

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M425

School Name:

LEADERSHIP AND PUBLIC SERVICE HIGH SCHOOL

Principal:

PHILIP SANTOS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School School Number (DBN): 02M425
Grades Served: 9 - 12
School Address: 90 Trinity Place NY NY 10006
Phone Number: 212-346-0007 Fax: 212-346-0612
School Contact Person: Philip Santos Email Address: psantos@schools.nyc.gov
Principal: Philip Santos
UFT Chapter Leader: Emily Stigers
Parents' Association President: Susan Yusafi
SLT Chairperson: Emily Stigers
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Susan Yusafi
Student Representative(s): Ruebn Suazo, Michael Mitchell

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue NY NY 10001 8th Floor
Director's Email Address: ychu@schools.nyc.gov

Phone Number: 646-470-0721

Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------------------|---|-------------------------|
| Anthony Igbokwe | *Principal or Designee | |
| Emily Stigers | *UFT Chapter Leader or Designee | |
| Susan Yusafi | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Ruben Suazo | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Michael Mitchel | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Jayne Quan Vie | Member/ Teacher | |
| Variki Mohan | Member/ Teacher | |
| Nancy Puentes Rodriguez | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------------|--|----------------------|
| Amilcar Rodriguez | Member/ Parent | |
| Denyse Joseph | Member/ Parent | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our Mission

Leadership and Public Service High School is devoted to the development of leaders who are conscientious, creative, and competitive global citizens. We teach our students to be fully engaged as active members of the school and local communities through various partnerships, training in Restorative Justice, participation in the arts, and rigorous academic expectations. Through the use of technology and proven traditional methods, we individualize the educational experience to meet each student's unique interests, strengths and needs. Our staff is committed to maintaining a close-knit community where all students are cared for, challenged and fully prepared for life after graduation.

Our Non—Negotiable Principles

1. Distributive Leadership speaks to the fact that one person never has all of the answers. We are a community of 50 plus intelligent, caring and hardworking individuals with a wealth of experience and if we collaborate in a transparent and authentic way we can find the solution to almost any situation. Here are some of the ways that this is evident in our community: grade team facilitators, department chairs, various coordinator positions, the Leadership Team, the Hiring Committee, etc. Two and a half years ago, there were three staff members who had a leadership role in the building—SPED Coordinator, Head Dean and UFT Chapter Chair. Today there are 19 teachers who have leadership roles.
2. Cognitive Engagement is essential to what “school” was created to be. Our classrooms, our after school programs, academic support structures, college courses, our partnerships, etc. must be aligned in order to continually challenge our students and prepare them to be successful. Here are some of the ways that this is evident in our community: our instructional focus, the work of the grade and department teams, our instructional alignment, SUMMA, Strive for College, our partnership with Touro College, the Business Plan competition, etc. We have made great strides in terms of this element but cognitive engagement will continue to be our highest priority.
3. Community Counseling speaks to the reality that school, and our role as educators, go well beyond transferring content and skills to our students. In some instances, we are father/mother figures, mentors, big brothers/sisters, counselors, etc. It takes a community to raise children well. This is evident in the role of the Principles of Leadership teachers/advocates, our guidance counselors, the enhancements to the Youth Development Office (Deans), Restorative Justice, the establishment of the Student Support Center, our mentorship programs, etc.
4. Experience deals with creating a high school experience that our students will cherish and will help mold them into well-rounded leaders, public servants and global citizens. We have made gains in this area. Some of the ways that this is evident is with SUMMA, our Arts program, our various business partnerships, sports teams, after school clubs, internship opportunities, our college office, the Liberty Partnership Program, etc.

Our Core Values

4. Community
5. Leadership

6. Empathy

7. Accountability

8. Nonviolence

Our Instructional Focus

Our instructional focus is to align classroom practice around authentic literacy and cognitively engaging tasks.

Core Value Focus: Accountability

We believe that students learn best by doing (ACE).

- Academics (cognitively engaging tasks)
- Connectedness (real world applications)
- Environment (safe and supportive)

We define Authentic Literacy and Cognitively Engaging Tasks as follow:

Authentic literacy is the purposeful, genuine, relevant, usually argumentative, critical use of reading and communication skills (written and verbal). Students will learn how to grapple with and establish a dialogue with challenging texts (e.g., non-fiction, graphs, documents, reference tables, literature, maps, and works of art). This will enable students to comprehend, internalize, personalize and understand various viewpoints, making connections inside and outside of the classroom.

Cognitively engaging tasks compel students to discuss, question, debate, discover patterns, decipher and go beyond superficial responses, both independently and collaboratively. There is also the understanding that they may include successes and failures. These tasks are the centerpiece of our instruction and our students will be consistently challenged.

02M425 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|-------------|---|-----|---|-------|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 701 | 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 | 16 | # SETSS | 7 | # Integrated Collaborative Teaching | 11 |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 5 | # Music | 1 | # Drama | 2 |
| # Foreign Language | 10 | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 73.9% | % Attendance Rate | | | 80.1% |
| % Free Lunch | 75.5% | % Reduced Lunch | | | 3.2% |
| % Limited English Proficient | 6.9% | % Students with Disabilities | | | 18.8% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.1% | % Black or African American | | | 27.0% |
| % Hispanic or Latino | 61.3% | % Asian or Native Hawaiian/Pacific Islander | | | 5.4% |
| % White | 4.2% | % Multi-Racial | | | 0.1% |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 3.34 | # of Assistant Principals (2014-15) | | | 2 |
| # of Deans (2014-15) | 1 | # of Counselors/Social Workers (2014-15) | | | 4 |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | | 34.4% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | | 5.24 |
| 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 | 67.4% | Mathematics Performance at levels 3 & 4 | | | 41.6% |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | 81.8% | % of 2nd year students who earned 10+ credits | | | 71.7% |
| % of 3rd year students who earned 10+ credits | 68.9% | 4 Year Graduation Rate | | | 64.2% |
| 6 Year Graduation Rate | 70.7% | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | X | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | N/A | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |

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

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

Part 1 – Needs Assessment

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

1. In the 2013-2014 Quality Review the school scored a proficient in all three categories of the “Instructional Core” (1.1, 1.2, & 2.2). Proficiency is not sufficient. Our goal is to be well developed in these areas. Improvements to our “Instructional Core” will directly impact student success and credit accumulation.

2. Significant adjustments have been made in terms of collaboration, distributive leadership, & school environment but academic rigor is an area of concern.

3. One of our core values is accountability. The community has decided that accountability will be the focus for the school year.

Part 2 – Annual Goal

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

By June 2016, we will increase the percentage of students earning a minimum “10 credits” per year from 78% to 81%.

