

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M462

School Name:

THE COLLEGE ACADEMY

Principal:

PETER SLOMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The College Academy School Number (DBN): 06M462
Grades Served: 9-12
School Address: 549 Audubon Ave. New York, NY 10040
Phone Number: 212-972-1841 Fax: 212-927-2388
School Contact Person: Peter Sloman Email Address: PSloman@schools.nyc.gov
Principal: Peter Sloman
UFT Chapter Leader: Jocelyn Aponte
Parents' Association President: Dimas Brito
SLT Chairperson: Lucia Rojas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Indianna Amaro
Jarayza Polanco

District Information

District: 6 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, NY, NY 10033
Superintendent's Email Address: MRamire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th Floor, NY, NY 10001
Director's Email Address: YChhu@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)
Peter Sloman	*Principal or Designee	
Jocelyn Aponte	*UFT Chapter Leader or Designee	
Dimas Brito	*PA/PTA President or Designated Co-President	
Oliver Trejo	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Indianna Amaro	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jarayssa Polanco	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lucia Rojas	Member/ SLT Chairperson, UFT Representative	
Maria Brito	Member/ Parent	
Jennie Christian	Member/ Parent	
Angela Guzman	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

Contextual Information:

o The College Academy is a community of learners working together to ensure that every student can achieve to be college or career ready through individualized social, emotional, physical, and academic nourishment. Every student, including English Language Learners and students with special needs, can persevere to develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, the effective use of technology for work and research, and the ability to work with others and conduct their lives with responsibility. The College Academy is confident that we provide and sustain a safe and positive learning environment through a rigorous educational program that includes daily attendance, parental involvement, positive behavior, academic engagement, and data driven decision making. Students rise to the challenge of learning and the high expectations that staff have for students to achieve college or career readiness. Students tackle tough challenges with grit and perseverance in order to build character and become productive members of society .

o College Academy Mission Statement: Dedication to high academic achievement through collaboration, inspiration, and community.

o Based on thoughtful data evaluation of Regents scores data, classroom assessments, and teacher feedback, The College Academy's administration created our instructional focus for teachers to raise students to higher levels of achievement through literacy. **2015-2016 INSTRUCTIONAL FOCUS:** All staff and students at The College Academy will engage in a coordinated whole-school effort to have our students show growth in literacy through reading comprehension, vocabulary, and the ability to demonstrate content knowledge through writing across the curricula.

o Robust and varied during and after-school collaborations, partnerships, and initiatives are designed to support student engagement in the community.

o PSAL sports, supported by staff and we have dozens of student athletes who participate.

o Band – Students learn to play instruments and perform during school functions.

o Dance – Performs routines with different genres, run by a teacher, Mr. J. Rodriguez.

o Participation in community service (breast cancer walk, aids walk)

o Cooking club, run by a teacher, Mr. A. Averill, in conjunction with the CBO HealthCorps.

o Row NY partnership program to teach students to row

o Classic Stage Company - a public speaking drama club working with 9th graders to do Shakespeare plays and gives student an opportunity to see a professional Shakespeare production.

o Saturday Program – assists students in making up missed works as well as practicing for Regents. Additional focus on ELL students with intensive ESL class offered.

- o Partnership with the Harlem Children's Program to assist students with the college application process and encourage students to attend the SAT program which they offer.
- o Participation with the POSSE Foundation whereby selected students will receive a four year scholarship to college as well as a mentor for their college years.
- o Conduct career building workshops with students which include resume writing and enhancing interview skills.
- o Partnership with Columbia Universities' Double Discovery program.
- o Partnership with Big Brothers/Big Sisters.
- o Partnership with the OELL College Bound Program.
- o Transition program partnered with ACCES-VR for students with IEP's for post-secondary career opportunities.
- o CBO, The Future Project offers guidance, internships, and socio-emotional support for students in attaining their future goals.
- o AP Expansion offers support to AP teachers in science to increase the number of students participating in AP courses and being successful in them.
- o Achieve Now classes for over-age under-credited students
- o Coop Tech and Acces VR program to assist special education students in transitioning to careers
- o Summer orientation program for freshman
- o Parent University offers ESL classes for parents and extended family once a week
- o Girl Talk offers weekly sessions and activities for female students
- o College 'Academy Awards' celebrates student achievements, both academic and socio-emotional
- o Game Club offers students a safe after school setting
- o Student Government Organization

Special Student Populations:

- o Besides for academic initiatives, the socio-emotional health of our students is a key determinant in their success. Our school is 50% ELL requiring ESL classes and bilingual content classes. We are also 20% SWD including ICT, SETTS, and Alternate Assessment programs. Additionally, our population is 91% free/reduced lunch, and 12% over-age requiring socio-emotional support as well as academic intervention services.
- o Our students have many unique situations requiring additional support. We hired a 4th guidance counselor who is also a college advisor. Each individual student has a guidance counselor that they can go see and know that their guidance counselor will have sufficient time for them, assist in getting counseling services through the Columbia University Health Clinic, communicate with families, and support students towards their academic and emotional growth into proud and productive adults.

Elements of Progress and Focus:

o According to our 2014-2015 Quality Review we continue to make progress in school culture. This relates to Framework aspects including providing a supportive environment, having strong family and community ties, and having trust between stakeholders.

o According to our 2014-2015 Quality Review we continue to focus on establishing a coherent set of beliefs, informed by Danielson, engaging, meets the needs of all learners. This relates to Framework aspect of including rigorous instruction. This area will be the focus of our 2015-2016 Professional Learning Community where teachers will conduct rounds of inter-visitation, feedback, and sharing best practices with the full staff so that high standards are uniform in every classroom.

06M462 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	494	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	3	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.5%	% Attendance Rate			85.6%
% Free Lunch	91.0%	% Reduced Lunch			3.5%
% Limited English Proficient	49.8%	% Students with Disabilities			19.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			5.9%
% Hispanic or Latino	91.8%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	1.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.65	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			6
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			19.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.27
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	55.7%	Mathematics Performance at levels 3 & 4			57.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.8%	% of 2nd year students who earned 10+ credits			74.3%
% of 3rd year students who earned 10+ credits	61.2%	4 Year Graduation Rate			55.2%
6 Year Graduation Rate	72.7%				
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			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
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	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			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
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.

