

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

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

**06M423**

**School Name:**

**HIGH SCHOOL FOR EXCELLENCE AND INNOVATION**

**Principal:**

**TYONA WASHINGTON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: High School for Excellence and Innovation School Number (DBN): M423  
Grades Served: 9-12  
School Address: 650 Academy Street, New York, New York, 10034  
Phone Number: 212-569-1022 Fax: 212-560-1190  
School Contact Person: Maria Espaillat Email Address: Mespaillat2@schools.nyc.gov  
Principal: Tyona Washington  
UFT Chapter Leader: Charles Ivy  
Parents' Association President: Tanya Rodriguez  
SLT Chairperson: Maria Espaillat  
Title I Parent Representative (or Parent Advisory Council Chairperson): Ingrid Polanco  
Student Representative(s): Jennifer Mancebo  
Alex Seda

**District Information**

District: Transfer High School Superintendent: LaShawn Robinson  
Superintendent's Office Address: 1150 East new York Avenue, Room 304  
Superintendent's Email Address: LRobinson@schools.nyc.gov  
Phone Number: 917-822-2281 Fax: 718-778-7385

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7th Avenue  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tyona Washington	*Principal or Designee	
Charles Ivy	*UFT Chapter Leader or Designee	
Tanya Rodriguez	*PA/PTA President or Designated Co-President	
Maria Espaillat	DC 37 Representative (staff), if applicable	
Ingrid Polanco	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jennifer Mancebo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alex Seda	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tennia Morrison -Castro	CBO Representative, if applicable	
Alexandra Vizcarrindo	Member/ Parent	
Nancy Mercedes	Member/Teacher	
Alba Miranda	Member/ Parent	
Melba Campbell	Member/Teacher	
	Member/	
	Member/	

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Launched in 2009, The High School for Excellence and Innovation (HSEI) is one of only two high schools in New York City, which exclusively serves overage eighth graders. Matriculating students are on average, 16 years old, and at least two years behind grade level when entering ninth grade at HSEI for the first time. While traditional transfer high schools target students laterally, from existing high school populations, 100% of HSEI's students are at risk of aging out of middle school. Students at HSEI were the most academically at-risk students in their respective middle schools. 30% receive special education services and 15% are English Language Learners. 90% of students receive free or reduced lunch.

At the High School for Excellence and Innovation (HSEI) the school's mission is to educate a unique population of overage high school students and prepare them to compete on equal grounds with their peers in the 21<sup>st</sup> century workforce; we do this through Rigorous Instruction in a Supportive Environment that builds strong Family-Community Ties with strong Leadership and Trust through the embodiment of Collaboration, connectedness and purpose. We envision our students as scholars who succeeds through individualized academic and social supports. Every stakeholder is accountable and responsible for upholding the school's mission and vision.

### **Rigorous Instruction/Collaborative Teachers**

It is the school's belief that allowing several pathways for learning will give each student the opportunity to achieve success at his / her level or ability. Hence, our instructional practice adheres to structures put in place to build/ increase capacity for both teachers and students. This is evident in the targeted professional development opportunities provided for teachers to discuss best practices about teaching and learning and to leverage their pedagogical growth. The school is currently using the Framework for Effective Instruction – lesson planning template across classrooms- to plan and deliver instruction uniformly. Teachers build out curricula that are aligned to the Common Core Learning Standards (CCLS), and consider the tenets of the Framework of Great Schools. The core tenants of the Framework will drive the High School for Excellence and Innovation from Good to Great!

The Common Core Learning standards inform and are used to align the Essential Questions, SMART Objectives, and the assessments the students receive. Teachers employ several research based strategies and practices to guide students to assess their learning, as an example, the strategies of Restate Answer Cite and Explain (RACE), The Question Answer Relationship (QAR) and practices such as Think Pair Share, turn and talk, Socratic discussion and Cooperative and Dyadic grouping to foster authentic discussions about text based questions (teacher and student developed). Students' work products are graded by common core learning standard based rubrics which are used to assess levels of their mastery of skills. Teachers support student access and learning by reflecting on student work, to modify their instructional practice, curriculum and lesson planning to not only accommodate students' strengths and weaknesses but to also gauge academic rigor. Currently, the ELA science and social studies department have engaged in a piloted action research- The Japanese lesson Study- by which teachers work collaboratively to create a master lesson that will be implemented by one member of their group. The task and work of the lesson is text -based and emphasizes a skill that is embedded across grades and subjects so that all learners must demonstrate thinking. The focus of the **lesson study** is based on student performance, so it is not based on what teachers plan but on what they need to teach. Student data guides future lessons so that the lowest and highest students have access to the content and are actively engaged. Staff time is

structured so that the **Lesson Study** team meets once a week for an 80 minute PD and during common planning time. This allows time for the team to plan, debrief, and refine the lesson after the team observes the lesson.

The design of the study is based on student performance, hence the participating teachers, have access to newly

This work ties directly into multiple elements of the Framework for Great Schools – Supportive Environment, Collaborative Teachers, Effective School Leadership, and Trust. HSEI looks forward to joining the Learning Partners Program in SY 2015-2016, with the focus on deepening teacher’s understanding of their practices that yield successful student outcomes.

At HSEI, the teachers have also participated in designing a students’ self-reflection feedback tool (rubric) that allows student ownership in their learning. The rubric and process help students hold themselves accountable for their own growth (e.g., the rubric’s check boxes and reflection section let teachers see the details of students’ self-assessment). HSEI looks forward to expanding this learning feedback tool across departments.

One area of focus this year is preparing our students to meet the rigorous challenges of college and/or career pursuits (Rigorous Instruction). As such, our instructional goals are grounded in essential skills that measure student’s engagement of rigorous learning activities that assess their learning through the quality of questions and assessments they are exposed to. These skills are geared to prepare our students to become critical thinkers and positive contributors in their homes and community. At HSEI, we believe that our students can succeed in mastering higher order thinking skills via the literacy strategies and the verb stems of the blooms taxonomy. Our belief is that it is our priority to shift our instructional practice to analyze information on student learning outcomes and adjust instructional decisions on varying levels across disciplines to build coherence. Students are expected to take ownership of their learning as they use metacognitive questions as one way to assess their level of understanding on their strengths and weakness and to work on improving on their areas of need. Teachers across classrooms use metacognitive questions for students to assess learning strategies they use to unlock complex concepts.

Another area of focus for this school year is to increase students’ capacity towards constructing viable arguments by improving their ability to respond to high levels of questions through writing and rich academic conversations. Students will develop a tool kit to engage in deep conversations posed by their teachers and when they are given opportunities to create their own higher order questions as they conference with their peers and interact with texts about their learning (Again – Rigorous Instruction, a recurring theme throughout all that we do). This area is developing as per low inference learning walks, data from ADVANCE and student data.

The school will leverage its success around common development of lesson plan and unit plans.

A common approach to planning and looking at student work will be utilized to arrive at key decisions about the strategies, scaffolds and modifications that will be used to leverage students’ ability to respond to summative assessments at depths of knowledge of levels 3 and 4. Hence, students are instructed in an environment of learning through apprenticeship- a tenet of the research based- ‘Workshop Model’. Bearing in mind the CIE shifts.

### **Supportive Environment**

Over the past three years, East Side House and HSEI staff have collaboratively developed and implemented a school wide Primary Person System whereby each new student is assigned a caring adult referred to as a **Primary Person** who provides social and emotional support throughout his or her stay at HSEI. The primary person system ensures that every student has an advisor who knows him or her well; supports his or her development of a four-year educational learning plan and can say, “I’m on your side”. The Primary Person System is the foundation of HSEI’s personalized student support system, which is linked to student achievement and is reflective of our strong Family-Community Ties.

HSEI aims to leverage its resources to overhaul its Primary Person System to The Three Tiered Primary Person System. It was only in the school year 2013-2014 that HSEI experienced a fully enrolled school. Therefore, when the DOE staff and CBO staff reflected on the school wide goals of the school year 2013-2014, they realized that there was a group of 30-40

students who continued to present chronic academic and behavioral difficulties in spite of the support(s) they received from their Primary Person. By analyzing the data collected from programs throughout the year such as Efforts to Outcomes (ETO), Teacher Ease, i Log, and the Crisis Intervention Teacher/Dean (Liaison between school and CBO) Ladder of Intervention, the staff members were able to group students using repeated behaviors and habits.

High School for Excellence and Innovation is among one of the first schools who garnered the Community Schools grant in School Year 2014. Its goal is to ensure that the community and school access resources inward and outwardly. As such, stakeholders hold themselves accountable for ensuring that resources are targeted according to the needs of the school community.

