>All teachers</p>	<p>Sept-June</p>	<p>Admin Advisory coordinator</p>
<p>1. We will hire our youth development consultant two days per week to facilitate “Young Men’s Initiative” advisory, “Project Second</p>	<p>At-risk students</p>	<p>Sept-June</p>	<p>Admin</p>

Chance”, and help to run our peer mediation program in order to help students be better able to resolve conflict in peaceful ways			
We will maintain and expand our Restorative Justice team of teachers, who will participate in summer PD and planning sessions. RJ team will facilitate PD with teachers throughout the school year on restorative circle practices, re-entry circles, and de-escalation strategies, as well as the implementation of our revised discipline policy	All teachers	Sept-June	Admin, RJ team
We will develop and maintain a school-wide system to collect and track data on student social and emotional developmental health and academic development in order to track the effectiveness of our restorative interventions.	all students	Sept-June	Admin, Restorative coordinator, counselors

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.											
Tax Levy and Priority/Focus funding; funding for professional development; per session for teacher leaders to plan six PD sessions per semester; funding for educational youth development consultant to work twice per week for the entire school year. Administrators, educational consultant, and restorative justice teacher leaders will meet twice per month after school to plan professional development and monitor progress of initiatives.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
We will monitor progress by evaluating suspension data every quarter. We will evaluate quarterly suspension data to ensure that we are down at least 15%, year over year.

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

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

Section 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. <p>We have several structures in place to promote a culture of professional collaboration and distributive leadership at our school. For example, each grade team and department team has a self-selected teacher leader. Administrators meet twice per month with grade team leaders, focusing on making school-wide decisions that impact school culture, including decisions about advisory curricula, Restorative Justice practices, and school-wide events. Administrators also meet twice per month with the department team leaders, focusing on making school-wide decisions that impact student learning. Department team leaders currently lead their colleagues in inquiry projects.</p> <p>By engaging in inquiry teams, all teachers are able to choose a range of target students and to measure their progress in terms of the key skills and learning targets related to the particular area of focus. If students make progress in these key skills and learning targets, then we feel confident that they will be more successful in their classes overall. Teachers chose their departmental focus skill based on the previous year’s student data as well as their own classroom observations. They looked closely at the areas students struggled with most on PBATs and Regents, as well as the Common Core standards and research on what is needed most for success in college, and they selected their focus skill based on that information. For example, after examining the Common Core Standards and last year’s PBAT student work, the social studies team decided to focus their inquiry work on strategies to help students develop their thinking in daily writing activities in their notebooks. The English team also examined Common Core Standards as well as last year’s Regents data, and decided to focus on raising the students’ level of analysis specifically related to the author’s central idea and purpose.</p> <p>Each department team meets once per week during a common planning period. The school schedule is designed so that all department teams have common preps every day. As part of the inquiry process, teachers have created or are in the process of creating a department-wide rubric to measure the progress of their target population on their particular area of focus; teachers will measure and track student progress at regular intervals throughout the school year. Additionally,</p>		

teachers will engage in three rounds of inter-visitation or Japanese lesson study within their departments to share best practices and refine instructional strategies to increase student achievement. As part of these rounds, teachers will analyze their data by collaboratively looking at student work, reading professional text, and refining instructional practices accordingly.

The priority need in this area is to ensure that teachers use a variety of data sources including interim assessments and progress monitoring to inform lesson planning and unit planning as they collaborate with their colleagues on their inquiry projects.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

100 percent of core subject area teachers will engage in inquiry team work. 80% of the target students will make one level of progress based on the departmental PBAT rubric.