According to the 2013-2014 School Quality Snapshot, while we exceeded our peer horizon’s weighted Regents passing rates in all areas except ELA and Global, the College Academy was below city average in weighted regents passing rates in all areas except science, particularly in Global Studies. Scholarship reports yield modest pass rates in Global History as well. Additionally, 1.2 was an area of focus on our 2014-2015 Quality Review.

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.

To develop a school wide, literacy based set of beliefs that drives pedagogy and is the foundation of a strong instructional program which is academically rigorous, engaging, reflects student needs and enriches student achievement whereby Regents scores and credit accumulation increases by 3% by June 2016.

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>Continue the improvement of teacher planning and executing high quality, student centered, rigorous, differentiated, Common Core aligned lessons that are</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>AP Supervision and department Instructional Leads</p>

reflective of a coherent set of beliefs on the way each individual student learns best.			
Design, review, and revise an engaging, rigorous, coherent curriculum for all disciplines, for a variety of learners, which is aligned to the Common Core and NY State Standards.	All students	September 2015-June 2016	AP Supervision and department Instructional Leads
Implement interim assessments to enhance and vary instructional practice based on student achievement and needs.	All Students	September 2015-June 2016	AP Supervision, department Instructional Leads, and data specialist
Common planning teams will meet three times a week to discuss student progress, varied instructional strategies, share lesson plans, evaluate data, review and revise curricula based on the analysis of student work.	ELL, SWD, and students requiring AIS	September 2015-June 2016	AP Supervision and department Instructional Leads

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.											
<ul style="list-style-type: none"> We have programmed the school so that all students have lunch the same period to allow teachers to meet for common planning, professional development and grade team meetings as needed. We designated instructional leads, use Network and city support for professional development sessions; we send teachers and administrators to professional development off campus, as well as administrative development in Danielson observations and constructive feedback. The data specialist assists departments in using data from interim assessments to plan lessons to target students' needs. Teachers utilize Datacation services such as Skedula and Data Driven Classroom to align exams to Common Core standards and to assess which standards require more targeted interventions. 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> Students will be evaluated throughout the year starting with a baselines assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Assessments will be focused on both content and CCLS skills. Through data analysis of assessments we are able to create directed lesson planning that will increase student achievement. Teachers' improved practice will be evaluated through ongoing Danielson aligned observations and feedback from administrators, self and peer reflections during common planning consultancies, and improvement in scholarship reports. 											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

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

According to the 2013-2014 School Quality Snapshot, our credit accumulation for our first and third year students, as well as our graduation rate is below the city average. The 2012-2013 NYS Report Card shows that the graduation rate (59%) is below the state standard (80%). Additionally, 1.2 was an area of focus on our 2014-1015 Quality Review.

Part 2 – Annual Goal

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

Improve students’ socio-emotional growth, evidenced through increased student achievement, accomplished through guidance, school based support team, extra-curricular activities, and school-wide support activities, and measured by attendance rates, credit accumulation, graduation rates, college and career readiness index, decrease in dean referrals, and student and parent surveys by June 2016.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Professional development on how to collect, analyze and implement student data to create curriculum, program students, and drive instruction.	All teachers	September 2015-June 2016	AP Supervision, AP Administration, and data specialist
Create protocol for guidance and administrators in altering schedules and assigning classes based on data, academic needs, size of class, the benefit of the academic	All students, focus on AIS	September 2015-June 2016	AP Administration and Guidance counselors

environment created by the pedagogue, and intervention services within the class.			
Attendance team weekly meetings to review attendance issues and implement strategies to improve attendance in school and classes.	Students	September 2015-June 2016	AP Administration and attendance team
Common planning teams that will focus on sub-groups utilizing the inquiry approach, SIFE, Bottom third, ELLs, and Over Aged/Under Credited students to determine appropriate class placements and interventions.	SIFE, ELL, SWD, Over-age, bottom third	September 2015-June 2016	AP Supervision and department Instructional Leads

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. The guidance and attendance teams meet on a weekly basis to discuss student progress.											
2. During selected students’ elective and gym classes they meet with guidance counselors to discuss academic as well as socio-emotional issues.											
3. Monthly town Hall Meetings to keep students up to date on their progress towards graduation.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Students will be evaluated throughout the year starting with a baselines assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Through data analysis of assessments we are able to create directed lesson planning that will increase student achievement. • Evaluate number of dean referrals and the effectiveness of guidance counselor interventions for SIFE, Bottom third, ELLs, and Over Aged/Under Credited students by analyzing report cards and OORS data for those targeted groups.
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.

According to the 2013-2014 School Quality Snapshot, our credit accumulation for first and third year students is slightly below the required city average. The weighted Regents exam passing rate is below the city average in all exams (except science). The 2012-2013 NYS Report Card shows that we have not met Annual Yearly Progress in English Language Arts for our Limited English Proficient student subgroup.

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.

Develop teachers to collaboratively and effectively use data collection and data analysis to advance student achievement by identifying individual student learning needs and group patterns in order to provide targeted instruction and the appropriate strategies measured by increase regents passing rates and credit accumulation by 3% by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Common planning teams that will focus on sub-groups utilizing the inquiry approach –SIFE, Bottom third, ELLs, and Over Aged/Under Credited students. Common planning to</p>	<p>SIFE, Bottom third, ELLs,</p>	<p>September 2015-June 2016</p>	<p>AP Supervision and department Instructional Leads</p>

align instructional strategies with data to increase student achievement.	and Over Aged		
Professional development on how to collect and analyze student data to drive curricular and lesson instruction. Data specialist professional development meetings, throughout the year that reflects data analysis and the implementation of the common core state standards.	All students	September 2015-June 2016	Principal, AP Supervision and data specialist
Create and sharing common core units, analyzing assessments from these units and doing consultancy and gap analysis using teacher designed school protocols in order to drive future instruction.	All teachers	September 2015-June 2016	Principal, AP Supervision and department Instructional Leads, all teachers
Cycles of teacher inter-visitation and peer feedback with best practices shares with all teachers at weekly professional learning meetings.	All teachers	September 2015-June 2016	AP Supervision and department Instructional Leads