### **Strong Families and Community Ties**

High School for Excellence and Innovation garners strategic partnerships that caters to the needs of key stakeholders- Students, Teachers and Parents. Teachers benefit from external coaches from organizations that use highly effective research based best practices- ReDesign, Eskolta and Teaching Matters. These organizations prepares weekly and bi-weekly schedules in collaboration with the leadership team to support school wide goals and to provide targeted support to teachers. In addition, to enhance extended time learning and during school, HSEI partners with Educational Video Center (EVC), where students build on their literacy skills through producing films of their own interest related to improving their community and the world. HSEI partners with an onsite physical, dental and mental health clinic- Columbia Presbyterian Hospital. Students have free access to these services and return to class. This is a vital resource to families. Students have access to online blended learning programs. Targeted intervention programs such as ACHIEVE 3000, ILearn online educational technology, Fresh Prep, an organization that provides in class coaches to support Global History with rap. Inwood Community Collective provides free SAT prep classes. Our Community Coordinator who established a GED program for parents and interested community members. Additionally, organizes workshops of parent interest to bolster parent/student relationships. HSEI is looking forward to introducing the Neighborhood grant in SY 2015-2016 that will allow thirty-one students with paid academic and social learning opportunities through internships with local businesses and organizations. Through collaboration of our co-location status, HSEI established in conjunction with Intermediate School 52 and Inwood Early College a campus wide male and female sports teams.

### **Leadership & Trust**

Stakeholders are regularly consulted formally and informally regarding the viability of school wide initiatives. Trust is evident through honest reflections and evaluations at key points of the school year through- mid and endings of trimesters driven by “check-ins” with students, parents and teachers. Voices are heard through surveys, Town Hall, School Leadership Teams, weekly cabinet meetings, Teacher Team Meetings, Joint Community Based Organization and Department of Education’s staff meetings. Protocols of discussing targeted students in a risk-free environment “Kid-Talk” encapsulated by shared agreed upon norms. Administrative Team discusses school wide progress from data across academic and social departments. Data from various sources are analyzed according to targeted goals. OORs, Scholarship Report, MOSL, Regents and department aligned assessments are examined. Frequency according to short and long term goals. First name basis fosters an environment of inclusiveness and respectful comradery. Ideas are voiced, implemented and assessed. Staff trust the expertise of their colleagues. Students applaud success of themselves and their peers. Parents offer testimonies of appreciation of their child’s “turn around” towards focusing on school and extracurricular activities.

## 06M423 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	232	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	3	# Integrated Collaborative Teaching	39
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	2	# Drama	1
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.2%	% Attendance Rate			72.0%
% Free Lunch	87.0%	% Reduced Lunch			3.1%
% Limited English Proficient	17.0%	% Students with Disabilities			35.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			29.1%
% Hispanic or Latino	69.1%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			5.21
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	46.3%	Mathematics Performance at levels 3 & 4			40.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

Our school’s instructional goals emerged from feedback we received from our quality review last year and school wide quantitative and qualitative data. The quality review compliments the school on establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. However, it cited that we needed to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products ; to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning and to align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels as a means of to improving pedagogical practice and student learning. We also need to continue to work on articulating how we are preparing students to be college and career ready through rigorous engagement. Therefore, our school has been working vigorously at aligning the use of resources, support and organizational decisions to its instructional goals, long range plans and students learning needs. We have adopted and is currently piloting an action research based ‘Japanese Lesson Study whereby teachers are called to shift their thinking about instruction- rather than teaching what the content dictates- the teacher plans are based on what the students need to know.

As a priority for the unique population of students that we serve we tap on our in house community based partner (CBO) partner East Side House to not only help us in ensuring that all our student’s social emotional needs are being met, but that their college and/or career needs are also being identified and met within the safe and secure learning environment we have created. In addition, coherent structures to support effective teaching practices and student achievement have become organized, as evidenced by deconstructing standards, aligning curriculum according to targeted skills and effective teaching through actionable feedback garnered from observations and low inference feedback done by teachers and their peers. Thus, the deliberate teaching of targeted skills and adherence to the Danielson Framework for teaching 3b and 3d are at the heart of our global skill of developing argument in Mathematics, English Language Arts, Social Studies and Science classes.

**English –** During the 2015-2016 school year, the English Department will continue their work on the Japanese Lesson Study by supporting the students in building the skill of connecting the identified central idea of a text with supporting details to provide a thoughtful analysis of the text. During the 2014-2015 school year, the English teachers discovered that students are able to identify the central idea and determine the appropriate evidence from the text to support their claims, but the students were unable to explain why the evidence supports the claim nor develop concluding sentences to explain the how and why. The Japanese lesson study provides teachers with the opportunity to develop best practices by analyzing student learning patterns. The teacher develops lessons not based on content, but what skill the students need development on. Since the school year 2010-2011 the English Department has adapted from

A.C.E. (Answer, Cite, and Explain) rubric to R.A.C.E.S. (Restate, Answer, Cite, Explain, and Structure) to develop positive writing habits in the students.

The English Department use the literacy strategies: Making predictions, Making Connections, Making Inferences, Visualizing, Questioning, Determining Importance and Synthesis to develop student's ability to analyze and explain their understanding. For the school year 2015-2016, the school has formed an alliance with a partnering school to develop structures to further the work started with the Japanese Lesson Study which will including norming the facilitation of the lessons, developing effective assessment tools, and developing student independence.

**Social Studies** - During the 2015-2016 school year, the Social Studies Department will focus on implementing the Common Core Learning Standards - establishing connections between the central ideas and supporting evidence. The rationale behind selecting this skill is based on the fact that the majority of 9th, 10th, 11th and 12th graders had difficulty making the connection between central idea and the evidence during the Japanese Lesson Study project delivered by every Social Studies Teacher during the 2014-2015 school year. The Social Studies Teachers analyzed Baseline Assessments for all the grades mentioned above as well as Lesson Plans Activities. A normed ACE Rubric was used to assess three categories: Determining Central Idea/Citing Textual Evidence related to the Central Idea/Establishing a connection between the Central Idea and the Evidence in a 2-3 sentence format. The data came from that assessment protocol.

The Social Studies Teachers will include learning strategies such as Making Connections in the first Trimester during their lesson activities. In the second Trimester, teachers will include Making Inferences strategies, and in the third Trimester teachers will include Drawing Conclusions strategies. These strategies can be utilized interchangeably. The school-wide R.A.C.E.S. Rubric will be normed to provide feedback to the students as well as to the teachers. There will be Baseline activities and Performance task activities. There will be collaboration with coaches and our Partner School to create meaningful activities that will produce rigorous learning for the students through the use of protocols and the implementation of effective group processes to enhance teaching practices throughout the department. As the Quality Review indicated, practices were uneven. In order to align best practices, teachers will continue to deepen their work with the salient components of the Lesson Study methods.

## **Part 2 – Annual Goal**

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

During the 2015-16 school year, our content teams will work together to increase rigor and coherence. Ongoing professional development will be provided so teachers can use ongoing formative assessment tools to monitor and track student participation, understanding, and content specific skills which will result in 10% increase in the course pass rate in comparison to respective previous trimester results. Teachers will align engagement practices to school wide instructional goal: School Wide Objective: Teachers will be able to (TWBAT) develop in students, Higher order Thinking skills and Habits of Mind that support college and career readiness by engaging students in rigorous learning activities as measured by a five percent increase on scholarship report in ELA and Math each trimester. that assess their learning through the quality of questions and assessments they are exposed over three trimesters .

**Part 3 – Action Plan**

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy Funds- Coaches, Lead Teachers, Integrated Collaborative Teachers, *0 minutes of Professional Collaborative Learning, 35 minutes of Other Professional Work for case conferencing.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Our identified midpoint of reflection will take place every three weeks per trimester. A day of formalized conferencing with students regarding goals setting. Administration will meet with individual and department Leads to engage in data analysis of student work products and ADVANCE data to create interim goals that will lead to the attainment of our school wide goals.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**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.

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

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

**Part 5 – Progress Monitoring**

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

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
  - Teacher teams have been established as a critical core function of the school. Collaborations in vertical and horizontal teams are viewed as “safe spaces” for teachers to learn and grow. This process help to generate synergy around discussing best practices, individual and targeted groups of students and decision making regarding pedagogy. Teachers have also established protocols of looking at student work. As a result of analyzing feedback from QR and informal and formal observations, the school needs to ensure all departments are engaged in uniform assessments. Teams have begun to engage in unifying collaborative approaches through Lesson Study Teachers have embraced this practice and have cycled at least once this protocol through 75% of teacher teams.