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? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Admin and instructional coaches facilitate ongoing PD series on stages of the inquiry process and meet with inquiry team leaders 2x/month to check inquiry team progress 	All teachers	Sept-June	Admin Instructional Coaches/ consultants
<ul style="list-style-type: none"> • Inquiry teams measure and track target student progress at regular intervals throughout the school year 	All teachers	Sept-June	Admin; inquiry team leaders
<ul style="list-style-type: none"> • Teachers engage in three rounds of inter-visitation and/or lesson study within their inquiry teams to share best practices 	All teachers	Jan-June	Admin; inquiry team leaders

All teachers participate in a mid-year and end of year "share fair" to share salient learnings from their inquiry work	All teachers	Feb, June	Admin, inquiry team leaders
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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.											
Tax levy, title 1 funding, Priority/Focus funds; professional development; coverages for inter-visitations and lesson study; funding for instructional consultants. Inquiry teams will meet during regularly scheduled professional development time to research, co-plan, examine student work, debrief inter-visitations, and monitor student progress.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 Regents week, all inquiry teams will administer and score mid-year assessments to gauge student progress based on the team’s rubric. 80% of students will be on track to make one level of progress by the end of the year.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>The following is feedback from our IIT state review:</p> <ul style="list-style-type: none"> The school leader has shared a vision for the school with staff, parents, and students who are able to articulate some, but not all, aspects. The school leader stated that her vision for the school was to prepare students to be college- and career-ready, to provide for rigorous student learning, and to ensure student and staff accountability. The school leader stated she shared three priorities with staff at the beginning of the year that included assessment, inquiry, and strengthening the school culture. However, staff, students, and parents stated in focus groups that the school's priorities include college-readiness, student voice as a component of positive school culture, and attendance improvement, but made no mention of assessment or inquiry. The school leader has developed goals, but few are Specific, Measureable, Ambitious, Results-oriented, and Timely (SMART) goals that include specific student achievement measures. As a result, there is no shared understanding of clear methods for achieving the school's vision. Several staff members stated that the school's focus was to support each student reaching his or her potential, but no one articulated specific student achievement goals. The review team found that the one SMART goal included in the self-assessment, which is to increase attendance by less than two percent, does not focus on improving student achievement. While the school leader tracks student course pass rates throughout the school year to determine students who are on-and off-track, a student support staff member stated that there is no consistent technology platform to collect and review student performance-based assessments and so the school is not looking at student data across grade levels and content areas. 		

• The school leader has recruited staff to meet the needs of the student population. For example, the school leader shared she hired two guidance counselors to provide more personalized support for student social and emotional developmental health and a part-time youth development coach to support student development with a particular emphasis on boys of color. Further, at the beginning of this academic year the school leader hired an assistant principal (AP) to monitor and support teaching and learning, as well as two instructional coaches and an instructional consultant part time to support teacher planning of curriculum and instruction. Despite these staffing additions, there is limited evidence of increased student achievement due to the absence of clear student achievement goals.

• Teachers stated that the school leaders visit classes frequently and provide verbal and written feedback. The review team found that teacher feedback was detailed. While teachers valued the feedback, reviewers found that it did not include actionable and focused plans for instructional improvement to raise student achievement.

The priority needs that will be addressed by the goal are as follows:

The school leader should:

- articulate definitive, clear, and high expectations for the current student population at Landmark High School;
- develop, in collaboration with staff, SMART goals for attendance and student academic proficiency
- track and share progress towards these goals throughout the school year with all members of the Landmark High School community including parents, students, school support staff, teachers, and school leaders.

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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