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. Borough Field Support Center supports professional development for data analysis and data driven instruction.											
2. Coordinate weekly administrative instructional meetings to develop data based planning for student achievement by subject area.											
3. Weekly professional learning meetings to review school wide data and share department goals.											
4. Data specialist uses STARS Custom Report Access for training.											
5. Datacation/Skedula training and professional development.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Students will be evaluated throughout the year starting with a baselines assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Through data analysis of assessments we are able to create directed lesson planning that will increase student achievement. • Teachers’ improved practice will be evaluated through ongoing Danielson aligned observations and feedback from administrators, self and peer reflections during common planning consultancies, and improvement in scholarship reports.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> 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.
Same as goal C.

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

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 parent leadership and engagement as a key lever for school improvement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

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

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	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 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

According to the 2013-2014 School Quality Snapshot, our college and career readiness score (14%) is below the city average (25%). These are measurements of how well students are prepared for life after high school on the basis of passing advanced courses, meeting rigorous English and math standards, and enrolling in a post-secondary institution. Increasing community and family involvement can offer transitional guidance to college and careers that will enrich communities.

Part 2 – Annual Goal

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

To promote career and college readiness through academic, guidance and community programs to ease the transition into post-secondary success, as evidenced by a 2% increase in Advanced Placement class participation, and a 3% increase in students achieving 70+ on the Common Core Algebra regents and 75+ on the English Regents, as well as increased college enrollment for seniors by June 2016.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Conduct bimonthly Town hall meetings where students in all grades received information about college requirements,</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>AP Administration and Guidance counselors</p>

<p>SAT's/ACT's, and college Regents score requirements to avoid having to take remedial courses in Math and English.</p>			
<ul style="list-style-type: none"> • Invite prior graduates to mentor students and showcase their success. • Hold multiple campus college fairs and promote college fairs throughout the year. • Conduct college visits for students in all grades. • Hold career days and alternative career pathways workshops. • Invite multiple guest speakers to speak to students and parents regarding post-secondary education and career opportunities, financial aid, and transitional opportunities for students with IEP's. • Conduct career building workshops with students which include resume writing and enhancing interview skills 	<p>All students</p>	<p>September 2015-June 2016</p>	<p>AP Administration and Guidance counselors</p>
<p>Have college level math and science classes; AP classes in English, US History, Spanish Literature, Environmental Science and Biology. Students also participate in AP classes in schools throughout the George Washington Campus. Work to increase student awareness of the benefits of AP classes. Partnership with AP Expansion offers support to AP teachers in science to increase the number of students participating in AP courses and being successful in them.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>AP Supervision, instructional leads, and guidance counselors</p>
<ul style="list-style-type: none"> • Students attend the College Now Program at CUNY. • Partnership with the Harlem Children's Program to assist students with the college application process and encourage students to attend the SAT program which they offer. • Participation with the POSSE Foundation whereby selected students will receive a four year scholarship to college as well as a mentor for their college years. • Partnership with Columbia Universities' Double Discovery program. • Partnership with Big Brothers/Big Sisters. • Partnership with the OELL College Bound Program. • Transition program partnered with ACCES-VR for students with IEP's for post-secondary career opportunities. • CBO, The Future Project offers guidance, internships, and socio-emotional support for students in attaining their future goals. 	<p>All students</p>	<p>September 2015-June 2016</p>	<p>AP Administration, CBO representatives, and Guidance counselors</p>

Part 4 – Budget and Resource Alignment

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

1. College fairs, college trips, CBO supports are built into the academic year for all grades.
2. The Future Project has a class 5th period and after school.
3. A CUNY representative is available during the week for Senior to assist with the college application process in the College Office.
4. The transition Coordinator works with students with IEPs to get them into the ACCESS program for career readiness.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	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.

- Students will be evaluated throughout the year starting with a baselines assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Through data analysis of assessments we are able to create directed lesson planning that will increase college and career readiness.
- Participation rates for partnership activities will be tracked by guidance who will meet to both target students and increase participation and completion rates for implemented programs.

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)	AIS services are determined by having all students, with a focus on the AIS, ELL, and SWD populations, will be evaluated throughout the year starting with a baselines assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Guidance counselors will also track marking period report card grades and Skedula anecdote reports to target both credit accumulation and socio-emotional needs of students.	<ul style="list-style-type: none"> • We offer specialized elective classes tailored to increase student skills that is built in every AIS student’s program Monday through Friday. The English Composition Elective was created to focus on students with weak writing skills. • Newcomers Institute and Intensive ESL tutoring for students with low English and Spanish literacy skills. • Targeted teaching for students determined to be weak in English skills. • Achieve Now program over age and under credited students. • An English teacher pushes into ESL classes daily to assist in improving literacy. 	<ul style="list-style-type: none"> • The AIS elective classes are small and the students are determined through data analysis and teacher referral. • Targeted teaching of small groups – no more than 20. • Achieve Now classes are capped at 20. 	<ul style="list-style-type: none"> • Newcomers Institute and Intensive ESL tutoring is offered after school and on Saturday. • The Achieve Now program is held during and after school.
Mathematics	AIS services are determined by having all students, with a focus on the	<ul style="list-style-type: none"> • Targeted teaching for students determined to be weak in Math skills. 	<ul style="list-style-type: none"> • The AIS elective classes are small and the students are determined through 	<ul style="list-style-type: none"> • Targeted teaching is provided during and after school and on Saturday.