### Part 2 – Annual Goal

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

By the end of School year 2015-2016, each department will cycle three lessons per department through Lesson Study with a focus on inquiry and planning effective lessons for student success of the attainment of the CCLS

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
In August all teachers will attend a summer PD on the new Common Core Curriculum Teachers will tailor the common core	Grades 9-12, SWD and ELLs	September 2015-June 2016	Principal, Assistant Principal, Department Heads

curriculum materials to ensure there are scaffolds and ramp up martial and strategies			
During the school year, teachers in each department will engage in three lesson study cycles. These cycles focus on one teacher in the department and involve teachers identifying the skill they are focused on, analyzing student work, commonly planning 2 lessons, observing and debriefing the lessons, and revising unit plans based on lessons learned. Teachers will also analyze student work products and provide constructive feedback to strengthen teacher practice and improve student outcomes			Principal, Assistant Principal, Department Heads
At the end of each trimester, teachers will engage in a consultancy protocol to present the strategies their departments tried and receive feedback from other departments. Additionally, Teams will intervisit with their Learning Partner-East Brooklyn Community High School	Grades 9-12, SWD and ELLs	September 2015-June 2016	Principal, Assistant Principal, LP Partner, Coaches, Department Heads

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources that will be leveraged are Tax Levy funds, grants and federal funds. First, additional staff will support the goal in the areas of collaborative teaching. Additional PD time on Monday and Tuesday (OPW) will be used to support teacher collaboration. Expert coaches will support lead teachers and targeted teachers in need of specific pedagogical support. Schedules will be adjusted to serve the needs of all students.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> 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.
Progress monitoring will take place three times a year (December, March and June). Data such as scholarship reports of each content area will be examined against our school wide target of increase of five percent. Regents pass rate will increase by five percent.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Review of relevant data – including, but not limited to: IEP Goals/Mandates, Summative and Formative Assessments – including baselines, and progress and report card scores. Parent/student requests will also be considered.	Saturday & after school tutoring sessions are offered to all students. Identified students receive ACHIEVE 3000 reading support in pull out small groups during the day.	Small group tutoring	Afterschool and Saturday school
<b>Mathematics</b>	Review of relevant data – including, but not limited to: IEP Goals/Mandates, Summative and Formative Assessments – including baselines, and progress and report card scores. Parent/student requests will also be considered.	Saturday & PM school Math tutoring sessions are offered to all students including students with IEPs and ESL students. Every HSEI student will demonstrate mathematical competency in order to gain credit, move to the next grade level, and ultimately graduate. The competencies include <i>Automaticity/Fluency</i> of basic math skills essential for high school mathematics success, <i>Essential Learning</i> of the key concepts, skills and problem solving of each math course, <i>Writing</i> of mathematics thinking	Small group tutoring	PM and Saturday School

		and reasoning, and <i>Oral Presentation</i> of mathematics thinking and reasoning. Our approach is to leverage the competency system for diagnosis, thereby capturing aligned pre- and post-assessment data.		
<b>Science</b>	Review of relevant data – including, but not limited to: IEP Goals/Mandates, Summative and Formative Assessments – including baselines, and progress and report card scores. Parent/student requests will also be considered.	Targeted students will receive AIS after school in science content, skills and vocabulary through a Reading intervention program-Reading Apprentice.	Small group tutoring	PM and Saturday School
<b>Social Studies</b>	Review of relevant data – including, but not limited to: IEP Goals/Mandates, Summative and Formative Assessments – including baselines, and progress and report card scores. Parent/student requests will also be considered.	Targeted students will receive AIS after school in social studies content, skills and vocabulary	Small group tutoring	PM and Saturday School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Review of relevant data – including, but not limited to: IEP/Goals/Mandates, counseling notes, attendance/lateness data, and behavior & discipline referrals.	Provide individual and group counseling on a daily or weekly basis for one period to address academic concerns, promotion-in-doubt, family issues which appear as impediments to academic success, academic needs through organizational skills, one-on-one counseling, parent meetings, teacher	Small group tutoring	During the day and Afterschool

		<p>conferences, discussions of goals, transcripts, progress, college and post secondary goal setting, graduation-in-doubt issues.</p> <p>Support sessions provided to holdovers and students in danger of not passing courses. Every student receives guidance and small group support through advisory classes facilitated by their Student Advisors.</p> <p>Provide individual and group counseling on an as needed basis for one period to address individual and family social emotional concerns.</p> <p>Students are provided with one-to-one counseling, small group counseling, and study skills, time management training as needed. Most services are provided during the school day, but also after school, for students who are facing emotional difficulties which are interfering with their school work, students who are dealing with adjustment issues, both at home and at school, students in academic jeopardy are referred by teachers or students seek out counselors.</p>		
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		Speech Related Services Occupational Therapy Physical Therapy		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Highly Qualified teachers will be attracted by posting job openings on the new teacher finder website as well as Open Market. Administrators attend job and teaching fairs to meet and interview new teachers (Teaching Fellows) and experienced teachers (ATR's), and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.</p> <p>New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).</p> <p>Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.</p> <p>All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches. Current staff will receive on-going professional development to become Highly Qualified. Non tenured staff will receive monthly professional development in their content areas to improve both content knowledge and learn best practices.</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>High Quality and Meaningful Professional Development is at the heart of student mastery of high stakes exams and preparation for college and career.</p> <p>Internal and External (NYC &amp; Network) professional development opportunities are attended by all teachers, classroom personnel and administrators on an ongoing and differentiated basis. Strategies are introduced, implemented and assessed for its effectiveness as per student outcomes. SBO entitles teachers to increase professional development sessions. Teachers and Administrators turnkey the latest research based best practices.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The decision making process that teachers participate in regarding the use of multiple assessment measures occur in various venues such as teacher teams (vertical & horizontal), School Leadership Team, and Principals cabinet whereby teachers input is embraced. Protocols and norming grades of measures to support feedback from individual and team of teachers are implemented to finalize decisions through mostly consensus and majority rule. Data analysis has been decided upon as the basis for decision making. Teachers participate in finding patterns from global data (Lexile, Baseline, Scholarship, Gates McGinitie, ACUITY, PSAT data & etc.)to real-time data in “exit slips” and looking at Student Work processes.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	141,111.00	X	X
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	X
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,993,586.00	X	X

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

**Parent Involvement Policy (PIP) Template**

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. High School for Excellence and Innovation , 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. **High School for Excellence and Innovation** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

High School for Excellence and Innovation 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) Template**

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

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



**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>High School for Excell. &amp; Inno</u>	DBN: <u>06M423</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>45</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>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</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: \_

### 1. Rationale:

The purpose of the program is 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 this school to establish, implement and sustain a high-quality language instruction program effectively teaching students with limited English proficiency. This program is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs. Title III funds will be used to identify, acquire, and upgrade curricula, instructional materials, educational software, and assessment procedures. Our day instructional program is consistent with mandates for ESL levels and includes the following: students in Beginner (B) ESL classes receive 540 minutes of ESL instruction per week. Students in Intermediate (I) ESL classes receive 360 minutes of ESL instruction and Advanced (A) ESL students receive 180 minutes of ESL instruction per week. In addition, all students receive daily exposure to literacy development through content classes that imbed the core standards as well as other support classes specific to language development.

The after school Title III program is intended to continue the development of students' language acquisition and provide reinforcement and additional time on task for ESL day classes. The ESL certified teachers will align lessons with state standards/common core and lessons consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Classes also focus on providing additional support for ESL students in specific content material (ie- math and social studies).

In addition, there will be targeted phonics intervention for students who have difficulties with decoding and encoding ( whose home language is Arabic and Spanish) along with NYSESLAT prep.

### 2. Subgroups and grade levels of students to be served:

The total number of students to be served is 45. As per the English Language Learner Identification results, 47 of our students are ELLs., 13 students who are newcomers and have received 0-3 years of service, 16 middle year ELL students who have received 4-6 years of service and 18 students received over 6 years of service, which makes them long term ELLs. Our focus is to provide Title III services to these long term ELLs ( primarily) in order to help them test out. The program will also be available to our 10 beginners since they could always benefit from extra support.

In addition, but all F- ELLs are welcome to attend.

The students who will be able to receive services as per Title III will be all our ELLs/ F-ELLs .

### 3. Schedule and duration:

The after school program will consist of meetings twice a week ( Wednesday and Friday) ,for one hour each day , from 3:15pm to 4:15 pm and one Saturday a month for the remainder of 2014-2015 school year ( November to June ) and then the entire 2015-2016 school year .Saturday sessions are also held to support and supplement students in regents culminating classes as needed, in addition to parental workshops.

4. The language of instruction will be English with NL support.

5 . The number of certified teachers will be 1: Elena Cojocarita- ESL teacher , who holds a K-12 TESOL professional certification. On occasion, and if needed, our bilingual certified teacher Tara Delgado or Spanish / ESL certified teacher, Juan Colon, will facilitate if Ms. Cojocarita is absent.

## Part B: Direct Instruction Supplemental Program Information

6. The types of materials used will be ACHIEVE 3000-Empower, Imagine learning, ReadWriteThink, Word generation, teacher adapted materials, and NYSESLAT textbooks used to provide web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. All the students will have access to the internet in order to keep a focus on creating a "culture of reading" to support language and literacy development. To accomplish this, a reading room will be created for ELL students that are failing because of low literacy levels and lack of reading strategies. Our ESL teacher will be assigned to work with the ELL students in the reading room to develop skill sets. Silent reading will occur during the Title III ESL classes as a standard weekly activity. These classes will be created to support ESL and language development.

## 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: \_

### 1. Rationale:

Professional development activities in our school will contribute to our efforts to promote the academic achievement of English language learners, by taking into account the educational, linguistic and cultural needs of our English language learner population.

Professional development activities in our school will help us to better understand English language learners. We will meet regularly, twice a month in a variety of configurations to discuss how to better service English language learners.

Our school staff will meet regularly in grade level teams, across grade level teams, or by content area teams to discuss the educational progress being made by our English language learners and to discuss student data and make recommendations on how to better educate our English language learners.