Part 3 – Action Plan

| | | | |
|--|--|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>We have aligned our instructional focus in order to address authentic literacy and the development of cognitively engaging tasks.</p> | <p>9 – 11 grade students</p> | <p>9/15 – 8/16</p> | <p>Leadership team</p> |
| <p>We will increase after school, Saturday, & summer enrichment programs.</p> | <p>All students</p> | <p>9/15 – 8/16</p> | <p>Grade and department teams</p> |
| <p>All 12th grade students will be mandated to take a minimum of one college course.</p> | <p>11th & 12th grade students</p> | <p>9/15 – 8/16</p> | <p>Guidance counselors</p> |
| | | | |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | |
|--|------------------------|----------|---|--|--------------------------|--|--------------------------------|--|---------------------------------|------------------------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | |
| <p>1. Staff in order to facilitate the various activities. 2. Staff in order to monitor progress.</p> | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| | <p>Tax Levy</p> | <p>X</p> | <p>Title I SWP</p> | | <p>Title I TA</p> | | <p>Title II, Part A</p> | | <p>Title III, Part A</p> | <p>Title III, Immigrant</p> |
| | <p>C4E</p> | | <p>21st Century Grant</p> | | <p>SIG/SIF</p> | | <p>PTA Funded</p> | | <p>In Kind</p> | <p>Other</p> |

Part 5 – Progress Monitoring

| |
|--|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>1. Syracuse University 2. Touro College</p> |

3. Edelman

4. Zurich

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

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

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

Part 1 – Needs Assessment

| |
|---|
| <ul style="list-style-type: none"> • 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. |
| <p>1. 37 students in cohort Q were not on track towards graduation.</p> <p>2. A significant component of the small school structure is the ability to track, monitor and support all students.</p> |

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–Supportive Environment. 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> |
| <p>Over the course of the 2015-2016 school year, we will enhance the existing safety net for our students through a tiered intervention program. This will be evident by a decrease in suspensions, improvement of 5% in terms of credit accumulation and improved scores in the student survey (4% increase in Instructional Core and School Culture results).</p> |

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <p>In September 2015, all students were scheduled in advisory classes. This course is designed to provide support for all students. 9th grade students were divided by gender.</p> | <p>All students</p> | <p>Ongoing</p> | <p>Grade teams</p> |

| | | | |
|---|--------------------|-------------|-----------------|
| In September 2015, the Student Support Center (4 social worker interns acquired from NYU & Hunter College) was continued. The purpose of the SSC is to provide extra assistance for our students. | "At-Risk" students | Ongoing | Social Worker |
| Throughout the 2015/2016 school year, staff members and students will be trained in restorative practices. | 20 staff members | 8/15 – 8/16 | Leadership team |
| 4. September 2015 through June 2016, continuation of an online communication system between staff members. | All staff | Ongoing | Full staff |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|-----------------|---|--------------------------------------|--|-------------------|--|-------------------------|--|--------------------------|---|-----------------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. All staff 2. Strategic scheduling decisions 3. Advisory curriculum 4. Outside Restorative Practice trainers 5. Full time Social Worker | | | | | | | | | | | |
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

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

1. In the 2013-2014 Quality Review the school scored a well-developed in three of the five categories that make up “Systems for Improvement”. The two areas we scored a proficient directly relate to collaboration and CCLS (4.2 & 5.1).
2. For the past two years, grade and department team expectations and goals have been set by administration.
3. All protocols, although modified by teacher teams were also presented by administration.
4. Significant gains have been made in terms of common core alignment but the work is not complete.

Part 2 – Annual Goal

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

By June 2016, teacher teams (grade and department) will revise all unit plans to ensure common core alignment.

Part 3 – Action Plan

| 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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|--|--|---|--|
| Team leaders and administration meet bi-weekly in order to discuss progress. | All team leaders | Ongoing | Administration and team leaders |
| Implementation of student work protocol. | All teams | 1/16 – 6/16 | Team leaders |
| Implementation of online system in order to capture agendas and minutes | All teams | 10/15 – 6/16 | Team leaders |
| Continued use of lesson plan and unit plan review protocols. | All teams | Ongoing | Team leaders and administration |

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. | | | | | | | | | | | |
| 1. 10 teacher leaders 2. Per session in order to support the bi-weekly meetings | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

1. 82% of 9th grade students earned enough credits to be on track for high school graduation.
2. 72% of 10th grade students earned enough credits to be on track for high school graduation.
3. 18% of students graduated college ready.
4. One of our non-negotiable principles is the concept of Distributive leadership.
5. Weekly Leadership (mentoring) meetings take place with 12 aspiring school leaders. They make a direct impact on all school wide decisions but their official leadership roles are limited.

Part 2 – Annual Goal

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

By June 2016, each member of the Leadership team (currently 12 members) will have transitioned to a leadership position that includes instructional and administrative components.

Part 3 – Action Plan

| | | | |
|---|--|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| Weekly Leadership/Mentoring meetings | 12 teachers | 7/15 – 8/16 | Principal & assistant principals |
| Individualized feedback sessions | 12 teachers | 7/15 – 8/16 | Principal & assistant principals |
| Targeted leadership opportunities | 12 teachers | 7/15 – 8/16 | Principal & assistant principals |
| Exposure to various aspects of the educational process | 12 teachers | 7/15 – 8/16 | Principal & assistant principals |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Per session for weekly meetings.</p> | | | | | | | | | | | |
| <p>Per diem in order to allow teachers to attend professional development opportunities.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|--|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p> </p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

| |
|---|
| <ul style="list-style-type: none"> 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. |
| <p>1. Over the past three years, less than 15% of parents have been involved in school activities. Parent involvement directly impacts the achievement of students. Therefore, the SLT has agreed that an increased focus on parental involvement should be a goal for the year.</p> |

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–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>By June 2016, we will have tripled the amount of opportunities for parent involvement and see a 25% increase in parent participation.</p> |

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>We will begin to hold borough parent/teacher conferences.</p> | <p>All families</p> | <p>Twice between 1/16 & 8/16</p> | <p>Parent Association & Articulation team</p> |

| | | | |
|---|--------------|--------------------------------|-----------------|
| The school will offer targeted parent workshops. | All families | Six times between 11/15 & 6/16 | SLT |
| We will increase the amount of event that parents can attend. | All families | Monthly between 1/16 & 6/16 | Leadership Team |
| | | | |