School leaders will develop, and share with all constituents, SMART goals for students' credit accumulation and PBAT pass rates, and track and share progress towards meeting these goals quarterly. 80% of students will be on target for accumulating ten or more credits per year and for passing their grade level PBATs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will share SMART goals with all school constituents at the beginning of school year, get feedback, revise goals, and hold quarterly meetings to review progress. Goals will be posted in a public space within the school</p>	<p>All school constituents</p>	<p>Sept-June</p>	<p>Admin</p>
<p>We will create a shared database to hold this information of student credit accumulation and PBAT progress</p>	<p>Teachers, advisors</p>	<p>Sept-June</p>	<p>Admin</p>
<p>Advisors will hold quarterly conferences with their advisees to review progress towards meeting the goal</p>	<p>Advisors</p>	<p>Sept-June</p>	<p>Admin</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax levy, title 1 funding; Admin will share progress towards goals with staff during regularly scheduled professional development time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 1, 2016, school leaders will have held two quarterly meetings with staff, one in mid-November and one at the end of January to track student progress towards meeting these goals. 80% of students will be on target for accumulating ten or more credits per year and for passing their grade level PBATs.											
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> Developing and <u>I</u> Ineffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>The following is a summary of our efforts to increase our communication with families, communicate high expectations to families, and establish partnerships with families to support students’ progress towards college and career readiness:</p> <ul style="list-style-type: none"> Jupiter Grades, Remind 101, and Automated messenger allow teachers and staff to update parents on student progress via digital platforms Advisors call home weekly to report on academic progress and attendance. Call logs are shared with administration in order to coordinate communication between parents, students, advisors, outside agencies and the attendance team. Parent meetings are scheduled regularly for students of concern in addition to parent-teacher conferences College counselor holds college information workshops with parents on topics including college application process, financial aid forms, and reviews college options that would be the best fit for individual students College counselor and parent coordinator co-plan college day trips and overnight trips, and invite parents to participate with their students School Leadership Team meets monthly to discuss school-wide goals and create action plans to address a particular goal PTA meets monthly; Parent Coordinator arranges outside speakers to attend these meetings to address issues that parents identify as important, including cyber-safety, drug and alcohol awareness, and college application process. <p>Our priority area/ next steps in this area are to increase the number of parents involved in all workshops, family events, PTA meetings, and student PBAT committees. We aspire to have a greater parent voice in the leadership at Landmark, and we are currently working with our SLT to increase parent involvement.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

We will increase parent involvement at school-wide events, conferences, and PTA meetings by 10% based on sign-in sheets at school events.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators meet twice per month with grade team leaders to discuss strategies for strengthening</p>	<p>Parents and families</p>	<p>Sept-June</p>	<p>Admin, grade team leaders</p>

communication with families			
School Leadership Team meets once per month and brainstorms strategies and devises an action plan to increase parent engagement	Parents and families	Sept-June	Admin, SLT
Partner organizations, including the Midori Foundation and Hudson Sailing, will invite parents to concerts and exhibitions.	Parents and families	Sept-June	CBO staff