### 2. Teachers to receive training:

Our school staff will also engage in meaningful professional development activities on an ongoing basis to discuss the progress being made by our English language learners and hold English language learners accountable for meeting rigorous academic expectations.

Professional development for teachers is on-going and intensive. It involves both on-site and off-site activities. One full time ESL teacher will work directly one on one with teachers to develop instructional strategies for ELL's. Additionally, the school is engaging in an instructional rounds model that allows for intervisitation and feedback sessions among colleagues. Teachers also attend both workshops and conferences.

### 3. Schedule and duration:

We are currently working with the FEI/ SIOP / Lesson study models and are continuing to train all teaching staff (both content and ESL) in the model. Training is provided at least monthly during PD and we are benefiting from weekly literacy instruction from our Literacy Coach from "Re-design", who provides in class coaching. "Lunch and Learn" - Training, using Title III funds, will take place every other month on Tuesday afternoons (12:50-1:30) and will be provided by the, ESL Teacher -Elena Cojocarita, network support specialists or Eskolta Redesign coaches.

### 4. Topics to be covered:

All teachers are included in the professional development. Topics vary weekly but are part of a ongoing targeted program that includes: infusion of ESL strategies in to the classroom; scaffolding, differentiation, methods of engagement, rubric development, development of project based work,

### Part C: Professional Development

vocabulary development, and infusion of core standards into the classroom. The final component of professional development focuses on curriculum development and training in backward planning, implementation of the new core standards into existing and new curriculum maps, and incorporation of standards based instruction into the classroom. Teachers will receive per-session for both training and curriculum development.

5. Name of the provider :

The Professional development will be facilitated by our ESL teacher , Elena Cojocarita and / or Cathy Swartz . Also, our certified ESL teacher- Elena , will provide training to all staff on the importance of maintaining students' native language and ways in which they can support students' bilingual development.

### 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: \_

1. Rationale:

Consolidated monies are used to support and promote parent and community engagement through a series of activities. About 50 parents are the intended target population. ELL parents may feel intimidated by or unprepared to help with homework or other schoolwork, especially if they have limited educational or English skills . We can help them understand their important role in supporting their child's success, however, with a few simple suggestions.

Parents are offered workshops on computer instruction on a ongoing basis from October through May. Parents can sign up for instruction based on their availability. Scheduling is flexible. These workshops are offered by the parent coordinator on site both during the day and after school. To date, workshops have been held on 9/ 06 /2014 and 10/ 04 /2014. Future workshops date include 10/ 25 /2012 and 10/25/ 2014 and continue to be open and flexible.

Community and parent engagement is also supported by the involvement of parents in the bi-annual multicultural celebrations as well as yearly opportunities to attend after school activities with their children.

2. The following topics will be covered during the school year.

3. Parent engagement activities/topics will include :

a) What is NYSESLAT?

b) How can I help my child do better in school?

c) Workshop -Culture day- Hobbies of parents of ELLs that speak about their culture.

d) The parents of our ELLs will be invited into classroom during reading time. The parents will follow along with their children and learn about read-alouds and how to interact with text. This will help them work with their children at home to increase reading comprehension.

4. Name of provider: Elena Caba.

5. How parents will be notified of these activities:

Parent notification occurs through a variety of venues including direct phone outreach, mailed and backpacked letters, newsletters and our phone messenger.

There are a number of ways to notify and engage the parents of ELLs in activities that will impact higher achievement for their children, including:

•Bilingual staff: When necessary, bilingual staff and /or the Parent Coordinator will contact parents- at

**Part D: Parental Engagement Activities**

no cost to Title III.

•Translated forms: Many of the forms are available in other languages from the state education sites, or through the Translation and Interpretation Unit .

•School liaisons: Each family will be assigned a school contact who speaks their language and guides them through the process- either Maria Espillat, our parent coordinator or Anderson Almonte, our Dean. This will be in addition to all other school staff who speak Spanish.

•Welcome kits: We will put together a "welcome kit" that includes key information, basic school supplies, and educational activities for our ELL families.

It should be noted that the Title III money received covers only a small portion of the targeted activities and is supplemented with Title 1 -SWP and tax levy dollars.

**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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](#).

**A. School Information**

District <b>6</b>	Borough	School Number <b>423</b>
School Name <b>High School for Excellence and Innovatio</b>		

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

Principal <b>Tyona Washington</b>	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Elena Cojocarita</b>	School Counselor <b>Migelly Tavarez</b>
Teacher/Subject Area <b>Melba Campbell- Math/Intake</b>	Parent <b>Tania Rodriguez</b>
Teacher/Subject Area <b>Charles Ivy - Testing Coord.</b>	Parent Coordinator <b>Maria Espillat-community coord</b>
Related-Service Provider <b>Nancy Mercedes</b>	Borough Field Support Center Staff Member <b>Alice Cohen</b>
Superintendent <b>Lashawn Robinson</b>	Other (Name and Title)

**C. Teacher Qualifications**

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	210	Total number of ELLs	47	ELLs as share of total student population (%)	22.38%
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<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	16
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	17

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

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

ENL	18	5	0	12	6	6	17	2	10	47
<b>Total</b>	<b>18</b>	<b>5</b>	<b>0</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>17</b>	<b>2</b>	<b>10</b>	<b>47</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>										

<b>Dual Language (ELLs/EPs*)</b>																				
<b>K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP																
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>																		

\* EP=English proficient student

<b>Dual Language (ELLs/EPs)</b>
<b>9-12</b>

Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>

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										21	16	4	4	45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1	1		2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>17</b>	<b>5</b>	<b>4</b>	<b>47</b>								

## Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	1	4	1	0	6
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	9	8	5	2	24
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	2	4	1	0	7
Total	0	0	0	0	0	0	0	0	0	14	17	7	2	40

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0

5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	27	0	10	0
Integrated Algebra/CC Algebra	21	0	4	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	12	0	2	0
Physics	0	0	0	0
Global History and Geography	16	0	8	0
Geography	0	0	0	0
US History and Government	9	0	5	0
LOTE	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

HSEI uses Achieve/ Empower3000 as a reading assessment tool , looking at data that provides information regarding pre- test, mid term and post-test and studying students' results to identify effective strategies for supporting developing readers not only in their stand alone classes but also in their content area classes. Additionally, our ELLs are assessed on an ongoing basis with the help of teacher's assessment and observation data that drives teaching goals and instruction. This provides us with a great amount of information about our ELLs who are making incremental gains by moving to the next level of proficiency or test out. According to the 2015 NYSESLAT scores 7 out of 48 ELLs tested out last school year , 15 improved their proficiency level. Also, 5 out of 5 seniors tested out based on the new exit criteria i.e passing the ELA regents with a score higher than 65.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Ever since we have started to use NYSITELL as measurement for a assessing new entrant's English language skills, we have noticed that the proficiency level given by this state exam is more accurate than the LAB-R and it is more aligned to the NYSESLAT. We have also noticed, that the speaking part is more challenging for students as in the past most of our students would obtain a high score or even the maximum. We inferred it has to do with the more prevalent use of academic vocabulary. Thus, this year all ELLs in a stand-alone class will be given targeted vocabulary and reading intervention through the ILearn blended program created by Achieve/ Empower 3000. Our ENL Coordinator, Ms. Elena Cojocarita will be using the program with two of her stand -alone classes as it focuses on accelerating the literacy gains of students who need additional supports and services when dealing with nonfiction science and social studies content, as well as academic vocabulary.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 

Our school is using the AMAQ tool to analyze student achievement data in the content areas in addition to ENL classes. The rich data contained in the RESI is reviewed during PDs and ENL workshops so that teachers can adjust instruction according to students' needs. Additionally, we are looking at the warning system which tracks factors that have been shown to lead to risk of lower academic achievement. The tool alerts gave us the opportunity to view students who exhibit known risk factors, and allowed us to tailor more timely and targeted interventions for at-risk populations before reaching a more critical level. We found it very useful since it eliminated the need for hand calculations, which are time-consuming and error-prone, allowing us to instantly filter data and create targeted groups. This way all staff members exhibited an increased focus on ELL sub-populations.
4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - a. The students who took the regents exams (regardless of the content area) using a translated version or an interpreter did not necessarily obtain a passing score. The transitioning , expanding and commanding students scored better than their emerging and entering peers on the Regents exams, particularly the Math Regents and/or ELA (Common Core) Regents.
    - b. In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year and they include the following:
      - Collaboration between content area and out ENL teacher to develop both content and language acquisition for ELLs.
      - Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
      - Implement a print rich environment, use of ENL dictionaries and glossaries in all subjects as needed, in addition to students being assisted by laptops with internet access in the majority of their classes.
      - Encourage teachers to participate in professional development opportunities focusing in instructional strategies gorfor ELLs according to the new amendments to C.R. Part 154.
    - c. Our administration has taken some steps to better address the needs of our ELL population after analyzing the data from periodic assessments :

- Agreed and supported our ENL teacher in acquiring and implementing the Achieve / Empower ILearn program and the Collaborative Strategic Reading framework.