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. | | | | | | | | | | | |
| Acquiring a location for each event will be challenging. | | | | | | | | | | | |
| Selecting relevant topics can be a challenge. | | | | | | | | | | | |
| Organizing afterschool activities in order to attract parents can be a challeng. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | | | | | | | |
| | | | | | | | | | | |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. | | | | | | | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|--|
| English Language Arts (ELA) | Credit accumulation, Regents & diagnostic exam passing rates, disciplinary data, & Leadership class advocate | Achieve 3000 Publication project Elective support courses Scholars Program | Small group and tutoring | During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy |
| Mathematics | Credit accumulation, Regents & diagnostic exam passing rates, disciplinary data, & Leadership class advocate | Blended Learning & Flipped Classroom Scholars Program | Small group and tutoring | During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy |
| Science | Credit accumulation, Regents & diagnostic exam passing rates, disciplinary data, & Leadership class advocate | Elective support courses Flex time | Small group and tutoring | During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy |
| Social Studies | Credit accumulation, Regents & diagnostic exam passing rates, disciplinary data, & Leadership class advocate | Elective support courses Flex time | Small group and tutoring | During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Credit accumulation, attendance concerns, disciplinary data, & Leadership class advocate | Student Support Center Restorative Justice | Small group and tutoring | During the school day, after school, during vacation/Regents week intensives and |

| | | | | |
|--|--|--|--|-----------------------------|
| | | Peer mentor program Advocacy groups | | during the Saturday Academy |
|--|--|--|--|-----------------------------|

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>Ongoing recruitment of potential staff members.</p> <p>A hiring committee consisting of 8 staff members was created in December 2012.</p> <p>Interviews for potential staff candidates for the 2015/2016 school year began in January 2015.</p> <p>Enhancing the interview process by mandating demo lesson with peer and student evaluation.</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>Require staff to attend ongoing network professional development.</p> <p>All staff members are required to conduct instructional rounds and intervisitations.</p> <p>All staff member participate in three professional teams.</p> <p>Increased mentorship program.</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.

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

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 353,147.00 | | |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 11,200.00 | | |

| | | | | |
|----------------------|---------|--------------|--|--|
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 3,805,593.00 | | |

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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>Leadership & Public Service HS</u> | DBN: <u>02M425</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>49</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>7</u> |
| # of certified ESL/Bilingual teachers: <u>1</u> |
| # of content area teachers: <u>6</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: Title III funds will continue to be used to create a program by which students with Level 1, 2, or 3 can move to a higher proficiency of English in order to become successful and productive members of society. Level 1 students are those students who read/write below a 4th grade level. Level 2 students are defined by those students who read/write between 4th and 6th grade level. Level 3 students are those students who read/write between 6th and 8th grade level. By increasing the levels of ESL learners, said learners will have the ability to achieve success in courses and state mandated regents based exams, whereby students will be able to obtain a high schools diploma and meet the aforementioned goal. The total numbers of students involved in this program is 49. This is subdivided into three following categories. There are 6 level 1 students, 13 level 2 students, 30 level 3 students.

SATURDAY ACADEMY: The supplemental program takes place during our Saturday academy. There are two sessions for the Saturday Academy. The program meets from 9:00 am to 1:00 pm from Saturday, October 4th to Saturday, January 11th, 2015 and it will resume in the Spring semester for 11 sessions from February to June 11, 2015. Students' learning is differentiated based upon their level.

These classes are broken down into two sessions. The first session comprises students of Level 1 and 2 and consists of 19 students. The second session comprises the level 3 students consisting of 30 students. While one session is in progress, the other student meets with content area teachers who facilitate in smaller groups.

There are 6 content area teachers that students have the choice to go to. Each section is two hours in length. These groups then switch. When these students are not with the ESL teacher, they are given instruction by content area that has been modified to meet their specific needs. Such needs are determined in consultation with the ESL teacher and content area teacher.

ESL instruction is conducted by Mr. Paul Oliver, who is specifically certified in ESL education. Additionally, all core subject area teachers are present for Saturday Academy to provide instruction for our ESL population. Again, there are 6 of these teachers available. Those teachers are Ms. Yoo (English), Ms. Glover (Special Education), Mr. Marti (Special Education), Mr. Coury (Math), Ms. Jose (Math), and Mr. Hertko (Science). Since we are a consolidated school the Title III funds are mixed to pay for these teachers and the services they offer. The reason we have so many teachers during this time is to facilitate our ESL population. Thus, we adhere to the ratio of expenditure for Direct Instruction can be maintained at the 60% of our allocation.

AFTER SCHOOL: The after school program runs parallel to the Saturday Academy program in the Fall and the Spring semester.

There are 60 after school sessions over a 20 week period taught by our ESL teachers and core teachers as needed.

Mr. Oliver has made this list of students in need of tutoring available to the common branch/content area teachers and students and families have been notified of the service. After school is from 3:15 until 4:15 every Tuesday, Thursday, and Friday. This schedule often changes, as it is created by student need. Thus, if there is no need for after school Environmental science, then that session is not held. However, this is rarely the case. Therefore, the instructional sessions can range from 0-4, but averages over 3. There is one session that takes place during this time.

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: _

Professional development is at no cost to Title III, providers and schedule times. Professional development is offered via daily common planning time by subject, full faculty workshops as well training provided by specialists from the Syracuse University Department of Teacher Education. Our school has a unique relationship with Syracuse University as our co-founder and services are at no costs. We also allocate a small professional development budget that teachers may utilize to support their professional growth and capacity. Mr. Paul Oliver is attending a set of workshops that focus on the Brain and Language among other trainings, such as the QTEL trainings and trainings with the Syracuse University Department of Teacher Education. On-site professional development and curriculum planning is provided via common planning time and lesson study. Content area teachers are knowledgeable of ESL strategies and Mr. Oliver has been attending specialized PDs which he will present during common planning meetings, and has offered to conduct workshops for the entire faculty. In accordance with the latest school quality review rubric and the teacher's contract, schools are expected to differentiate instructional practice in support of student learning and to form a PD committee that plans strategically. Assessment modifications are made available regardless of subject area. Professional development is made available to staff both on-site and off as well as postings sent via email announcing opportunities. We have begun a school wide academic vocabulary initiative. This year, our workshops will also focus on the Common Core Standards in ELA and Math. All professional developments are held on Thursdays. Each PD is differentiated by grade level. Each of these PD's will additionally include transcript analysis or kid talk. With such PD's students in the ESL population are discussed in relationship to the topic.