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.											
Tax levy, Title 1; funding for parent coordinator and community associate; funding for PTA and SLT meetings; funding for translation services											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February, we will review and analyze the data regarding number of parents participating in parent-teacher conferences, PTA meetings, and school-wide events for the first half of the school year. We will see a 10% increase in parent participation at school-wide events.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at 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)	School-wide reading assessments; departmental diagnostics; Regents exam scores	Small group targeted reading intervention classes English Regents prep classes College essay writing workshop Credit recovery	Small group	During school and after school
Mathematics	Departmental diagnostics; PBAT scores	PBAT support workshop; Credit recovery	Small group	During school and after school
Science	Departmental diagnostics; PBAT scores	PBAT support workshop; Credit recovery	Small group	During school and after school
Social Studies	Departmental diagnostics; PBAT scores	PBAT support workshop; Credit recovery	Small group	During school and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Credit accumulation	Academic advising	Small group, one-to-one	During school and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>To ensure that staff is highly qualified, we follow a number of steps. In terms of recruitment, the hiring committee, which is made up of administrators and highly qualified teachers, reviews resumes and interviews teaching candidates together. We then ask the candidates with the highest scores on the interview process to come in for a demonstration lesson. Again, the hiring committee meets to review our notes on the demo lessons, and we then check references from former supervisors. At that point, we make collaborative decisions on hiring.</p> <p>We also do several things in order to retain highly qualified teachers. We foster team structures to ensure that our staff is collaborative and part of a professional community focused on improving instructional practices and student achievement. To retain staff, we also help foster leadership capacity in our teachers so that they can develop a variety of professional skills. We make it a priority to conduct frequent formal and informal observations in order to give ongoing feedback to teachers and ensure that they feel successful with their professional growth.</p> <p>To maximize teacher effectiveness, we also make strategic decisions around teacher assignments. Teachers are paired up so that all have a collaborative partner with whom to plan and refine curriculum. Integrated co-teaching pairs remain the same so that teachers can build an ongoing professional relationship with their co-teacher. Lastly, some teachers are selected to “loop” with their students; that is, they teach the same students for two years in a row. In that way, they get to know their students’ strengths and weaknesses extremely well, and are better able to hone in on support structures.</p> <p>The principal and assistant principals work in collaboration with the Consortium to ensure high quality professional development for the teachers. We facilitate professional development at the school weekly, specifically focusing on areas of need based on the previous quality review, progress report, and learning environment survey. For the 2015-16 school year, our professional development plan includes a focus on three strands: school-wide instructional practices, inquiry team work, and restorative justice practices. In addition to the professional development that we facilitate at the school, we also send teachers to participate in PD outside the school, including Consortium conferences and workshops, Teachers College workshops, and PBAT committees at other schools, among other opportunities that arise.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>As mentioned above, the principal and assistant principals work in collaboration with the Consortium to ensure high quality professional development for the teachers. We facilitate professional development at the school weekly with the full staff, and department teams also meet at least once a week. We also send teachers from each department to</p>

outside PD on a regular basis, including the Coalition of Essential School national forum, the Consortium teacher moderation study, Affinity group PD workshops, Learning Partners Program, and NCTE, just to name a few. Additionally, we hired a literacy coach, math coach, and a literacy consultant to work with teachers to improve their curriculum planning, instructional practices, and level of rigor in the classroom. They work weekly with a select group of teachers, to observe their practice, give feedback, and conduct model lessons. The assistant principal and principal provide individualized professional development to teachers through our system of frequent informal observations and feedback cycles.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not applicable

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).

not applicable

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/information, early intervention services, etc.).

not applicable

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.

All teachers meet once or twice per week in department teams. During these meetings, teachers create assessments for their inquiry project and evaluate student work according to the rubric. Team leaders meet twice per month with administrators to review assessments and student progress, and engage in a professional dialogue regarding next steps for the team. Department teams also use their meeting times to revise and refine performance based assessment tasks, including the gateway PBATs as well as the graduation requirements. Through these department team meetings, all teachers make collaborative decisions regarding inquiry assessments and PBAT revisions .

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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	314,890.00	X	5A, 5B, 5C, 5D, 5E
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal		X	5A, 5B, 5C
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5A
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,243,070.00	X	5A, 5B, 5C, 5D, 5E

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: 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 SCEP 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. Landmark 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. Landmark will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC)

Landmark 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 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 will 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 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Landmark High School</u>	DBN: <u>02M419</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> 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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Pursuing a high school education in New York City limited by the walls of a building would be to lose sight of the vast learning experiences waiting outside of those walls.

Therefore, it has been the effort of Landmark High School teachers to develop a Title III extended day school program that immerses students in an interdisciplinary study that will support the production of a photo-journal as well as a video project by students. This program will focus on various historical New York City landmarks, communities, and the contribution made by immigrants toward the growth of our City. This program will provide our students who may be new to the City and who might not have ventured out of their immediate community a New York experience that explores the meaningful and relevant learning opportunities the city has to offer. The goal of this program has been twofold: First, to foster a sense of trust and community within each other; and second, to develop an understanding and appreciation of the cultural and historical richness of the incredible city in which we live. It is both the enormous depth and breadth of this richness that we wish to explore with New York City through our own lenses (our eyes and the camera). The program is academically meaningful, leading to the completion of a photojournal as well as a video project by students, and relevant, reflecting the tremendous variety of experiences that coexist in New York City.