- Since data from the most recent NYSELAT showed that a big part of our entering and emerging students need additional supports with developing their writing skills, our principal, Tyona Washington, organized strategic professional development targeting improving writing for ELLs by sending teachers from different departments to a workshop that implements the Hochman Writing Strategy. This strategy is being implemented across all content areas to increase their ability to write. Home language is used whenever possible to support the academic achievement of the students. Teachers frequently translate classwork especially for entering and emerging students who need it, in order to provide students with an easier access to content. Students at these levels are given the opportunity to answer questions first in their home language if this is more helpful for them.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]  
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?  
We make sure that a child's second language development is considered in instructional decisions by providing the students with dictionaries and glossaries, utilize a buddy system for our entering and emerging students, while accepting answers in their native language as long as there is a teacher who speaks the student's native language and provide immediate support and feedback.

7. For dual language programs, answer the following:  
a. How are the English-proficient students (EPs) assessed in the target language?  
b. What is the level of language proficiency in the target language for EPs?  
c. How are EPs performing on State and other assessments?

N/A- our school does not have a dual language program

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The ENL program HSEI implements is successful because of the strong collaboration between content area teachers and the ENL teacher. This can be measured by our students' NYSELAT results, their progress from one proficiency level to another and across language modalities. Also, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level faster when these supports are in place. We have daily departmental meetings in addition to weekly grade level meetings where the ENL Coordinator /teacher meets with the rest of the staff and facilitates PDs where she makes sure content area teachers are fully equipped to support instruction in reading comprehension, writing, vocabulary, fluency, and foundational skills, by providing them with strategies that have proven to be successful.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Upon enrollment, parents whose children are newly registered to the NYC school system as well as those who have not been in a NYS public school for 2 or more years are given a Home Language Questionnaire (HLQ) - formerly called - Home Language Identification Survey (HLIS), which includes an interview with both the student and parent in the language of preference to determine the former's home language. During the intake process, parents and students are offered materials in both English and their native language. If the parent / legal guardian chooses to use only the native language version, we always accommodate that request. Our staff that speak a second language help by translating any questions parents and students might have. For students whose home language is not English, our ENL Teacher (upon debriefing with the Language Proficiency Team -when applicable) will conduct a more in-depth interview with the students, review his/her school work (if available), and review the Individualized Educational Program (if applicable), in order to determine NYSITELL eligibility. Subsequently, Ms. Elena Cojocarita initiates the administration of NYSITELL by printing NYSITELL answer documents using the RLBA functions in ATS. After the NYSITELL is administered, answer documents are scanned into ATS via the attendance scanner within 10 days of enrollment.  
All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results will be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. After its administration, Spanish LAB answer documents are scanned into ATS by our ENL Teacher, Andreea Calin

via the attendance scanner within 10 school days of enrollment. NYSITELL is administered within 10 days from his/her enrollment to identify the child as an English Language Learner or English proficient. The students whose home language is other than English and are entitled based on the results of the NYSITELL exam, remain entitled until they test out by scoring at the appropriate level and a spring administration of the NYSESLAT.

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).  
Our ENL Coordinator and teacher, Ms. Elena Cojocarita, begins determining the SIFE status during the intake process, at the time of the completions of the HLQ when she interviews the parents of newly registered students about their child's prior schooling by administering the oral interview questionnaire. This is followed by an analysis of student work. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. Also, LENS tool to be used with the SIFE Oral Interview Questionnaire (see below) to determine if a new arrival ELL is SIFE. Subsequently, Ms. Elena Cojocarita will indicate the initial SIFE status in ATS using the BNDC code no later than 30 days from initial enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
HSEI has a Language Proficiency Team (LPT) whose members determine whether a student with IEP should take the NYSITELL. Its members are:
  - School Administrator: Tyona Washington
  - ENL Teacher: Elena Cojocarita
  - Student Support Teacher/ Special Education Liaison : Nancy Mercedes
  - Intake Liaison : Melba Campbell
  - The student's parent or guardian

During the intake process, the NYSITELL eligibility for a student entering school with an IEP is determined by our LPT within 10 days of enrollment. At each LPT meeting, beside its members there is also a translator/interpreter or a staff member will serve as one if they speak the parents' home language. The following steps are used for both newly admits into DOE schools or those students that re-enter after 2 years:

Analysis of HLQ, student's history of language use in the school and home or community, student work, assessment administered in student's home language; the Committee of Special Education is asked to provide information as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Then, the LPT determines whether the students has to take the NYSITELL or not - in which case a recommendation is sent to the principal for review. The LPT only meets for this determination when a newly admitted student to our school comes with an IEP from another state or country.

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.  
After the NYSITELL is scanned and score is determined, Ms. Cojocarita will use the NYCDOE standard entitlement or non-entitlement parent notification letters and given to the ELL to take home to his/her parents. If necessary, translated versions are made available. Copies of these letters are also sent via regular mail and an additional copy is kept in the ELL student folders in the main office.
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).  
During the Parent Orientation meeting, parents or 18 year old students are informed that they have the right to appeal ELL status within 45 days of enrollment. Parents and 18 year old students are notified verbally that they have the right to appeal within 45 days during the informal and formal interview and that takes place during the intake process.
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.  
There is a strong collaboration between our articulation personnel/ parent and community coordinator and our certified ENL teacher Elena Cojocarita to make sure that all new entrants are identified as eligible or not within ten days of their initial enrollment. Subsequently, an entitlement letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification within ten days of their initial enrolment. Parents/ guardians are also notified over the phone in the appropriate language about the scheduled date of the ELL Parent Orientation session. At these sessions parents/ guardians are provided with information and explanation about the Transitional bilingual, ENL and Dual language programs existent in NYC. Additionally, parents/ guardians are shown the video from the DELSS where program placement options are

presented with clarity and objectivity in the appropriate language. Parents have the option to ask any clarifying questions as needed. Also, we provide parents with information on standards, curriculum, and assessments. The parents/guardians are then given the opportunity to ask questions so that they can make an informed placement selection, including transferring their child to a school that has the program they are requesting - if they so desire. Parents who cannot attend are given the options to reschedule as make-up sessions or individual sessions are offered within the mandated timeframe. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using translation services available through the office of Translation and Interpretation Unit within the DOE and in-house translations conducted by our bilingual staff. The parents/guardians are told and guided to read the survey, make their selection and return signed documents within 5 school calendar days. At times, parents decide to do it in school, right after the orientation.

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.

All parents of newcomers are given the Parent Survey and Program Selection form prior to the Parent Orientation session where they will take their time to fill it out after having been given all the necessary information to make an informed decision in selecting the program that will best suit their children's needs. We have always had a 100% return on all Program Selection forms. Copies of the above mentioned forms are stored by our ENL teacher, Ms. Elena Cojocarita, in an ENL compliance binder and the original in the students' personal files. If there are parents/guardians who do not speak English, they are offered translated Program Selection forms if available on [www.schools.nyc.gov](http://www.schools.nyc.gov). If these forms are not available, we hire a translator or use our bilingual staff to help them make an informed decision. Many times, parents decide to complete the Parent Survey and Program selection form in school, right after the orientation. The ENL Coordinator makes copies of the documents for them and gives them to the parents. The copies are sent via regular mail when parents do not have the time to stay and wait for the documents due to pressing working schedule. However, if the form is not returned, the default program for ELLs will be transitional bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Ms. Cojocrita monitors the return of these form in a timely manner, and so far we have always had a 100% return on all Parent Survey and Program Selection Forms.

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

Ms. Cojocarita will use the NYCDOE standard placement parent notification letters and mails them out within the mandate timeframe.

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

Copies of the above mentioned forms are stored by our ENL teacher, Ms. Cojocarita in an ESL compliance cabinet file with individual student folders in the main office -521 and the original in the students' personal cumulative files.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

NYSESLAT is a test developed by the New York State Department of Education to measure English proficiency levels. It is administered once a year in spring. It is the only approved test for measuring ELLs' level of English proficiency. It determined whether or not the students continues to be eligible for ESL services. Students are being prepared throughout the school year to take the NYSESLAT. When we administer the NYSESLAT, we make sure that all students have taken all four components of the above-mentioned test (speaking, listening, reading and writing) by administering them in the following sequence within the mandate timeframe: speaking, listening, reading and writing, and by keeping track of their attendance and offering make-up sessions. Before administering the NYSESLAT, our ENL Coordinator and teacher - Ms. Elena Cojocarita, runs the RLAT and RLER codes in the ATS and carefully reviews them to make sure that all entitled ELLs will be administered the test. In addition, our ENL teacher uses the same codes to make sure that all ELLs receive their mandated hours of ESL services. She then shares the information via Google drive with the staff and our programmer Daisy Aaron, who will then give the students and appropriate schedule based on proficiency level. Also, to make sure that all students have been administered all sections of the NYSESLAT, Ms. Cojocarita creates a template where she keeps track of each students' test by checking off the modality the student was administered as well as the date. At the beginning of the school year, the parents of students who achieve proficiency are informed by being sent the Non Entitlement/ Transition letter home by the ENL teacher. Those who have not tested out of the NYSESLAT are sent Letters of Continued Entitlement. Copies of all these letters are kept in an ESL compliance cabinet -in the student folders - in the main office.