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: _

Parents are informed through monthly Newsletters emailed by our parent coordinator, translated later in at least three languages, phone calls through the NYC Department's Translation and Interpretation Unit, "The Big Word" for additional languages, as well as invitations to specific school events. ELL parents are afforded all of the same opportunities as other parents in our building. We have PA meetings monthly and notices go out in the mail and by email with translation. Further, our Parent Coordinator, Ms. Casey, informs and invites parents to all school functions. Communication is achieved via telephone calls, school messenger in three languages, and translated letters downloaded through the use of various websites. At the beginning of the school year, surveys are taken. Content area teachers, our ESL teacher and guidance keep communication up with parents via direct phone contact or internet access. The school provides materials to assist parents to work with their children to improve language skills. We also offer information as to when and where in our community citizenship skills, English proficiency and technology skills are available to parents. Our Guidance Counselors will also

Part D: Parental Engagement Activities

offer workshops assisting parents in helping their children succeed in High School and College. This year, our school has embarked on an excited journey in our goal to move towards mastery based learning. As such, we have implemented a new grading/attendance/center of information system through Jupiter. The system grades individuals by their mastery. Furthermore, the program allows a section that creates a pool of information regarding the system. This allows for greater communication between student to teacher, teacher to teacher (in this particular case ESL teacher and common branch/content area teacher), and teacher to parent. At this point it is too early to determine if this system is working, however initial data (report cards) indicate the direction of success. Also, we are working on adding a parent workshop for ESL parents to further assist them in the education process for their child. This is planned to take place during our Saturday academy.

Part E: Budget

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

Allocation Amount: \$0

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

| | | |
|--|--------------------------|--------------------------|
| District 2 | Borough Manhattan | School Number 425 |
| School Name Leadership and Public Service High School | | |

B. Language Allocation Policy Team Composition

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

| | |
|---|--|
| Principal Philip Santos | Assistant Principal Anthony Igbokwe |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor Candance Thomas |
| Teacher/Subject Area Carolina Ibanez/Spanish | Parent Carmita Rodney |
| Teacher/Subject Area Jason Marti/Special Education | Parent Coordinator Valerie Casey |
| Related-Service Provider | Borough Field Support Center Staff Member Paula Waldron |
| Superintendent Marisol Bradbury | 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 | 1 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 666 | Total number of ELLs | 47 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 47 | Newcomers (ELLs receiving service 0-3 years) | 11 | ELL Students with Disabilities | 12 |
| SIFE | 10 | Developing ELLs (ELLs receiving service 4-6 years) | 9 | Long-Term (ELLs receiving service 7 or more years) | 27 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 11 | 6 | 2 | 9 | 4 | 3 | 27 | 0 | 7 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

| Freestanding English as a New Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | 18 | 12 | 6 | 7 | 0 |
| Chinese | | | | | | | | | | | | 2 | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | 1 | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | 1 | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | 27 | | 17 | |
| Geometry/CC Algebra | 12 | | 5 | |
| Algebra 2/Trigonometry Math _____ | 2 | | 1 | |
| Chemistry | 1 | | 0 | |
| Earth Science | 4 | | 2 | |
| Living Environment | 31 | | 11 | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | 20 | 1 | 11 | 0 |
| Geography | | | | |
| US History and Government | 16 | 0 | 9 | |
| LOTE | 15 | | 11 | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school utilizes a version of TCRWP with new additional lexile levels, as well as the WIST and TOSWRF for Just Words Intervention. Teacher-created assessments are also used to test fundamental academic literacy in ways commonly required in school courses. For example, our TCRWP assessments helped us determine that our ELL reading levels tended to concentrate in the P-R and W-Z ranges, with relatively few students inbetween. Using this data, we differentiated our reading instruction and the lexile levels of our readings in our to make content more accessible to developing readers while appropriately challenging for more practiced readers within these ranges.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Students tend to have either entered the system within the last 2-4 years as recent arrivals to the US/NYC, or have been designated for 6-7+ years and have largely grown up in NYC. Recent arrivals tend towards more intermediate proficiency levels, while many of the mid-long term students maintain at advanced but have so far been unable to test as Proficient. These data patterns reveal two distinct sets of students whose individual needs must be met. Both groups tend to score higher on speaking and listening than reading and writing, these latter categories are often what is holding back our longterm students from testing out. In the last NYSESLAT administration, most students who scored as Proficient came from the long-term NYC resident cohort. While some of these students had not had completed a full administration of the test in recent years and may have finally tested as proficient, marked increases among reading and writing subscores showed improvement in proficiency overall, despite some reported difficulties with the new test. There were not enough newly identified students to identify data patterns on the NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the AMAO tool (Mr. Oliver attended a DOE PD providing instruction in use of the tool) to identify students who are at-risk for not meeting basic achievement/graduation goals. This data has been used as one part of rationale for identifying students who need extended instructional time and specific language intervention. The AMAO Tool automatically identifies risk factors such as lack of credits, failing Regents scores, and other assessment measures. Students with more than four risk factors were considered individually for various interventions depending on each student's need.

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?

After reviewing the data collected from our students, it appears as though more students entering our school in 9th grade are designated as intermediate/advanced proficiency. While some students fare better on exams in their native language, most of our students are fluent Spanish speakers but often have limited Spanish proficiency in reading and writing. Therefore, most of our students do not perform well on tests in their home language, though students who entered the system relatively recently do benefit from the home language office. Administrators, coaches, and instructional staff work collaboratively utilizing ELL Periodic Assessments in order to make adjustments to schedule and pedagogical approaches. Students at Leadership and Public Service High School all receive a Personalized Education Plan via their advisory classes, and student's English and Home Language proficiencies are considered in creating these plans. Each teacher utilizes this information to best serve the student.

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?

Each student's educational history, cultural background, and current language progress are evaluated to ensure that second language development is considered when making instructional decisions. The LAP Team works with content teachers to support them in considering second language development and providing resources and appropriate scaffolds. The importance of second language development is also emphasized as a part of Personalized Education Plan, which subject teachers refer to when designing instruction. The ENL department works closely with each department, including Foreign Languages, to ensure that both target and home language development are closely considered for instructional decisions.

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

N/A

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

We considered individual student achievement (course grades, NYSESLAT performance, Regents scores, other academic achievements) for determining the success of ELLs individually. In the aggregate, we look at NYSESLAT improvement relative to AMAO 1/2 AYP as well as Regents pass rates. ELLs also provide evaluations of instruction from their own perspective.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.

We work with the support staff of our students' former middle schools to ensure we identify students without home language codes immediately. Ms. Ibanez (Spanish teacher), Mr. Oliver (ENL teacher), and Ms. Casey (Parent Coordinator) primarily manage the ELL intake process. When a student is identified, Mr. Oliver and Ms. Ibanez administer the Home Language Identification to parents. When the informal oral interview is required, Mr. Oliver and Ms. Ibanez conduct it together, with Ms. Ibanez translates during the interview for Spanish-speaking families, while over-the-phone interpretation is used for non-Spanish speakers. When the home language is determined not to be other than English, Mr. Oliver administers the NYSITELL while Ms. Ibanez administers Spanish LAB/LENS if necessary, ensuring that notification letters are sent with the first five days of school (except for students arriving midyear). Students entering with IEPs are evaluated by the LPT to determine second language needs. Students are then evaluated personally and assigned instruction appropriate to their needs.
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).