Our rationale for developing this program is based on student writing samples in essay and diary entry format, written assessments, and informal interviews conducted with Landmark ELLs, as well as through the TOWRE and Gates-McGinitie examinations. We have also used data accumulated from the AMAO tool. It has been determined that a lack of personal exposure to the city leaves many students, new and old to the city, lacking in understanding of how their familial beginnings have been formed or shaped by New York, thereby necessitating this after school program.

This program is After School on Mondays and Thursdays, from 3:30 - 4:30 PM. There will be a total number of 30 Title III sessions (15 weeks), from early February through the beginning of June. There will be a total of 3 Saturday excursions to the following places on the following dates: Ellis Island on March 21st ; Brooklyn Botanical Garden on April 18th ; New York Public Library at 42nd street on May 16th. Each trip will take place from 9AM - 4PM.

This instructional program will target approximately 40 ELLs in grades 9 – 12 (10 in 9th grade; 11 in 10th grade; 7 in 11th grade; 12 in 12th grade) who score at beginner/intermediate/advanced levels based on the NYSESLAT and will focus specifically on small group guided reading/writing strategies and research skills. 32 of the 40 students are Long-Term ELLs. The language of instruction will be English. Two classes will meet after school for 2 hours/week for 12 weeks between February '15 and May '15 to receive direct instruction from two licensed teachers (one ESL and the other ELA). The two certified teachers will co-plan and co-teach each After School session simultaneously, utilizing subgroups of students based on differentiated levels and IEP considerations. They will also chaperone the Saturday trips together.

- Students will read novels written by established authors from their communities, research (using reference materials provided and from interviews of family and community members), and produce photo-journals, slideshows and video project focusing on social studies curriculum.

- Student will use computer technology, camcorders, and disposable cameras as tools for research and for creating projects.

- ESL strategies will be used specially designed to expedite language learning – teacher guided reading/writing/reporting, listening activities, barrier “information gap” games, etc.

- Qualitative assessments will include student produced projects – photo-journals and video project, teacher observations, classroom teacher feedback, and student surveys.

Part B: Direct Instruction Supplemental Program Information

We will also add an ELA/ESL Literacy Enrichment program for our ELL students who have not yet passed the ELA Regents as of January 2015. The rationale is that our ELL students who have not passed the exam will need some small-group, targeted support to help them strengthen the skills necessary to pass the test. We will target 19 specific ELLs (11th and 12th graders). This program will be an After School program that will take place from early February through mid-June to prepare students for the June administration of the exam. This program will be offered on Tuesdays and Fridays from 3:30-5:00, and will be taught by a licensed ESL teacher. The total number of sessions will be 32. This program will be open to 11th and 12th grade ELL students of all ELD levels. This enrichment class will be co-taught by one licensed ELA teacher and one licensed ESL teacher.

The instructional materials used in will be the following: a combination of teacher-created materials with interest taken into account; already purchased books that are focused on a New York experience, combined with code- and meaning-based skill practice (all materials free-sourced from the internet and existing books that will require no purchasing); free resources from websites such as Scribd, Google Books, Short Stories, and other sites that offer other literature and texts that further the program; articles from news sources, historical websites, and library archives that emphasize New York history.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Research by Douglas Reeves (2004) and Linda Darling Hammonds (2001) have cited the importance of teacher collaboration in improving instruction and assessment. Teacher collaboration is a key component of our school. Our staff meets several times a week in collaborative groups to discuss classroom experiences, interdisciplinary planning, and innovative ideas focused on improving learning and engaging all children. During the course of this program, not only will the collaboration lead to the cross pollination of best practices between the ELA and ESL teachers partnership. Our study group will meet once a week during Wednesday lunch periods for 1 hour (12:40 - 1:40 PM), and the subjects will be the following: improving literacy (2/11); oral and written jigsaws (2/25); sentence structure reformation (3/10); redeveloping ELL-centered instruction (3/24); inspecting and improving cross-curricular materials for ELLs in mind (4/14); modifying and accommodating texts for ELLs (4/28). The following study topics will take at least 2 sessions to complete each.