	<p>AIS, ELL, and SWD populations, will be evaluated throughout the year starting with a baselines assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Guidance counselors will also track marking period report card grades and Skedula anecdote reports to target both credit accumulation and socio-emotional needs of students.</p>	<ul style="list-style-type: none"> ● Newcomers Institute provides Math skill building for ELL students. ● Targeted program of students with low Math skills to increase Algebra course from two semesters to four semesters. ● Achieve Now program over age and under credited students. 	<p>data analysis and teacher referral.</p> <ul style="list-style-type: none"> ● Targeted teaching of small groups – no more than 20. ● Achieve Now classes are capped at 20. 	<ul style="list-style-type: none"> ● Newcomers Institute is offered after school and Saturdays. ● The Achieve Now program is held during and after school.
<p>Science</p>	<p>AIS services are determined by having all students, with a focus on the AIS, ELL, and SWD populations, will be evaluated throughout the year starting with a baselines assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as</p>	<ul style="list-style-type: none"> ● Targeted teaching for students determined to be weak in Science skills. ● Inclusion of a literacy unit in all Science Curriculum. ● Achieve Now program over age and under credited students. ● AP Expansion offers support to AP teachers in science to increase the number of students participating in AP courses and being successful in them. 	<ul style="list-style-type: none"> ● Targeted teaching of small groups – no more than 20. ● Achieve Now classes are capped at 20. 	<ul style="list-style-type: none"> ● Targeted teaching is provided during and after school and on Saturday. ● The Achieve Now program is held during and after school.

	<p>Regents and Common Core Regents exams. Guidance counselors will also track marking period report card grades and Skedula anecdote reports to target both credit accumulation and socio-emotional needs of students.</p>			
Social Studies	<p>AIS services are determined by having all students, with a focus on the AIS, ELL, and SWD populations, will be evaluated throughout the year starting with a baseline assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Guidance counselors will also track marking period report card grades and Skedula anecdote reports to target both credit accumulation and socio-emotional needs of students.</p>	<ul style="list-style-type: none"> • We offer specialized elective classes tailored to increase student skills that is built in every AIS student's program Monday through Friday. The Historical Writing Elective was created to focus on students with weak writing skills. • Newcomers Institute and Intensive ESL tutoring for students with low English and Spanish literacy skills in writing and reading comprehension. The students increase literacy in both languages through history. • Targeted teaching for students determined to be weak in literacy skills. • Achieve Now program over age and under credited students. 	<ul style="list-style-type: none"> • The AIS elective classes are small and the students are determined through data analysis and teacher referral. • Targeted teaching of small groups – no more than 20. • Achieve Now classes are capped at 20. 	<ul style="list-style-type: none"> • Targeted teaching is provided during and after school and on Saturday. • Newcomers Institute and Intensive ESL tutoring is offered after school and on Saturday. • The Achieve Now program is held during and after school.
At-risk services (e.g. provided by the Guidance Counselor,	<ul style="list-style-type: none"> • Align Support Services to monitor cohort expectations and achievement: 	<ul style="list-style-type: none"> • Students are provided with continuous counseling with our 	<ul style="list-style-type: none"> • Counseling and one-on-one therapy and group therapy. 	<ul style="list-style-type: none"> • Services are provided during the school day.

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>The implementation of weekly Pupil Personal Team (PPT) and bimonthly SIT meetings and review of student services will help monitor students that are not accomplishing "set goals" to increase passing rate and or continue to encourage students who are on task.</p>	<p>guidance counselors and the social worker.</p> <ul style="list-style-type: none"> • The Assistant Principals and Dean of students also provide support and track reports with I-logs on ATS. • Weekly guidance meetings and counselors discuss intervention services and valuable tactics to develop student's social and emotional needs. They will schedule outreach activities with parents and students to ensure success in their academic studies. Guidance counselors will meet on a weekly basis with their students' teachers and discuss student progress and strategies to help achieve success in the classroom. • For students with serious emotional or physical issues, they are referred to the on-site clinical supports provided by New York Presbyterian Hospital. • An English teacher pushes into ESL classes daily to assist in improving literacy. • Achieve Now program has advisory classes with guidance and the APO. 	<ul style="list-style-type: none"> • Advisory classes are capped at 20. 	<ul style="list-style-type: none"> • Advisory is provided during the school day.
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.
<ol style="list-style-type: none"> 1. Attend teacher recruitment fairs and hire educators that are highly qualified to teach core subjects or who have dual certification 2. Support current teachers by assisting them in becoming highly qualified according to the BEDS data 3. With the use of Title 1 funding, monetarily support teachers who lack the required courses or exams to become highly qualified

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. We have programmed the school so that all students have lunch the same period to allow teachers to meet for common planning, professional development and grade team meetings as needed. We designated instructional leads, use city supports for professional development sessions; we send teachers and administrators to professional development off campus, as well as administrative development in Danielson observations and constructive feedback. The focus of our professional learning community is cycles of inter-visitations using teacher made, school-wide protocols and then sharing best practices. 2. The data specialist assists departments in using data from interim assessments to plan lessons to target students' needs. Teachers utilize Datacation services such as Skedula and Data Driven Classroom to align exams to Common Core standards and to assess which standards require more targeted interventions. 3. City PDs are offered on campus for both teachers and administrators such as Special Education School Improvement Services, Office of Teacher Effectiveness, and Datacation. 4. Administrators receive PDs off campus on leadership, Effective teacher practice, Office of DELL services, Testing coordination, Common Core implementation, etc.

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.

Administrators have provided PD on how to create and analyze meaningful assessment that drive teacher lesson planning and classroom instruction. Teachers are required to have baseline, benchmark, and final assessments but the number and type of interim assessments is decided by teachers based on skills requirements. Teachers are required to produce data streams for students indicating student progress, areas for student growth, and teacher interventions to address those areas, in both content and CCLS skills. Teachers get to decide the best methods for their data stream report such as using individual binders, Data Driven Classroom, or other spreadsheets. The ESL department uses Acuity and NYSESLAT data as to class placement and curriculum creation. Professional Learning Community has discussions on whether assessment goals were reached and methods to improve assessment implementation and data analysis.

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	Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	338,371.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	24,656.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,009,764.00	X	

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The College Academy**, 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. **The College Academy** 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) Template

The College Academy, 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>The College Academy</u>	DBN: <u>06M462</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>121</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>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</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: _

The College Academy has a total of 227 ELL students of which 48 are LTELL, 73 have received less than two year of service, 68 current SIFE ELL students, and 45 are ELLS with an IEP.