We provide the LENS and SIFE questionnaire for all new ELLs within 30 days. We also evaluate student work from multiple teachers within the first month of instruction to identify any major gaps in education/possible SIFE status and address situations to provide full support to our students.

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).
The Language Proficiency Team, which includes Mr. Santos (Principal), Mr. Igbokwe (AP Special Education), Mr. Marti (Special Education Coordinator), Mr. Oliver (ESL), Ms. Ibanez (Spanish/Interpreter), Ms. Casey (Parent Coordinator), Ms. Thomas (Guidance) and Ms. Rodney (Parent), meets together along with the respective child's parents to determine whether newly enrolled students with IEPs have second language acquisition needs. Ms. Ibanez assists with translation for Spanish-speaking parents. When parents have a home language other than Spanish, over-the-phone interpretation through the Translation and Interpretation Services is provided during the LPT meeting. The LPT Determination sheet from the ELL Policy and Resource Guide is used to provide a record of the decision. Recommendations are made and forwarded to the principal/superintendent as necessary. After the superintendent notifies the school within 10 days, the NYSITELL is administered by Mr. Oliver so appropriate program placement can begin (if required) within 5 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within five school days, Mr. Oliver (ESL Teacher/NYSITELL Administrator) entitlement and non-entitlement letters processed and signed and gives them to Ms. Casey (Parent Coordinator) for immediate distribution to families. Letters are printed double-sided, with the parents' home language on front and the English equivalent on the back. Followup contacts are made to the appropriate families to ensure receipt of notification letters and coordinate future steps.
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).
Mr. Oliver (ENL Teacher) and Ms. Ibanez (Spanish Teacher) inform parents in writing (in home language) and by phone or in person of their right to appeal within 45 days of enrollment. Students older than 18 are also notified in writing and in person of their right to appeal. Mr. Oliver files copies of written correspondence with ELL coordinator records as well as in students' cumulative folders.
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.
Mr. Oliver (ENL Teacher), Ms. Casey (Parent Coordinator), and Ms. Ibanez (Spanish) conduct the mandated parent orientation in the language best understood by the parents. All three program choices are explained in detail. Spanish translation is provided by Ms. Ibanez, while other translations are provided through the Translation and Interpretation Unit. The parent orientation video is also shown with the language best understood. The Parent Survey & Program Selection form is then provided to families for return within 5 days. We provide an orientation for any newly enrolled students as soon as possible at the beginning of the year, and then provide them individually upon arrival of new students during the year at this first available opportunity.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent Survey and Program Selection Forms are distributed at the parent orientation. Ms. Casey (Parent Coordinator) reaches out to non-Spanish speaking parents in writing and by phone in parents' home language (using Interpretation and Translation Unit as necessary) to remind parents of the need to return Parent Survey and Program Selection forms within 5 days. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education, or ENL until the school has a bilingual program (though these students will still count for the bilingual threshold). In the event that TBE or DL programs are introduced, parents who previously selected these programs will be notified by Mr. Oliver (ENL Teacher), Ms. Ibanez (Spanish Teacher), and/or Ms. Casey (Parent Coordinator), depending on circumstance and language of preference, as soon as possible. Upon receipt of the Parent Survey and Program Selection forms, a copy is placed in students' cumulative folders, a copy is kept with ELL coordinator records, and a copy is provided to parents if desired.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Mr. Oliver (ENL Teacher) and Ms. Casey (Parent Coordinator) maintain a spreadsheet to track returned letters. When forms are not returned, parents are contacted by either Mr. Oliver, Ms. Casey, or Ms. Ibanez (Spanish Teacher), depending on circumstance and language of preference.
9. Describe how your school ensures that placement parent notification letters are distributed.
Mr. Oliver (ENL Teacher) and Ms. Casey (Parent Coordinator) ensure that placement parent notification letters are distributed. Letters are printed and processed by Mr. Oliver and then provided to Ms. Casey for immediate distribution to students to take home. When letters are not returned with signature, contact is made to parents in language of preference, and letters are either resent home or mailed home, as necessary.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation pertaining to each child is placed in that child's cumulative folder by Mr. Oliver (ENL Teacher) or Ms. Casey (Parent Coordinator), which are maintained along with all student records by the school's main office. Additional copies are placed in

the school's ELL Coordinator Binder, which is made available to administrators, support staff, and teachers as needed to help meet the needs of ELL students.

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.

Mr. Oliver (ENL Teacher) downloads RELC and RLER reports from ATS to ensure that all NYSESLAT eligible students are scheduled to take the test and all materials have been provided. Mr. Oliver and Ms. Ibanez (Spanish Teacher) administer the speaking section to students over three weeks, with Mr. Oliver reading questions while Ms. Ibanez scores performance. For the listening/reading/writing sections, students complete three designated consecutive days of testing, with one section each day. Three days of makeup testing are provided the next week to ensure students have a chance to complete all sections. Parents and students were contacted multiple times about the testing days and procedures in their language of preference, and reached out to again in the case of non-attendance.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Ms. Casey (Parent Coordinator) ensures that continued entitlement and transitional support parent notification letters are distributed in parents' language of preference. Letters are printed and processed by Mr. Oliver and then provided to Ms. Casey for immediate distribution to students to take home. When letters are not returned with signature, contact is made to parents in language of preference, and letters are either resent home or mailed home, as necessary.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Although we have clear procedures for the process and responsibilities of identifying new ELLs, our school has not processed any new ELLs in the past few years, as no new students qualified for identification/services.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
To meet the amendments to CR Part 154.2, we have shifted to primarily offer an integrated ENL model for all students in heterogeneous core classes. For expanding and commanding students, all services are provided under integrated ENL. For our entering, emerging, and transitioning students, a combination of integrated ENL in heterogeneous core classes along with a homogeneous stand-alone class is provided.
 - 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)?
Explicit ENL minutes are delivered through co-teaching by Mr. Oliver (ENL Teacher) and core subject teachers. Depending on student needs, either 90 minutes or 180 minutes of integrated ENL is provided. These Integrated ENL minutes satisfy the requirements for all expanding and proficient students. Emerging and transitioning students are also placed in a stand-alone ENL course, providing an additional 180 minutes of services and satisfying requirements. Entering students are provided 180 additional minutes of integrated ENL and/or stand-alone ENL, depending on circumstances.
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.

In our ENL class, content is delivered in English, with differentiated materials provided in home languages as support when beneficial. There has been a strong focus on understanding and analyzing grade-level news articles aligned with CCLS. The SOIP Model is used in order to ensure appropriate and sufficient scaffolding and differentiation. Scaffolds such as those developed by the Center for English Language Learners of American Institutes for Research (AIR) are provided to assist students, including graphic organizers, sentence frames, and targeted preteaching.