Their collaborative classrooms can also serve as a lab site for other social studies teachers with ELL students to observe how content area literacy and language acquisition strategies can be accomplished. Regular on-site study group focusing on ESL strategies for Beginner/Intermediate ELLs will be facilitated by the assistant principal for the duration of this Title III program. Our study group will provide the research and theoretical framework to ground our practice. Between January '15 and June '15, a group of 4 teachers who have ELL students regularly in their classes, will meet in (6) 1.5 hour sessions where they will discuss and apply the ESL strategies and research of Peregoy and Boyle, Gibbons, Beers, and Lattimer. Our study group will use the book Reading, Writing, and Learning in ESL (to be purchased) by Peregoy and Boyle to study the relationship between language acquisition and literacy development. Teachers participating in the Title III program will implement strategies learned to serve the developmental needs of our students. We will continue to utilize the two recommended texts in the LAP box: Learning to Learn in a Second Language and Scaffolding Language, Scaffolding Learning by Paula Gibbons to study sections of the text and continue to use it as a reference. Professional writings such as When Kids Can't Read by Kyleen Beers (to be purchased) and Thinking Through Genre by Heather Lattimer will also be referenced in the course of study. All teachers participating will be paid at per

Part C: Professional Development

session rate.

- The Assistant Principal, ESL teacher, and three (3) ELA teachers will participate in each PD activity.

There will be 4 teachers and 1 administrator at each Title III PD activity.

- The ELL-focused topics of each PD will be listed two paragraphs above.

- Teachers will consider research/strategies discussed in the professional texts as they relate to teaching social studies.

- Teachers will adapt at least one social studies unit from their year long curriculum map.

- Teachers will select/create appropriate materials and lessons to support ELL students in learning social studies.

- At the end of the study group, the team will compile a list of ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes.

- Professional books and support materials will be purchased to support this activity.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Landmark has an established Parent Association (PA) that meets on a monthly basis and addresses the needs of all parents, including the parents of ELLs. This Title III funding will be used to establish a separate branch of the PA that only includes parents of ELLs.

At the beginning of the school year, ELL parents participate in a school wide orientation where they visit the school, participate in a school tour, observe classes, and meet the faculty and staff. Teachers and administrators conclude the event with a question and answer session. Parents of ELLs will have uniquely available activities in which they may participate, including but not limited to the following: school performances, Saturday Institute activities, educational field trips to cultural places. In addition, their help is solicited in the planning and supervision of school events. Invitations to all events are disseminated in English and their L1 ,and during the events native language interpreters are available to translate and/or the answer questions. Through the entitlement and placement letters, all parents of ELLs are provided a contact number that facilitates communication with the ELL Coordinator at any time during school hours. Additional services include the service of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Translation and Interpretation Unit.

Landmark has partnered with agencies such as the Metropolitan Museum of Art, the Museum of Modern Art, and the St. Nicholas Preservation Corporation in order to provide workshops or services to ELL parents. For example, parents are invited to participate in numerous activities which take place during our school's Saturday Institute program. For example, parents of ELLs are offered instruction on how to use a computer and navigate the Internet for different purposes, including learning English. Computers are available at meetings as well and used for a variety of reasons. For example, if a parent need information about a particular topic, the parent can search for the information using the Internet; direct instruction is offered to parents who need it. Additional services include the presence of an interpreter at meetings, the translation of letters (in the home language indicated on the HLIS) sent home and the use of the Department of Education translation unit. These activities will be specifically designed to help our ELL students bond personally with their parents in an academic setting with educational goals. Also, it will further strengthen the bond between school and parent, which can be a commonly difficult bond to forge. Parents of ELLs will be able to more readily check and monitor grades,

Part D: Parental Engagement Activities

be given the opportunities to train in and use technology more effectively to stay in touch with parents and administrators to better their children, and so on.