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

After analysing the NYSESLAT results, Ms. Cojocarita drafts the continued entitlement and transitional support parent notification letters and mails them out at the beginning of each September.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How

will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is that all of our parents (4 in 2014, and 4 in 2013) have requested their child to be placed in the English as a Second Language program offered by our school. Additionally, some parents seemed not to like the idea of having their children placed in a bilingual program. Thus, the program offered at our school is in perfect alignment with our parent requests.

## 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.  
HSEI implements a Freestanding ENL program where ELLs are grouped homogeneously. Entering and Emerging 9th ;10th and 11th graders have 2 periods of standalone ENL (110 min x 5 days/week = 550 min / a week ). The transitioning ELLs who last year were beginners/entering - are also placed with the entering and emerging group for one period a day , thus receiving 275 min. of stand alone ENL/week. The expanding and commanding ELLs are going to receive Integrated ENL in Social Studies ( grades 9,11 and 12 ) and ELA for grade 10 . The 10th grade ENL/ELA class meets 5 times a week = 275 min/week , period 2 . The 9th , 11th and 12th grade ENL/ Social Studies meets twice or three times a week , students thus receiving either 110 minutes or 165 minutes /week. Since we have been approved to implement the Achieve / Empower3000 through ILearn , we have decided that all ELLs ( entering, emerging and transitioning level ) will take this class five times a week, giving them more minutes of ENL per week which satisfy and even exceed all the mandated minutes for these ELLs regardless of their proficiency level. Our school is a trimester-based school, which means students may have different Integrated ENL classes according to credit accumulation needs and NYSESLAT proficiency level every trimester. Since our intake process is ongoing throughout the school year , changes to students' schedules will be done according to entitlement and enrollment date .
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
The school ensures the mandated number of instructional minutes is provided according to proficiency levels in our ENL program as follows: entering will receive 540 minutes of ENL instruction per week; emerging will receive 360 minutes , transitioning and expanding will receive 180 minutes while commanding will receive their mandated 90 minutes per week. Entering and emerging students taking two periods a day for 5 times a week receive 550 minutes of ENL , which exceeds the mandated number of minutes. Our programmer , Daisy Aaron, also makes sure the students are scheduled in accordance to their proficiency level and following the guidelines of the new amended C.R.Part 154 by completing the ELL Program students tracker in STARS. Changes to student programs are still undergoing to accommodate all commanding ELLs as well.
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.  
The primary goal of our ENL program is to assist students in achieving English language proficiency within three years. Our ENL program is run by our certified ENL teacher, Elena Cojocarita and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and researched based ENL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas. Teachers have been guided on how to differentiate

content area instruction by providing visual aids, realia, math manipulatives, using total physical response, flashcards and bilingual dictionaries. Vocabulary instruction plays a paramount role and it is provided to students when pre-reading is facilitated and as mentioned before. By using the Achieve / Empower ILearn blended learning program , we make sure that the instruction is designed to monitor those different levels of proficiency and automatically adapt to them when the system detects that each student is ready for greater text complexity. At the same time, as students move through their 5-Step Literacy Routine, the system is gathering performance data, which our teacher , Ms. Cojocarita can use to identify skill deficits and to target for small-group instruction. The gathered data is then shared with all the staff via Google docs and during professional development sessions. When possible ELLs are provided with books in their native language to facilitate understanding of the content area taught. Ms. Cojocarita periodically tries to translate the content ( by choosing strategic segments of the lesson to be translated) only for students who can mostly benefit from this accommodation, i.e. entering and emerging more than others.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
HSEI ELLs are informally evaluated in their home languages throughout the year as it is paramount to learn English. Also, during ENL classes, and not only, they utilize cognates, dictionaries and glossaries, a buddy system , and answers in their native language. The emerging and entering level students whose home language is Spanish as also enrolled to take Home Language Arts /Spanish classes as we saw this helps with developing their linguistic competence faster . We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R. In addition, ELLs are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. The rationale behind this approach is that we believe that proficiency in the native language supports efficiency in the second language acquisition process .
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The majority of content and ENL classes utilize station teaching where students are exposed to all four modalities: they have to rotate from a reading station, to a listening one, to writing one and then to group discussion one. Also, our school-wide instructional skills focus encompasses all four modalities as all unit plans regardless of the content area has to include literacy common core standards from reading and writing as well as effective questioning/discussion techniques. In the ENL class we have utilized the Collaborative Strategic Reading strategy which incorporates all four modalities as well. Moreover , all content area teachers are following the FEI model (Framework for Effective Teaching ) which requires students to use independent writing during the DO-NOW, speaking during the share-out of the answers , listening , reading and writing and speaking during the guided practice and again speaking, listening , reading and writing during the independent practice and WRAP-UP . The students in all classes are also expected to write daily when using the Hochman Writing Strategy in all their content area classes. Our English language learners are regularly screened using linguistically and culturally appropriate screening tools in all language modalities and the results of screenings are used to determine what further supports and services are needed. Moreover, Our ENL program contains lessons with strategies that allow students to process information through multiple modalities. Thus, for Speaking, we provide opportunities for our students to talk about their learning by using Think-Pair-Share, Save the Last Word for Me, Take a Stand or other structured discussion strategies. For Listening, we guide students through all types of media such as podcasts, video clips etc. For Writing, we create time and space in our ENL/ELA classes so that students can use writing as a reflective, clarifying experience when reading. We make daily use of Achieve 3000 and BrainPop resources to support the individuality and potential of every student by reaching them where they are, to help them reach higher levels of reading and writing proficiency. By using these online tools we make sure that the key to improving literacy for our ELLs is differentiated instruction .
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
    - a. We currently have 13 current ELLs SIFE students (5 of them in 9th grade , 5 others in 10th grade, 1 in 11th grade and 2 more in 12th grade) and we have the following strategies in place: intervention that serves as an extension of the regular school program, grade appropriate instructional support materials, differentiation of instruction in all areas. These students may not be able to read or write in their native language, and may also lack an understanding of the basic concepts, content knowledge, and critical thinking skills that their peers will have mastered. Therefore, we are using Colorin Colorado to attend to their literacy skills. Our administration is working hard to build supportive environments that respond to the immediate social, cultural, and linguistic needs of immigrant adolescents with limited schooling. For SIFE with special education needs, our Special Education teachers are integrating appropriate bilingual services and SIFE supports into special education programs and services;
    - b. Plan for ELLs who have been in the US for less than 3 years (newcomers):

We are trying to make sure our students have a supportive environment often created by one or more of the following:

- bilingual/bicultural staff from the students' home country
- a teaching staff highly trained in cross-cultural communication, the cultural and historical backgrounds of the students, and instructional methods that are designed to accelerate the academic achievement of our beginners.
- student and parent access to support services (ideally in the family's native language) provided by counselors, tutors, mentors, and parent coordinators.
- a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule.

c. Plan for Developing ELLs receiving 4-6 years:

After school academic centers are targeting reading and writing, monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

d. Plan for ELLs receiving over 6 years of service(Long term ELLs):

Our action plan for this group of ELLs who based on their NYSESLAT, ELA and Math test tend to struggle with reading and writing the most includes: using formative assessment to guide instruction, focusing on building students' oral and written academic language, encouraging primary language development.

e. Plan for Commanding ELLs in year 1 or 2 of proficiency:

We currently have 7 commanding year 1 ELLs and 5 commanding year 2 ELLs . The progress of students making the transition out of ESL classes is closely monitored. Additionally, commanding or former ELLs continue to receive testing modifications on Regents exams for two years after they achieve the proficiency level on the NYSESLAT. We have also invited our proficient ELLs to take part in the after school Title III program to attend classes as often as they can .

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.

In order to ensure that an ELL's academic progress has not been adversely affected by the re-identification, the principal will consult with the ENL teacher, the parent/guardian and the student. If an affirmative decision is made, the principal will provide additional support services and will reverse the determination within the same 6-12 months. When the principal needs to reverse the ELL status, he will consult with the superintendent or his/her designee. Next, the parents will be notified in writing in their preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs are provided with modified texts and assessments based on level and group activities, time extension, grade appropriate instructional support materials - I pads, laptops and computers in order to provide access to films and documentaries, use color coding and highlighting, provide visuals for emphasizing important points etc. Additionally, there is a strong collaboration between the ENL teacher and IEP liaison, including the paraprofessionals , that shadow some ELL-SWDs' schedules- 2 ELLs to be more exact . The learning disabilities that our ELLs face are learning differences that affect an individual's ability to process oral or written information. The most common type of learning disability our students have is a reading disability or inability to focus . Limited English proficiency can complicate identification and intervention for English language learners with learning disabilities. Thus, we are using the following : (1) a shared knowledge base among educators about effective ways to work with students learning English, (2) recognition of the importance of the students' native language, (3) collaborative school and community relationships, (4) academically rich programs that integrate basic skill instruction with the teaching of higher order skills in both the native language and in English, and (5) effective instruction assisted by technology in different content area classes, including ENL .

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?