The ESL classes are built around students with similar skills and grade levels. Class sizes are reduced for those classes whose students have very low skill levels. A Newcomers Institute has been created to run afterschool to provide intense and directed instruction for the needs of the newly arrived ELLs. The afterschool program provides additional intensive instruction in ESL on Mondays, Tuesdays, and Wednesdays for 45 minutes (3:40-4:25). On Thursdays for the 45 minutes the students will be in a "Bienvenido Group" designed to provide newly immigrant students with socio-emotional support as well as skills to adapt to the American school system and way of life. Part of the program will include learning about American culture and exploring New York City. The program will be run by a social worker, along with a guidance counselor (to be included at no cost to Title III) and the ESL teacher. It includes approximately 30 students and meet immediately after their 9th period ESL class and remain with their ESL teacher. Some topics included would be round table discussions about experiences as newcomers to New York, compare and contrast life in America to their home country and its expectations, learning about the American educational system and students' rights, share concerns and anxieties about multiculturalism, identifying facilities in the neighborhood that support daily life activities (library, clinics, post office, precinct), introduce them to New York City culture through trips and neighborhood walks.

On Saturdays, from 9-12, we hold an ESL Intensive Program. This program includes all ELLs who need literacy remediation as well as Math and content area remediation. Students practice reading and writing within content areas and strategies for ELLs to deepen their literacy skills and content area fluency. It is open to all levels of ELLs and focuses on skill building in Math and literacy. During the Saturday program groups of 15 students rotate between classes, spending one hour in ESL, followed by one hour in two other content areas taught by the bilingual extension certified content area teachers. For example, a student may spend period 1 in ESL, and then periods 2 (and then 3) in math, science, or social studies, as per their academic needs. Approximately 100 students participate on any given Saturday rotating between 6 teachers.

The materials the ELLs use in the supplemental programs include the Visions program, leveled independent reading libraries and audio books in multiple content areas, Reading A-Z, Common Core Writing Enrichment book, and other interactive software for newcomers, beginners and low intermediates (ex: Longmans English Interactive) to develop skills in speaking, listening, grammar, vocabulary, pronunciation, reading and writing practice.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: _

Since the majority of our students are ELLs or former ELLs we structure our professional developments to take our ELL students' needs into consideration within core content areas. All teachers, including our Bilingual and ESL teachers, meet 3 times a week in Departmental Common Planning Meetings. Every Monday teachers receive sustained and specific professional development in areas such as adapting the Common Core for ELLs, UDL, Differentiation, Data Inquiry, Assessment, literacy strategies in NLA and ESL, and increasing teacher effectiveness using the Danielson model. This Professional Development provides all teachers with tools and information needed to improve lesson planning and ELL differentiation in order to have a positive and lasting impact on their performance in the classroom. The common planning teams also discuss ELL student progress and varied instructional strategies which meet the needs of our large ELL population, share lesson plans, evaluate data, and review and revise curricula based on analysis of student work and needs.

Our Professional Development schedule includes:

- September: Technology training – setting up Google email, Google Drive, accessing school wide Google Doc., using Google translate for ELL communication. SESIS Training and 408 Compliance - Identifying Students with needs (ELLs, SPED, Lowest third). Presented by J. Delgado Office of RSE-TASC. Demonstrating Knowledge of Students (1B, CIE) - Review the June and August Regents data and current Skedula data to determine the needs of our students and reflect those needs in our practice. Review student transcripts; NYSESLAT data and 8th grade testing data.
- October : Demonstrating Knowledge of Students (1B, CIE) – Using the Needs Assessment Chart for special populations, presented by J. Delgado (RSE-TASC). Literacy skills in Practice (Strategies for creating Highly Effective Readers, Activating Prior Knowledge). Unpacking the Activating Connections literacy strategies with examples (Inference, think aloud, turn & talk, accountable talk, top down and bottom up questioning.)
- November: Differentiation for Literacy Skills for Sped and ELLs, presented by J. Delgado (RSE-TASC). Planning for the upcoming Common Core Skills Benchmark Assessment #1 – How to create and analyze assessments for progress and gaps. Using Assessment and Data in Planning and Instruction (3D) - Using Assessment data to create Data streams and gap analysis which will lead to data driven instruction and student achievement with a focus on special populations.
- December: Using Questioning and Discussion Techniques (3B) – Review effective questioning; scaffolding questioning strategies and Webb/ DOK. Review Effective discussion techniques including the Socratic Circle; debates; interviewing, student to student dialogue. Engaging Students in Learning (3C) – Review the purpose and methods of student engagement. Peer discussion of activities and assignments that engage diverse learners. How to group students for maximum engagement. How to structure and pace activities to increase and maintain engagement. Engaging the struggling learner, Presented by J. Delgado (RSE-TASC)
- January: Designing Coherent Instruction (1E) - Review the Common Core Standards and assess alignment of all curriculum and units to the CCS. Review support structures for teacher and teacher teams in strengthening teaching practices and in creating and revising Common Core aligned curriculum, units, lesson plans. Create plans for scaffolding ELLs to CCS.
- February: Creating an Environment of Respect and Rapport (2A), Managing Student Behavior (2D), Growing and Developing Professionally (4E). Technology Integration: Using iPads in the classroom, presented by Oliver Trejo. Planning for the upcoming Common Core Skills Benchmark Assessment #2 – How to create and analyze assessments for progress and gaps. Semester 2: Assessing the school wide literacy practices, sharing best practices and successes based on data.