We invite parents to be participants in round-table meetings where organizations such as the Leadership Program generate conversations about the needs of new immigrant parents and how the school can help them to facilitate their acculturation to their new community. In addition, the needs of parents are addressed at school events such as PA meetings and Open School Night/Afternoon.

Furthermore, Principal Pinkus and her administration maintain an open door policy in order to facilitate effective communication with parents. During these round table discussions, we can assess the needs of parents of ELLs. Parents are provided with information about resources available to them and their community such as health clinics, immigration services, arts organizations, GED programs, English classes, etc. Parents are also encouraged to participate in school tours, observe classes, and meet the Landmark faculty and staff.

The following are the topics that will be addressed during the 2014-2015 school year. They will only be offered to parents of ELLs: 1) orientation to the Performance-Based Assessment Testing paradigm (2/12); 2) understanding graduation expectations, credits, core classes (2/25); 3) understanding the grading system, Jupiter, report cards, transcripts, & GPA (2/28); 4) importance of incorporating English in the home (3/4); 6) building and maintaining relationships with teachers (3/11); 7) college planning (3/18); 8) federal aid, scholarships, and opportunities for ELLs (3/21); 9) assessments and testing requirements for graduation (4/2); 10) summer opportunities: language exchange, internships, traveling (4/4). The workshops are scheduled so that Translators are available at our parent meetings. Our parents/guardians are notified by letters that are translated and backpacked home, as well as sent by mail. In addition, we notify parents by telephone through their native language.

The engaged activities will take place in the evenings of Wednesday and Thursday evenings, and sometimes on Saturdays, between 5-7 PM. The ESL and ELA teacher, as well as supportive administration members, will be present during each and every session of parental engagement. The aforementioned licensed ESL teacher is Mathew Kennedy; the licensed ELA teachers are Elvia Ramirez, Brian Wenzler, Andres Rodriguez, and Andrew Wailes.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 419
School Name Landmark 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 Caron Pinkus	Assistant Principal Deborah Bryant
Coach Cynthia Kravetz	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sarah Harrington	School Counselor Karina Simancas
Teacher/Subject Area type here	Parent Zinnia Alvarado
Teacher/Subject Area type here	Parent Coordinator Omar Guzman
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	374	Total number of ELLs	28	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	15

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	5		0	8		4	15		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	3	0	2	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.
Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- 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?**Paste response to questions here:**
- 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](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- 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?**Paste response to questions here:**

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

Paste response to question here:

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.

Paste response to question here:

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).

Paste response to question here:

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).

Paste response to question here:

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.

Paste response to question here:

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).

Paste response to question here:

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.

Paste response to question here:

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.

Paste response to question here:

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here:

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here:

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:

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.

Paste response to question here:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here:

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).

Paste response to question here:

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.
Paste response to questions here:
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here:
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.
Paste response here:
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
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**Paste response to questions here:**
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.
Paste response to questions here:
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?
Paste response to question here:
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?
Paste response to question here:

Chart

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

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

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

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



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

Chart

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

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

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

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

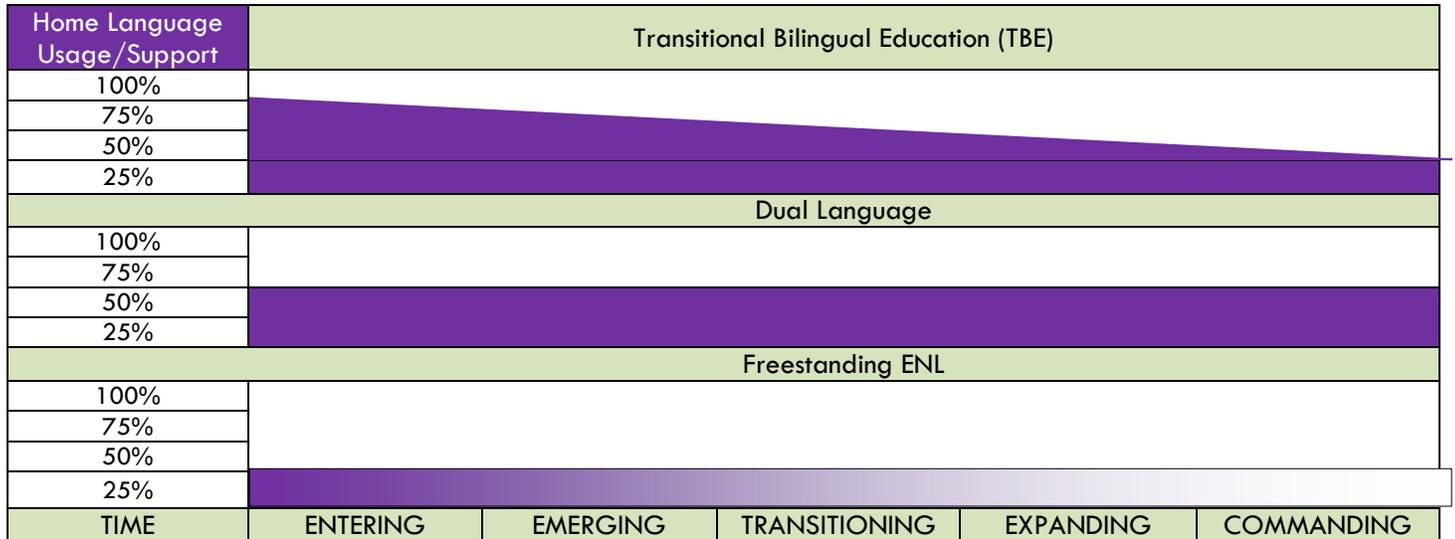


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
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.
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
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).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
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)?

Paste response to question here:

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.)
Paste response to question here:
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?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
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.

Paste response to question here:

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?

Paste response to question here:

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.

Paste response here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

5. How do you evaluate the needs of the parents?

Paste response to question here:

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

Paste response to question here:

D. Additional Information

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

Paste response here:

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02m419 School Name: Landmark High School
Superintendent: Kathy Rehfield-

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 assess language preferences for the parent community by pulling the data from the Home Language Survey, emergency blue card, ATS, and our internal school survey.

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.

Spanish
French
Mandarin

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.)

The following documents will be distributed:

Parent Welcome Letter (Sept), Parent Teacher Association & School Leadership Elections (June), School Year Calendar (August), Incoming Ninth Grade Family Orientation (June), Curriculum Night (Sept), Parent Breakfast (Sept), Parent Teacher Conferences (4 times per year), Regents Week Letter (Jan and June), Schoolwide Attendance (how to understand RISA in details) (throughout the school year), Parent Volunteer Opportunities (Oct), Resources and Workshops for Parents and students (Oct), Jupiter Grade Login Information for child academic progress throughout the year (August), Remind Text Messaging Service (Oct), NYState Testing dates (Sept), College Information Session and updates (Oct).

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 (Sept), Student Academic Progress (4 times per year), PTC (4 times per year), PTA (once per month), SLT (once per month), College night (Oct); On an individual basis: Annual reviews, Attendance Concerns, Special Opportunities for Programs, Social/Emotional Growth Issues.

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.

All emails ,newsletters, text messages and letters sent home are translated by school staff.

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.

Face to Face Intrepreting, over the phone and sign language using an outside vendor "The Big Word"

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.)

During Professional Development (staff meetings) & Email, Provide Posters and Language ID cards throughout the year.

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

Letter mailed home to parents.

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)

Fill out a short survey during schoolwide events or during one on one meetings.