We review IEPs regularly to ensure that students are programmed appropriately, and receive mandated modifications and support services as well as their mandated ESL classes. The Committee for Special Education also shares information regarding accommodations and modifications these students need , but the student's names are kept to initials basis due to secure information that has to be kept secret. The staff logs into SESIS and has access to a shared document that provides them with all the information they need when planning instruction for these ELLs-SWDs. .

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

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



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

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

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



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

Chart 5.3

### Home Language Usage and Supports

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

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

#### 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. All of the interventions services in our school are offered in English with native language support when possible.

**ELA:**

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and new ( amended ) CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals in alignment with the Common Core Learning Standards in addition to the Collaborative strategic reading , the Hochman writing method and RAFTS writing rubric ( which stands for Role, Audience , Format , Topic and Structure , when providing a written analysis ).
- Ensure that teachers analyze students’ data to identify strength and weakness and utilize the findings to drive and differentiate instruction .
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs
- Implement a print rich environment, use of ESL dictionaries in the ELA classrooms.

**Math:**

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals, Hochman writing method and RAFTS writing rubric, as well as the implementation R.A.C.E. strategy to ensure mastering of mathematical algorithms through writing.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs.
- Ensure that Math coach works closely with teachers to support in the implementation of strategies that will help the ELL community to close the learning gaps in mathematics areas, including Physical Education and Health are on board with using the Hochman Writing strategy . The strategy presented can be used in every content area and can provide a uniform strategy for the entire school to use. If implemented in every classroom every day either as a warm up, assessment, or part of independent practice, students would be writing an average of 21 sentences each day if they have 7 classes, which possibly could result in an increase in stamina, and studies have also shown that improvement in writing coincides with improvement in comprehension. The goal is to have every team practice using the activity presented in the Hochman training and then develop one student who can use in their classroom the next day. Teachers also need to make sure to use the workshop model to introduce this strategy as it is to be used with the content, not separate from it.

The targeted intervention for Social studies includes the use of a program called Fresh prep , which is an innovative new program in some New York schools that is proving successful at helping students pass the exams by speaking to teenagers in their own language—hip-hop. The goal of Fresh Prep was to help students who had previously failed the Regents Exams prepare to take the tests again, with performers using rap and role-playing to drill students on the test topics. In addition , the Science department has started implementing the same strategies that the ELA and Math departments are using to improve writing on demand using the Hochman Writing strategies

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

Since Regents scores , NYSESLAT data and other writing assessments have shown that ELL students need strategic support in writing and reading comprehension, these new strategies we are implementing schoolwide in addition to our ENL classes will provide the students and teachers with the tools they need to access the demanding CCLS. So far , we noticed that students practice sentence strategies to build complexity and clarity , use outlines to develop well-structured summaries, paragraphs, expository and argumentative essays, and research papers and make revisions to enhance unity and coherence. As students learn how to use these tools, their writing improves together with their ability to think analytically. Students begin to use writing and classroom discussion to review concepts they've learned, construct new knowledge, and generate new networks of understanding. Thus , we believe we are meeting both the language and content development needs of our ELLs/ ELS-SWDs. As a team, our teachers decided they would participate in inquiry based activities in a cooperative learning environment that address the topics of:

- Designing effective instruction for ELLs in the mainstream classroom.
- Building and activating background knowledge and creating contexts for meaningful, authentic interaction.
- Identifying comprehensible input in terms of vocabulary and language structures used as well as in terms of literacy abilities.
- Selecting appropriate material that targets a variety of ability and interest levels so that all learners have access to the curriculum.
- Planning for meaningful differentiation of instruction and integration of multiple instructional strategies.
- Examine existing assessment procedures and integrate multiple modes of assessment of ELLs in mainstream classrooms via discussing NYSESLAT /Periodic assessment scores and intra or inter visitations.

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

As improvements are ongoing , aside from using Achieve 3000 and BrainPop ,our school is looking forward to implementing a phonics recognition/decoding program for our ELLs called Really Great Reading .

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

Programs to be discontinued are Castle Learning , as the school was not able to purchase the program yet. This might be possible in the near future.

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

All ELLs are afforded equal access to all school programs which include Academic Centers , Men's Group and Dancing Classes that meet once or twice a week where students who struggle in classes (academically or behavior wise) are given extra support. These sessions often are used to focus on skills and competencies important on Regent exams. We also have strategic Regent

Preparatory sessions ( FRESH Prep) during after school hours that have already started and will continue as we near Regent exams dates. Additionally, there are numerous extra-curricular activities available to all HSEI students, including ELLs. These seek to foster further inclusivity into our school and include: competitive Athletics providing a range of team opportunities for young men/women softball/ basketball, football/baseball and soccer clubs; extra-curricular clubs/advanced academic courses; student council/government, College Trips, design club, EVC classes ; Parents are informed of these activities through phone calls and letters home sent in their native language

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.
- The programs that include technology and are used to support ELLs are ILearn blended learning for Empower /Achieve 300 , ,Brain- Pop. They are available to all our ELLs , not only to some subgroups. Additionally, for the low intermediate subgroup, our certified ENL teacher, Elena Cojocarita uses a variety of instructional materials in order to better support our ELLs' needs. Thus, Milestones Introductory is used to teach newcomers and low-beginning students survival language as well as the beginning academic skills that they need to navigate through their school environment. . As students build these foundational skills, this program layers in activities that promote pronunciation, vocabulary, grammar, and comprehension development. We also use Azar grammar books to give extra support in grasping language. Our transitioning and expanding ELLs in our Integrated ENL program are exposed to teacher-made common core aligned unit plans which give ELL the extra support they need to obtain a passing grade on their regents exams since they have visual supports built in with access to National Geographic educational channel.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In our ENL program native language support is delivered through bilingual glossaries, classroom libraries, since native language support plays a paramount role . ELLs are given dictionaries and glossaries to use during their classes or at home as well as the option of writing their responses in their native language (as long as there is a native language teacher /co-teacher in the classroom). Moreover , for students whose level of English is very low, teachers simplify language without "dumbing it down." In communicating effectively with our ELL students, our teachers try to:
- Avoid slang and idiomatic expressions.
  - Speak clearly and naturally, without going too quickly or slowly.
  - Encourage students to raise their hand if they don't understand a word
- HSEI has made a conscious effort to use ELLs' home language to support delivery and acquisition of content and skills. Thus, students are given ample opportunities to utilize dictionaries and glossaries, written and oral response in their home language, and translated versions of textbooks and/or class materials.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All materials we use are not only grade appropriate, but also aligned to the new common core Learning standards . Students are required to build on their language acquisition by creating word walls, using National Geographic as a tool for learning , alongside using the new I-learn program for which students can get access to courses not currently offered in our school such as Advanced Placement, world languages, and credit recovery. Through this program they can complete their coursework anywhere, anytime, from any computer with Internet access, helps students learn all the time—not just when they are at school. Also, when scaffolding language and using graphic organizers, our teachers are mindful of the differentiation strategies needed for each individual student.
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).
- Before the beginning of the school year our parent and community Coordinator Maria Espaillat organizes summer orientations ,walk through, parent-student meetings, teacher -parent school dinners /lunches for all HSEI students, including ELLs/ELL-SWDs. There are also newcomer programs facilitated in the summer for two weeks and all newly enrolled students are welcomed to attend.
19. What language electives are offered to ELLs?
- There are no language electives offered only to our ELLs. However, our ELLs take Spanish classes based on credit accumulation and proficiency need. In addition , some are taking an English elective called “ Playwriting” . We are trying to open a French language elective for next year.
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
HSEI Staff Development seeks to create ongoing and systematic opportunities for emphasis on Common Core standards and high impact differentiated and academic language development strategies. Our PD program includes: PD pods where teachers are given the opportunity to choose the PD pod they are interested in and then rotate. Our teachers have ample opportunities to attend professional conferences and workshops; We receive ongoing support from our RE-DESIGN coaches targeted towards efficiently implementing our FEI model. In addition, teachers from different departments are sent to workshops that target differentiating instruction for ELLs by focusing on all four modalities of the language , most importantly the writing one.
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?  
ELL professional development takes place through a number of different methods. Our ENL Coordinator and teacher, Elena Cojocarita, attends conferences and workshops offered through the Office of English Language Learners and then turns key and engages the rest of the staff in activities /strategies centered on academic success for ELLs. As a follow-up, these strategies will be implemented in every classroom , regardless of the content area. Also the Math department is actively engaged in professional development as well as curriculum writing for ELLs through the Office of English Language Learners .
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The support provided to our staff in order to assist ELLs transition from middle school to high school includes:  
-once-weekly grade-team meetings (through our Tuesday PD time )around grade-specific curriculum, instruction, student support with Kid-Talk protocol; a critical-friends structure of peer work together around curriculum, instruction and student support.  
-a transition team was organized and meets during Data Inquiry Team -monthly meetings.  
-The transition team is fundamental to our school's efforts to ensure that every student receives the support needed to flourish in high school.  
-To support individual students and their families in the transition process a counseling team was created including the guidance counselor, social worker, advisors and parent coordinator.The transition team designs activities that demonstrate the realities of the high school experience so students know what to expect and can begin to think about and plan their academic future.  
-we are involving parents and families in the transition process.
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.  
As per the ELI Policy and Reference Guide , our non -ENL staff receives more than the minimum of 15% of PD time involving training in ENL techniques and methodology to help the ELLs reaching the same academic standards as the rest of the students. Our Coordinator and teacher , Ms. Elena Cojocarita , will also be sent to PDs and workshop to total more than 50 % of total hours required for her as an ENL teacher. Staff also prepares for college trips ahead of time.This is an ongoing process,and our ENL teacher/coordinator has to turnkey information from the workshops she attends and engage the rest of the staff in using the same research based strategies that are proven to be successful for our student population.