Part C: Professional Development

- March: Differentiation Part 1: Implementing differentiation in written lesson plans. Presented by J. Delgado (RSA-TASC). Differentiation Part 2: How to differentiate skills for special populations (ELLs, Sped, struggling students). Presented by J. Delgado (RSA-TASC). Collaboration: Using consultancies and inter-visitations to enhance pedagogy (4E)
- April: Planning for the upcoming Common Core Skills Summative Assessment #1 – How to create and analyze assessments for progress and gaps, creating plans for targeted re-teaching. Literacy Strategy Consultancy and targeted interventions part 1, Presented by J. Delgado (RSA-TASC). Interventions for ELLs within content areas.
- May/June: Reflecting on the Year’s successes and planning for the year to come - revisiting the Theory of Action, curriculum review, NYSESLAT progress, Regents Preparation Planning and Targeted intervention strategies.
Additionally, Ms. Velez and Ms. Agosta have attended Two-Day QTEL Literacy Institute for Grades 6-12 PDs sponsored by OELL (DELLS). Our three ESL teachers will also take part in the Response to Intervention (RTI) Interactive Online Course. The course will be completed by December 1st, 2014. The course will teach them about NYCDOE RTI for ELLs Framework to explore how to build a tiered system of instructional support for a linguistically and culturally diverse student population. As additional Professional Development is offered by DELLS, the ESL, Bilingual and Native Language teachers will attend.

- The ESL department, through multiple assessments have determined that students need to develop and strengthen basic literacy skills in both native language and English. Using this data, The College Academy updated our instructional focus to be literacy based since so many of our students are special populations. In keeping with The College Academy's Instructional focus to increase literacy, our Inquiry team, made up of our three ESL teachers - Ms. Velez, Ms. Agosta and Mr. Cope; our Special Ed ESL teacher, Ms. Russo; our two Instructional AP's Ms. Gazetas and Ms. Remer, Ms. Bray, AP Administration, our guidance counselors and our Bilingual and Native Language Arts teachers. ESL, Bilingual and Native Language teachers will take part in an Online Course - Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction. The College Academy Inquiry team meets on a monthly basis to discuss Language, Reading and Math interventions for English Language Learners, specifically newcomers, LTELLs, and SIFE students.

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: _____

Parental involvement at College Academy has consistently been increasing, though we are continuously seeking ways to get parents more involved. This academic year we have continued an initiative aimed at improving ELLs’ academic achievement, which involves working closely with their parents. First, the College Academy hosts regular ELLs’ Parent Night which focuses on ELL students and their specific needs and supports, including a question and answer session. In November, Mr. Trejo will survey parents to determine what workshops they want in the Spring. The tentative schedule for these meetings is as follows:

Beginning 11/8/14 every Saturday until June 11am-12pm:

Free ESOL Classes for documented and undocumented immigrants

Topics to include getting help with:

Part D: Parental Engagement Activities

Legal Residency

Work Permit

Social security card

Instate tuition in NY public colleges and universities

- Beginning 11/8/14 every Saturday until June 12pm-1pm:

English classes for ELL parents

Topics included:

Learning the English language utilizing Rosetta Stone

- Beginning 11/12/14 every Wednesday Until June 5pm-7pm:

Computer Workshops

Topics include:

Understanding The computer

How to surf the internet efficiently

Creating and sending emails

How to use, save, and send videos

How to input directions and get addresses

How to use Datacacion pupil path for better parent and school communication

- Ms. Bray, the APO, is developing a school web-site connected to the Datacacion (PupilPath) grading program to keep parents up-to-date on their child's performance in school and it also offers parents a direct way to contact teachers. This directly affects ELLs since Datacacion automatically translates and sends teacher contact to parents in parent's native language and can automatically translate a parent's response into English for a teacher or guidance counselor.

Additionally, the "Beinvenido Group" will hold a monthly parent involvement segment which will be run by a social worker, along with a guidance counselor (to be included at no cost to Title III) and the ESL teacher. Parents will be invited in to participate in a forum to discuss being new immigrants, issues they deal with as new immigrants, the new American educational system, and any transitional issues they have.

This academic year, we have been strengthening our relationship with ELL parents through the efforts of our bilingual (English-Spanish) parent liaison Oliver Trejo, our Family Paraprofessional, Rosa Tavarez and the strong and caring support staff at the College Academy.

Our guidance counselors and teachers make frequent phone calls home to ELL students who consistently miss class in order to encourage regular attendance or update them on their progress in class. Three of our four guidance counselors are bilingual and meet with ELL parents on a regular basis. The College Academy's office staff, including our parent liaison are also in regular contact with ELL parents about attendance as well as other non-academic issues. Mr. Trejo, the parent liaison is responsible for assisting the school's PTA, which elected several ELL parents as officers last year, and we expect this trend to continue.

We make every effort to communicate with parents in their native language, whether it is written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Lastly, our Summer orientation program for freshman welcomes ELL students and their parents to the College Academy and introduces them to the ELL and other programs our school has available for their student's academic success. Finally, the College Academy administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions.

The Inquiry Teams focus on Newcomer and SIFE ELLs will also include involving the parents in being part of their child's academic success. The team will be in constant contact with the parents and will share their impressions of a given student's performance in school as well as listen to the parent's concerns.

Part D: Parental Engagement Activities

Our Parent University offers ESL classes for parents and extended family once a week (Tuesday night from 6-7 PM) offered by our ESL Teacher Ms. Velez. We recruit as many Newcomer, LTELL, and SIFE parents into the ESL for parents class, whereby, both child and parent will be learning English at the same time and sharing their learning and their successes. Parents are also given citizenship questionnaires to assist them with their transition to the US. These classes include topics such as basic vocabulary and communication skills needed for safety and transportation, asking for help, and communicating with doctors and teachers, and resume writing.