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

ELLs are assessed in Spanish relative to their proficiency. Our Mandarin speaking students have self evaluated home language responses. These home language assessments are generally integrated into a portion of a larger formal assessment. Our Bengali student is not literate in his home language and prefers to do work entirely in English.

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

All formal standalone ENL assessments are developed or modified by Mr. Oliver (ENL Teacher) to include evaluation of all four modalities. Mr. Oliver also works with the content teachers of Integrated ENL to modify and/or differentiate formal assessments in order to include all four modalities in core classes. Formal assessments of modalities include differentiated text-based comprehension questions for a reading passage, scaffolded long form written responses, content-based listening comprehension questions, and an oral presentation for speaking. Informal assessments include student responses to a reading, shorter written responses, comprehension checks of speaking (listening), and evaluation of participation in class discussions (speaking).

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

We provide our SIFE subgroup with specific literacy interventions relative to need (e.g. Just Words for phonics development), as well as training in basic academic skills they may have missed. Newcomer students are also provided necessary interventions in addition to a high level of home language supports and scaffolds. For both the SIFE and newcomer subgroups, verbal responses are often used as a starting point for academic writing. As both of these subgroups start developing English language/academic skills and completing assessments, their instructional needs are reevaluated continually throughout the school year so interventions can be adjusted as necessary. Our developing and long term students are provided assistance in any specific modality which is relatively lower. Students with lower reading skills are providing specific reading supports and interventions such as the Content to Literacy Continuum, while students with writing difficulty are provided with one-on-one assistance and additional scaffolds. Former ELLs are provided with complex, college level texts and challenging tasks requiring both English and home language proficiency. Due to CR Part 154.2, Paul Oliver (ENL Teacher) works with new Former ELLs and provides services for two additional years. All subgroups, including Former ELLs who have tested as commanding in the last two years, are provided testing accommodations including time extensions, separate locations, bilingual dictionaries/glossaries, as well as alternative language tests, oral translations, and options to respond in the home language (except when prohibited, such as on English Regents exams).

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.

Mr. Santos reviews approved re-identifications after six months in order to maximize the time to make the best decision for the student. In making this determination, he consults with Mr. Oliver (ENL Teacher), Ms. Ibanez (Spanish Teacher), Ms. Thomas (Guidance), any other relevant qualified staff members, the student's parents, and the student. If Mr. Santos feels the decision has adversely affected the student's academic progress, then additional support services may be provided and the superintendent or her designee may be consulted to reverse ELL status. In the event of a change in designation, parents will be notified by Mr. Oliver and Ms. Casey of the change in designation in their language of preference.

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?

Instructional strategies used by teachers of ELL-SWDs include extensive modeling, use of visual aids, eliciting prior knowledge, cooperative learning strategies, and differentiated texts to maximize comprehensible input. Materials include graphic organizers, semantic/story maps, real objects, manipulatives, diagrams, videos, native language materials, jigsaw readings, scaffolded grade-level texts (such as a NY Times article with modifications). Technology used to assist ELLs includes projected visuals/videos as well as laptops for use with annotated reading and writing assignments.

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?

Chart SWDs have been given as much time as possible in both the appropriate Special Education environments as well as the appropriate Integrated/Stand-alone ESL setting in order to work towards individualized goals in the least restrictive environment. In order to enable ELL-SWDs to meet their general academic and language acquisition goals, ELL-SWDs are given first preference for scheduling. This allows for modifications to curricular/instructional plans as needed to allow ELL-SWDs to receive appropriate services in the least restrictive environment that maximizes language acquisition. Due to the nature of a high school schedule, our school has found that ensuring scheduling flexibility is the best way to achieve these dual goals simultaneously.