## 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?  
Our ENL Coordinator individually meets with the parents or guardians of English language learners as per C.R. Part 154.2 at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. These meetings are scheduled every Tuesday from 3:15 to 3:55 during parental engagement.
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.  
These individual meetings with the parents of ELLs will be scheduled every Tuesday from 3:15 to 3:45PM. A qualified interpreter/translator in the language or mode of communication the parent or guardian best understands will be provided if needed and a record of the meetings, if the parents showed up or not for the meeting or if the meeting has been rescheduled will be kept on Google drive, in Ms. Cojocarita's Google drive data.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
HSEI seeks to provide many opportunities for ELL families, just like all HSEI student families are expected to participate in their student's education. Thus, we will be:
  - holding an annual Title I Parent Curriculum Conference and Title III after school program 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 in addition to the GED classes we provide.
  - 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
  - East Side House Settlement partnership - They enrich, supplement and enhance the public school system and place college within reach of motivated students. They provide services to families in order that other family members may pursue their educational goals. They provide technology and career readiness training to enable students to improve their economic status and lead more fulfilling lives.
  - IMentor College Mentorship Program
  - The EVC Project Student Leadership Program- While the technology has changed over the past three decades, HSEI has stayed true to our core values and mission through our after-school and summer Educational Video Center program collaboration; New Media Arts Apprenticeship and Community Engagement and Dissemination Initiatives.
  - Exploring the Arts (ETA) Arts Integration Partnership with the help of our Art teacher Laura Ricca.
5. How do you evaluate the needs of the parents?  
During our Open Night and grade conferences parents will take a survey which will later on be analyzed centralized and taken into account.
6. How do your parental involvement activities address the needs of the parents?  
Parental involvement activities address the needs of the parents since they are part of our school and we work closely together toward the progress and success of their children. Being a community school, HSEI is part of the neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges. .Being a community school, we recognize that students who are hungry, can't see the blackboard, or are missing school regularly face critical obstacles to learning in the classroom. By providing an extra meal,

connecting a parent to job training, or enrolling a student in an afterschool program, they can lower barriers to learning and help kids succeed.

#### 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.

N/A

<b>School Name:</b> <u>High School for Excellence and</u>		<b>School DBN:</b> <u>423</u>	
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)
Tyona Washington	Principal		10/31/15

	Assistant Principal		
Maria Espaillat	Parent Coordinator		10/31/15
Elena Cojocarita	ENL/Bilingual Teacher		10/31/15
Tania Rodriguez	Parent		10/31/15
Melba Campbell	Teacher/Subject Area		10/31/15
Nancy Mercedes	Teacher/Subject Area		10/31/15
	Coach		
	Coach		
Migelly Tavarez	School Counselor		11/4/15
Lashawn Robinson	Superintendent		10/31/15
Alice Cohen	Borough Field Support Center Staff Member		10/31/15
Charles Ivy	Other <u>Testing Coordinator</u>		10/31/15
	Other		
	Other		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

DBN: **06M423**

School Name: **High School for Excellence and Inn**

Superintendent: **ROBINSON, LASHA**

**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.learndoe.org/tiu/lac](http://www.learndoe.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.

Limited English Speaking parents from our school community are provided with meaningful opportunities to participate in programs and services critical to their child's education. Parents are surveyed at registration, start of school orientation calls to families and via letters in order to identify language preference. These forms are reviewed together with the main office in regards to students's needs and home information. Our high school also uses ATS reports to identify using the UPPG code, HLQs ( former HLIS) for newcomers in addition to ethnic report and UPCO code. Language and/or translation between English and Spanish or English and Arabic are provided upon request as many times as needed or in person. Our school then maintains an appropriate and current record of the primary language of each parent. Such records are maintained in ATS , on the student emergency card , inside students' cumulative records, individual ENL students' files, and the Language Coordinator online/ Google docs records which are shared with the whole staff .

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.

All our new families participate in a full school orientation before students begin school. They meet with administrative staff, parent coordinator/ community coordinator where their language needs are assessed. We also require our families to participate school events a minimum of 8-10 times per year, and are constantly in contact through outreach forms . Thus, we strongly believe our families are aware of their translation and interpretation needs. How we engage in formal and comprehensive needs assessment regarding these needs (See below).

Our families are dominantly Spanish speakers and readers. We have a small percentage of families that speak/write language. Furthermore, we have a very small percentage ( 1%) that speak/write in Arabic as well .

## 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.)

Upon conducting formal and informal interviews with parents and legal guardians to find out the language preferred High school for Excellence and Innovation - disseminates and translates documents like ...with the help of the Trans Unit whenever needed . These documents include annual handbooks, home language questionnaires, ENL parent b program selection forms, entitlement and non-entitlement letters in addition to program placement letters, calendars announcements and permission slips, posters , newsletters for various community events, parent-teacher conferen which are also sent via school automated message in both languages), after-school programs and GED classes inf State desting dates and regulations pertaining to these tests, overviews and outlines of student curriculums and an sometimes as emergency announcements) from the school leadership.

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.

High school for Excellence and Innovation holds multiple parent orientation sessions after school and during week community / parent coordinator , Maria Espillat. In addition , we offer four to eight parent-teacher conferences throu inform parents of the progress , needs of their children , but also the steps that they need to take in order to support the curriculum and social-emotional development . In addition , our ENL/ESL Coordinator, Ms. Elena Cojocarita res afternoon ( from 3:15 to 4:30 ) to conducting individual meetings with parents of ELLs in addition to the regular pare as per the new 2015-2016 amended C.R. Part 154. During those individual meeting our ENL/ESL Coordinator esta and plans for ensuring that our Limited English Speaking parents are provided with a meaningful opportunity to pa access to programs and services critical to their child's education, such as Skedula , etc. Upon request and /or need provide support services in the student's native language; home visits, counseling, etc.

## 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.

Ten days from a student's enrollment , our school determines the primary language spoken by the parent of each school, and if such language is not English, whether the parent requires language assistance in order to communicate with teachers and other school staff. Parents of our newly enrolled ELL students will be informed - in writing and over the phone - of their child's placement in a bilingual or ENL instructional program within 10 days of enrollment through the help of the Translation and Interpretation Unit whenever needed , especially for our Arabic speakers , or with the help of an on site translator , either our community coordinator Maria Espillat, our dean- Anderson Almonte , our trained intake pedagogue - Melba Campbell or our ELL teacher Ms. Elena Cojocarita, in addition to our members of the Language Proficiency Team , guidance counselor and multilingual staff members. Translated documents are mailed to parents ( on occasion using a USPS signature confirmation ) and documents are also available on our school's website and SKEDULA , so that parents can access them promptly.

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.

These interpretation services will be provided over the phone with the help of our on-site school staff members/ interpreters for Spanish speakers . In addition, Arabic translation services will be provided via Translation and Interpretation Unit- in-house. The Translation and Interpretation Unit will translate critical communication in a timely manner, in each of the covered languages. Our community coordinator or/ and the ENL office responsible for the critical communication to make such translations available to parents and students. In situations of emergency , whenever the Translation and Interpretation Unit is temporarily unavailable, we will provide required translation into one or more covered languages, our designated staff member will provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language. A parent can request free translation or interpretation of such document. Based on availability, interpretation services will be provided at the location where the parent is seeking to communicate or by telephone.

#### **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.)

First, we will provide opportunities for the Translation and Interpretation Unit to provide training to Community and/or other key school-based staff on language access requirements. Then ,our ENL/ESL Coordinator will also facilitate training. She will share this information with the rest of the staff, in addition to providing them with the links to websites where information is available promptly. This way , all the staff will be aware of the fact that parents who wish to receive language access services should contact their local school office or the school that their child attends, in our case -the guidance office , ENL Coordinator, community coordinators, etc.

#### **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

Our school will provide each parent whose primary language is not English and who require language assistance with the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services sent to parents via registered mail in both English and Spanish/ Arabic. We will post in the main office and near the entrance in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. We will also inform the parents to access additional information by following the link : <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. Parents will be guided to access this link and information in each of the covered languages concerning the rights of parents to translation and interpretation services and such services. Moreover, our school's safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching the school's administrative offices solely due to language barriers.

**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)

During our Open Night/ Curriculum Night and grade conferences parents will take a survey which will later on be analyzed and taken into account. After timely provision of interpretation services at group and/or one-on-one meetings upon request, if such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other staff regarding critical information about their child's education , parents and legal guardians will be required to fill out a survey on their experiences with the translation services offered. Our school will also keep a record of the parent meetings , the parents' feedback and feedback provided every trimester.