- This year we have created a support program for parents of 9th graders. Parents of upperclassman communicate with the parents of new students through phone calls and e-mails under the supervision of Mr. Trejo.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	-
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, 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 06	Borough Manhattan	School Number 462
School Name The College Academy		

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 Peter Sloman	Assistant Principal Karen Remer
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Aurora Velez	School Counselor Lucia Rojas
Teacher/Subject Area M. Rodriguez/ Science	Parent Dimas Brito
Teacher/Subject Area R. Pina/ Math	Parent Coordinator Oliver Trejo
Related-Service Provider C. Garcia	Borough Field Support Center Staff Member Yuet Chu
Superintendent Manuel Ramirez	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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	483	Total number of ELLs	202	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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										61	55	43	41	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	202	Newcomers (ELLs receiving service 0-3 years)	139	ELL Students with Disabilities	37
SIFE	70	Developing ELLs (ELLs receiving service 4-6 years)	34	Long-Term (ELLs receiving service 7 or more years)	29

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	138	58	9	34	11	7	29	1	20	0
DL										0
ENL	1									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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										63	54	43	41	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										31	21	20	9	0
Emerging (Low Intermediate)										14	13	11	11	0
Transitioning (High Intermediate)										5	5	8	12	0
Expanding (Advanced)										18	13	5	6	0
Commanding (Proficient)										3	9	6	7	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	1	7	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										9	11	20	22	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	86		33	
Integrated Algebra/CC Algebra	15	45	9	8
Geometry/CC Algebra	21		3	
Algebra 2/Trigonometry Math _____				
Chemistry	18		2	
Earth Science	10	37	6	3
Living Environment	20	70	10	10
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	30	72	11	10
Geography				
US History and Government	15	46	5	20
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	5		5	
NYSAA Mathematics	6		6	
NYSAA Social Studies	6		6	
NYSAA Science	6		6	

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)	1	21	30	79				
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.
To assess literacy skills our school uses teacher made baseline assessments the first week of school. Assessments mirror the NYSESLAT model and are used for teaching and targeted interventions. Teachers also use prior year NYSESLAT results, NYSITELL data, as well as 8th grade ELA and/or Regents results. This data helped us decide to tier student classes into levels in order to target needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Newly enrolled students in our school are new to the country and tests as Beginners on the NYSITELL, across all grades. An analysis of the NYSESLAT data shows us that there are more 9th grade Entering students than any other group and more Entering level students overall. The number of Entering/Emerging is higher in the 9th and 10th grades and the lower in the 11th and 12th grade. Students perform best on the listening modalities and are weakest in the reading and writing modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The patterns that we have noticed over the past two years is that the students score lower in Reading and Writing than in Listening and Speaking. As a result we have created an ENL reading/writing class for each level. Furthermore, we have incorporated more literacy instruction throughout all ENL and bilingual core classes. We have also updated our instructional focus to be literacy based so that former ELLs in mainstream classes also benefit from increased literacy skills and strategy teaching. The AMAO tool is used to determine the progress of ELLs as to credit accumulation, NYSESLAT scores, and Regents exam scores. We also target students at risk using the AMAO and have after school and Saturday ELA enrichment for them. An ELA teacher pushes into the Transitioning/Expanding/Commanding classes once a day to assist in writing development.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. The only exam the ELLs take in English is the ELA regents. This past year only 26% of the ELLs who took the ELA regents passed. The ELLs do much better in exams given to them in their native language. For example, in Living Environment 46% of the ELLs passed the exam and 73% of those that passed took the exam in their native language.
- b. On the ELE assessment about 40% of our ELL students scored in the highest percentile of the test. This indicates to us that many of our ELLs struggle with HLA literacy. We have provided the ELE data to our HLA teachers and bilingual teachers and have created curriculum to enhance Native Language literacy skills. Other ELL assessments are teacher created and follow the school's assessment calendar. Common Core literacy skills are assessed quarterly and scored based on a common rubric.
- c. The school has incorporated the Home Language Department into the ELA/ENL departments to create one cohesive Language Department so that students are receiving rigorous lessons that are aligned to the Common Core and also aligned across classrooms. Content teachers in Transitional Bilingual classes do vocabulary and literacy strategies in both Native Language and in English.
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](#).]
Not Applicable
6. How do you make sure that a student's new language development is considered in instructional decisions?
All students in the TBE program are given HLA one period a day. The HLA teachers are part of the Common Planning with the ENL and ELA teachers and they work together on curriculum development, lesson planning, and grade team meetings. School wide shared practices in literacy are done in home language in content classes. ELE data is used to inform teachers of the child's HL literacy levels and students' educational and cultural background are taken into account when planning differentiated reading and writing. Furthermore, all teachers consider new language development by adhering and unit planning based on our school's literacy based instructional focus. To accomplish that we have school-wide shared practices in literacy in all classrooms that include content and non content word walls in English and Spanish, daily instructional time in reading and writing, a focus on vocabulary, as well as an interdisciplinary approach for ELL target groups where ENL, HLA, and social studies teachers are all using the same writing techniques and verbiage to create consistency between classrooms.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the ELLs by the following factors - credit accumulation, NYSESLAT scores, passing Regents exams, especially the ELA exam, PSAT and SAT scores, graduation rate and College and Career Readiness Index. Our ELL program was completely overhauled four years ago by replacing teachers and implementing various methodologies, such as using Regents based materials even with beginners and using a wide variety of vocabulary development strategies in order to better move the ELLs. The NYSESLAT data shows that our efforts are resulting in improvements as is the credit accumulation data. We are creating more targeted interventions for students in preparing them to pass the ELA Regents.

Part IV: ELL Identification Process

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

- 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.
ELLs are identified when they initially enter the New York City Public School system through the Home Language Identification Survey. The new students and family initially meet with the Assistant Principal, Ms. Bray who is assisted by our Spanish speaking Parent Coordinator, Oliver Trejo who logs in the student and reviews the intake paperwork. Ms. Bray determines if the student is an ELL. All paperwork and videos are presented in parent's home language and translated as necessary by Mr. Trejo. If the student is an ELL they are interviewed by the Principal, Mr. Sloman and/or Ms. Bray, APA. If the student has already been in the NYC school system, ATS and school documentation is reviewed to determine students' appropriate ENL level. If the student is new to the NYC school system or has been out for more than 2 years the HLIS is given by a licensed pedagogue to determine the students home language and primary language. If the HLIS indicates that the student uses a language other than English, she or he is administered the NYSITELL within 10 school days. Performance on this test determines the students entitlement to English Language Development support services. If the NYSITELL results show that the student is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. The parents are shown a video in preferred language which explains the different programs

available in the school for their student. The parent discuss these programs with either Ms. Bray, the APA or an ENL teacher to determine which program best suits the needs of the student. The parents then fill out the program selection form. A trained pedagogue and administrator is responsible for conducting screening, administering the HLIS, the NYSITELL, Spanish LAB and the formal initial assessment.