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

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

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

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



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

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

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

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

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

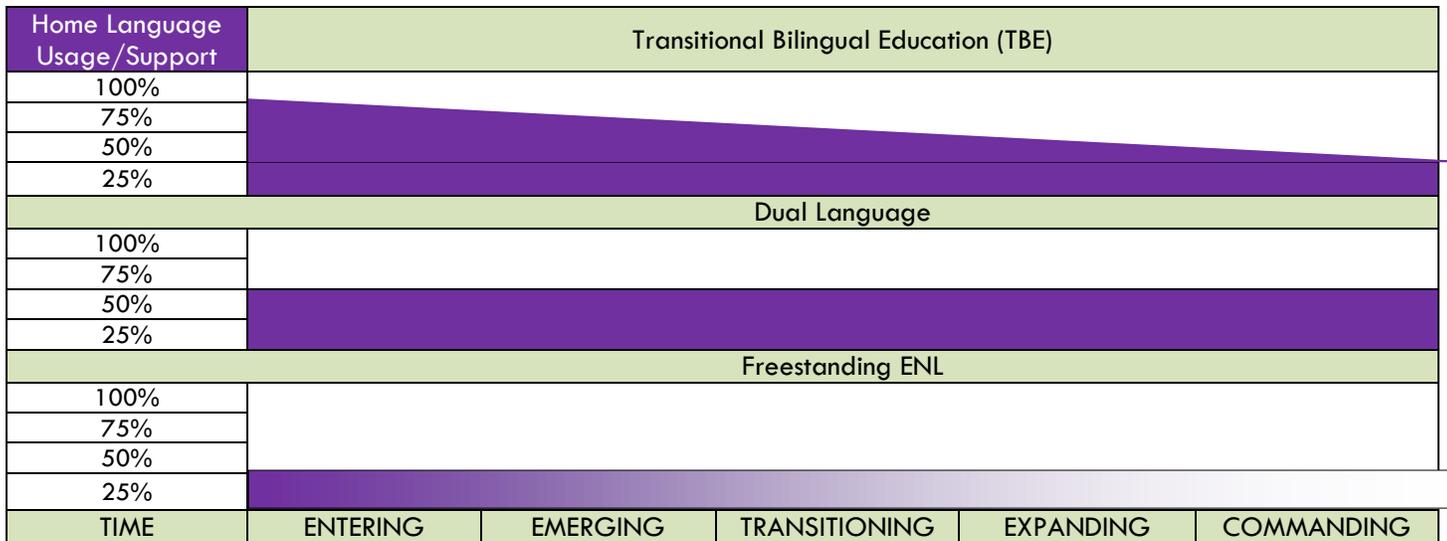


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted reading intervention in ELA is primarily provided to entering, emerging, and transitioning ELLs and/or ELLs demonstrating specific reading issues through the Response to Intervention (Secondary) methodology with appropriate modifications and supplemental native language materials and instruction. For students with fundamental phonic/phonological issues and/or lack of home language literacy, phonics interventions such as Just Words are provided. Targeted writing intervention is provided to entering, emerging, and transitioning ELLs and/or ELLs demonstrating specific issues with writing and includes Language Experience Approaches, Literacy Design, and Intervention by Design, as well as supplemental native language materials and instruction. Targeted science intervention is provided to all ELLs demonstrating issues with science writing and academic language and includes culturally responsive teaching, guided inquiry, and sheltered English instruction as endorsed by the National Sciences Teachers of America as well as additional tutoring. Targeted math instruction is provided to ELLs demonstrating general issues with math or problem explanations and includes targeted vocabulary instruction, purposeful manipulative use, and supplemental native language materials and instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Secondary RTI and targeted writing intervention have proved effective as shown by increase in rate of language acquisition in targeted students relative to no intervention or prior methods, as shown by progressive gains on ELA assessments in reading comprehension and writing fluency. In addition, the number of ELLs testing as commanding/proficient on the NYSESLAT increased last year to 28%, indicating skill increases in modalities as well as content knowledge. Targeted science intervention has been effective at increasing student performance on class assessments, especially scientific explanations, and somewhat effective at raising Living Environment Regents pass rates. Targeted math intervention has led to increases in general assessment performance and mathematical explanations in particular, with less significant increases in Regent pass rates. For all subjects, development was measured through a combination of informal and formal class assessments, subject-wide midterms and finals, and Regents pass rates, if appropriate.
12. What new programs or improvements will be considered for the upcoming school year?
Due to the gap between substantial increases on class/subject assessment scores and less significant increases in Regent test scores, we reevaluated our intervention programs for both science and math. Reviews of student work and interviews of relevant students have indicated that interventions helped students gain the language and content skills to explain their reasoning, but were less helpful in developing the ability to comprehend and parse complex questions. In considering these results, these interventions have been modified to include more strategies for analyzing and understanding complex questions, integrating students' home languages to aid comprehension.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. This includes school clubs, including the Boxing Club, Cheerleading, Anime Club, Baseball Club, Syracuse University Mentor-Mentee Alliance, Theater Club, Computer Science Club, Video Games Club and the Community Service Club. Modifications have been implemented to maximize ELL inclusion (language subtitles for Anime Club films), language options for video games, translated instructional materials for computer science, and home language support for instructions in Boxing Club and Cheerleading). Supplemental services offered at the school include Zurich Tutorz and Zurich Pro Skillz (in association with the Zurich Insurance Group) as well as Pace University Liberty Partnership Program and Peer Tutoring. ELLs are afforded equal access to supplemental services through the use of home language (bilingual tutors) as well as language materials (laptops with organized resources, bilingual dictionaries and glossaries).
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.
For ENL and ELA classes, our ELLs have been provided a dedicated laptop cart to enable their use of various electronic materials, such as Newsela.com, which provides lexile-differentiated articles with text-based scaffolded questions. This allows students to engage with similar content at very different reading levels appropriate to each subgroup. Newsela.com and similar sites also offer native language versions of English articles, which are often provided to entering and emerging students, and other students with relatively developed home language skills along with the English article in order to increase comprehensible input. In Social Studies, reading guides and home language support are used to modify and supplement mainstream textbooks such as World History (McDougal Littell), providing scaffolding and additional support to increase comprehension. In addition, in all classes, document cameras and projectors are frequently used to engage ELLs visually and provide more conceptually tangible.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Mr. Oliver (ENL Teacher) coordinates with Ms. Ibanez (Spanish/Foreign Language department) to develop home language support and appropriate assessments. We utilize resources such as Newsela.com, which provides Spanish translations of leveled news articles. Dual language news sites with both Mandarin and English translations are also used. When translations are not available

from resources, Mr. Oliver and Ms. Ibanez collaborate to translate materials to Spanish and/or create bilingual vocabulary guides in Spanish and Mandarin.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Mr. Oliver (ENL Teacher) and Ms. Ibanez (Spanish Teacher) coordinate with Mr. Marti (Special Education Coordinator), Ms. Casey (Parent Coordinator), and other support staff to ensure services and resources are ensured for all ages and grade levels. Self-contained ENL classes are scheduled in two grade bands, 9-10 and 11-12, to help ensure age and grade level correspondence. Integrated ENL classes are co-planned to ensure that provided services match age and grade level. Mr. Oliver (ENL) works with teachers to ensure that ELLs are afforded opportunities to work with grade-level texts while still receiving comprehensible input through appropriate scaffolding, support materials, and home language support. For ELL-SWDs, Mr. Marti and relevant guidance staff and teachers interview both parents and the student and consider age and grade appropriateness in the allocation of special services.
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).
ELLs participate in our Summer Bridge program along with all other incoming freshman, where the guidance team (led by Ms. Thomas) works with ELLs while Ms. Ibanez (Spanish Teacher) provides home language support. There they make contact with various counselors while Ms. Ibanez (Spanish Teacher) provides home language support. In the event of newly enrolled ELLs, a separate introductory orientation is organized.
19. What language electives are offered to ELLs?
Spanish language is offered for ELLs and all other students.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

As all teachers at our school are also teachers of ELLs, ELL-related professional development is provided to the entire staff. ELL issues and strategies are discussed regularly during Tuesday department meetings as well as a Thursday grade team meetings. This ensures that teachers and staff become familiar with similar best practices but can discuss issues and strategies in the context of a subject or grade level. ELL-related professional development is also provided to full staff during Friday faculty circles. Mr. Oliver (ENL Teacher) and other ELL staff have offered workshops during this time. In addition, Mr. Oliver also works with support staff to turnkey information such as changes to CR Part 154.2 and NYSESLAT modifications. In addition, Mr. Oliver has participated in over 60 hours of off-site ELL-related PD during the previous school year, coordinating with the rest of ELL Support staff to turnkey and/or distribute resources.
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?

Mr. Oliver participated in a 3 day off-site workshop related to supporting ELLs in CCLS and literacy. This series provided a series of incremental scaffolds to build authentic literacy and provide support ELLs need to develop analytical writing. This approach has allowed us to improve our scaffolding for literature instruction and ELA Regents preparation. Mr. Oliver then provided a turnkey of key strategies from the workshop during a weekly faculty circle.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Mr. Oliver (ENL Teacher) coordinates with counseling staff including Ms. Thomas (Guidance Counselor) and former middle school counselors in order to find out about students' abilities, interests, and needs. Ms. Casey (Parent Coordinator) and Mr. Oliver coordinate to maintain ongoing contact and communication with ELL students and families during the transition. We also examine academic assessment data from the Summer Bridge programs in collaboration with guidance counselors and ninth-grade teachers to determine if any modifications in ELL classification or course placement are needed. In addition, we proactively encourage and solicit parent participation in ELL parent activities (by making calls, sending translated materials home with students, etc.), and clearly and repeatedly communicate to all ELLs and their families that questions and concerns will be heard and addressed at any time throughout the school year. We reassure ELLs and their families that the school will continually monitor ELL performance to ensure appropriate access to support systems. Finally, we monitor school-wide ELL participation in co-curricular, extracurricular, athletic, and social activities, and actively encourage the ELL population to take full advantage of the opportunities and experiences offered by the school.
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.

Mr. Oliver (ENL Teacher), Ms. Ibanez (Spanish Teacher), and Mr. Igbokwe (AP Special Education) have coordinated to plan at least 15% of PD at grade, department, and staff meetings will be ELL-specific, with content varying as appropriate depending on grade/department/full staff. Our school plans to ensure at least 2 of our 12 monthly meetings are ELL-specific, first emphasizing full staff development and later focusing on grade level/departmental content. Mr. Oliver will attend a significant amount of off-site ELL-specific PDs in order to meet the 50% of total hours and to prepare turnkeys to assist with ELL-specific meetings for all teachers at our school.

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?

Ms. Casey (Parent Coordinator) is helping coordinate meetings between parents, Mr. Oliver, Ms. Ibanez, the student's guidance counselor, and any other relevant teachers. We will discuss program goals, language development progress, language proficiency assessment results, language development, and any other issues that parents or teachers find relevant. The school is planning to hold most of the individual meetings midyear, between the DOE-scheduled parent-teacher conferences. Ms. Ibanez will provide Spanish interpretation/translation while other language support will be provided through phone interpreters.

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.

Annual individual meeting records are maintained along with other school meeting records by Ms. Casey (Parent Coordinator) in the main office. Copies of meeting records are also kept with ELL instruction files.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We have annual individual meetings as well as progress meetings arranged by Valerie Casey, suggested twice a year with more possible at the discretion of parents. ELL parents are also encouraged to attend PTA meetings and otherwise outreach events through outreach by Mr. Oliver (ENL Teacher), Ms. Ibanez (Spanish Teacher), and Ms. Casey (Parent Coordinator) depending on circumstance and language of preference.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We do not currently partner with any other agencies or CBOs to provide workshops or services to ELL parents

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

Mr. Oliver (ENL Teacher), Ms. Ibanez (Spanish Teacher), and Ms. Casey (Parent Coordinator) discuss needs with parents directly with parents during parent orientations, annual parent meetings, and other meetings and conferences. Notes and records from these meetings are discussed by the LAP team to identify pressing needs and trends.

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

Ms. Casey (Parent Coordinator) ensures that parental involvement activities address are planned based on note and records from parent interviews/discussions. Our PTA addresses ELL-specific needs during meetings. In addition, Ms. Ibanez (Spanish Teacher) is available to provide Spanish translation in addition to phone translation through the Translations and Interpretation Unit as needed. Translation in the language of preference is also offered during parent conference nights and other activities.

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.

| School Name: <u>Leadership and Public Service</u> | | School DBN: <u>02M425</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) |
| Philip Santos | Principal | | 10/30/15 |
| Anthony Igbokwe | Assistant Principal | | 10/30/15 |
| Valerie Casey | Parent Coordinator | | 10/30/15 |
| Paul Oliver | ENL/Bilingual Teacher | | 10/30/15 |
| Carmita Rodney | Parent | | 10/30/15 |
| Carolina Ibanez | Teacher/Subject Area | | 10/30/15 |
| | Teacher/Subject Area | | 10/30/15 |
| | Coach | | 10/30/15 |
| | Coach | | 10/30/15 |
| Candace Thomas | School Counselor | | 10/30/15 |
| | Superintendent | | 10/30/15 |
| | Borough Field Support Center Staff Member | | 10/30/15 |
| | Other _____ | | 10/30/15 |
| | Other _____ | | 10/30/15 |
| | Other _____ | | 10/30/15 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M425**

School Name: **Leadership and Public Service HS**
Superintendent: **M**

Before you begin, please check the following:

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

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

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

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

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

When we administer the HLIS, we pull information about parental home language and language preferences and confirm that information with students during the survey administration and subsequent initial orientation. As the majority of our ELLs are not new ELLs, we obtain the majority of our parent language preference through ATS biography reports and student blue cards. In addition, an additional survey is sent home for students to confirm this information, and contact information is confirmed during parent conferences. Using this data, we create a report that is updated regularly with the languages that parents speak, by class and grade. To fill in any missing information, we also use blue card data, parent surveys, and teacher surveys (data collected in individual classes).

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish is by far the most commonly preferred language other than English by parents for both written and oral communication. The majority of ELL parents have indicated Spanish as the preferred language. In addition, a few parents of non-ELLs also prefer to communicate in Spanish. There are two sets of parents who prefer communication in Mandarin, and one set of parents who communicate in Bengali. In addition, a number of parents of non-ELLs.

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.)

At the beginning of the year, we disseminate letters including a greeting from leadership, general school calendar, parent-teacher conference announcements dates, after-school program information, proposed club offerings, and NYS Regents dates (sent 10/01/15). Additional information about conferences, after-school program information and NYS testing are provided throughout the year (11/02/15, 1/4/15, 3/1/15, 4/4/15, 5/2/15, and 6/1/15). As these documents contain critical information, they are translated based on the preferences of our parents. When templates are not available, our translations are requested at least two weeks in advance to ensure parents' language needs are met.

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.

We have parent-teacher conferences on November 19th and 20th 2015 and March 10th and 11th 2016. We also anticipate informal interactions, such as attendance team/guidance/teacher calls to parents, afterschool parent meetings with admin or teachers.

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.

For school wide letters and documents listed above, we use written translation services provided by the Translation & Interpretation Unit. For specific communications to Spanish speaking parents, we will either make advance arrangements for an outside translator or have school staff (C. Ibanez and/or E. Gonzalez) translate in-house, depending on the circumstance and language needs.

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.

In-house school staff will help provide interpretation services during parent conferences, supplemented by over-the-phone interpreters if and when all in-house interpreters are occupied with other parents.

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.)

The T&I brochure, Language ID Guides, and Language Palm Cards are provided to teachers/staff/admin at the beginning of year meeting. Reminders and simplified instructions are reiterated through an internal staff email. We plan to hold a workshop reviewing the Translations and Interpretation over-the-phone translation services in the near future.

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

A welcome poster is posted, and Parents' Bills of Rights and Parents' Guide to Language Access are provided during initial contacts at the beginning of the year. If contact with parents is not possible at the beginning, then these are provided at first contact or during the November conferences, whichever comes first.

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)

Our school will gather feedback through a midyear and end of year parent survey, as well as through informal/anecdotal conversations with parents during conferences or other meetings.