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).
When students enroll for the first time, guardians fill out a 12 page DOE SIFE Oral Interview questionnaire indicating prior educational information for students. This is completed within 30 days of enrollment. From this we determine SIFE status and enter it into ATS.
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).
Newly enrolled students who come from other US schools will have their transcripts reviewed by Assistant Principal Ms. Bray and guidance counselors, as well as an oral interview with student's parents or guardian to assess if there was a prior IEP. Newly enrolled students from other countries can have a parent or guardian request evaluation. The LPT members include Assistant Principal, Ms. Bray, IEP Coordinator Ms. S. Russo, Special education teachers Mr. Puentes and Ms. Sinckler, certified bilingual teacher Ms. Moreno, and as needed the school phychologists Yohav Abraham and Chelsea Kramer. Interpretation services are provided for the parent during this meeting. The timeline to accept of rejeuct the LPT recommendantion is 20 days and ELL service placement within 10 days of enrollment.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Our parent Liason, Oliver Trejo, verbally informs parents over the phone or in person when the student's programs are determined. Schools sends the entitlement letter of ELL status notification within 5 school days after the NYSITELL is scanned letting the parent know the results and that they have the right to appeal the ELL status within 45 days of enrollment. All correspondence is done in parents' preferred langauge.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed verbally, in home langauge, during the parent orientation video and intake process of their right to appeal within 45 days. Assistant Principal, Ms. Bray, with the assistance of the Parent Liason, Oliver Trejo, conduct the entire intake process meeting. Copies of letters, transcripts from last school, and HLIS are maintained in the student's CUM file.
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.
The Parent Liason, Oliver Trejo conducts parent outreach to set up the initial parent meeting as soon as the school becomes aware of a student added to our roster. An orientation is held for the parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available in the school. In orientations, parent/guardians view an informational video, receive materials about ELL programs in the home language, and are given the opportunity to inquire and discuss the ELL services available to their child (with assistance from a translator, whenever necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. The information session occurs within the first few days of admission into the school. The NYSITELL testing occurs within 10 days of initial enrollment to the system. The student is placed into an appropriate level class of ENL as per their NYSITELL results and parental program TBE/DL placement choice. TBE program is the default placement when a parent survey is not returned. Parents are informed as soon as a program becomes available that matches their previous choice.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The parent fills out all the forms at the time of the informational session and interview. The parent coordinator and the pedagogue or AP assists the parent in filling out the forms and follows-up when necessary. The HLIS and the Program Selection forms are stored in the CUM of each student. An intake log is maintained by the Parent Coordinator for every new student. Entitlement letter records are emailed out to the parents (in home langauge) and a copy is placed in each student's CUM file. Outreach to the parent is conducted by the guidance counselors if they have previously chosen a TBE/DL program to tell them when it becomes available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parent fills out all the forms at the time of the informational session and interview. The parent coordinator and the pedagogue or AP assists the parent in filling out the forms and follows-up when necessary. The HLIS and the Program Selection forms are stored in the CUM of each student. An intake log is maintained by the Parent Coordinator for every new student. Entitlement letter records are emailed out to the parents and a copy is placed in each student's CUM file.
9. Describe how your school ensures that placement parent notification letters are distributed.

We create a list from ATS of all ELL students and then mail home a letter in Home Language notifying parents of their students' current level and placement.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Original copies of ELL documentation are given to the parents/guardians while a copy of all paperwork is held in students' CUM file in the AP's office. The Assistant principal, Ms. Bray maintains the records. Guidance counselors, parents, and administrators have access to ELL documentation.
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.

The AP of Language runs the ATS report- RLER - to determine NYSESLAT eligibility. The list is reviewed by the AP and the ENL teachers and given to the testing coordinator to create a testing schedule. Parents are informed of the testing days by mail in their Home Language. The ENL and the English teachers are trained to administered the Speaking portion of the exam and they are assigned a group of students to test. Upon the completion of the Speaking portion, the other sections of the NYSESLAT are scheduled during ENL classes and are administered by the ENL teachers. Special attention is paid to attendance and if a student misses a section they are scheduled to retest the following day. Upon receipt of the NYSESLAT results, the child is programmed in the appropriate ENL class. If a child transitions to all-English monolingual classes after becoming Commanding in English, he or she will receive ENL support for 90 minutes a week for two years.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. We create a list from ATS of all ELL students and then mail home a letter in Home Language notifying parents of their students' current level and placement.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent's Survey and Program Selection forms, the trend in parents' first program choice has been Bilingual Education- 99%. Most parents want their child to be in the Bilingual Program so they will continue receiving content knowledge in their native language while acquiring proficiency in the English Language. Parents want either Bilingual Program or a freestanding ENL program. There has never been a request for a Dual Language Program. We provide program continuity for ELLs if there are sufficient numbers as per Aspira Consent Decree by providing core content instruction in Spanish for limited-English-proficient students along with English as a New Language (ENL) instruction. We have Spanish bilingual certified teachers in math, science, and social studies. As newly enrolled students come in the Parent Coordinator maintains a log of languages that parents speak.

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.

ENL classes are ungraded, homogeneous, and have highly qualified instructors. Freestanding students are programmed for stand alone ENL classes based on the hours needed as per their level. The freestanding ENL model is for students who either want an emmersive English learning experience or who we do not have sufficient numbers of their home language to open core content TBE classes in their home language. We currently have 1 student in the school in freestanding ENL. Students in all stand alone ENL classes are grouped based on their NYSESLAT levels on order to receive the required amount of ENL hours.
 - b. TBE program. *If applicable.*

The stand alone ENL classes are homogenous, the proficiency level is the same in one class based on NYSESLAT and NYSITELL results. The students are ungraded, however, when possible, the 9th and 10th grade and the 11th and 12th grade are programmed in separate classes. For special education students, there is a self-contained ENL class is heterogenous (mixed levels) with an ENL and SPED teacher collaborating. The Bilingual Program content area classes are heterogenous and graded depending on a students grade level and class requirements. Math, Science, and social studies are all available in home language (Spanish) taught by bilingual certified teachers.

c. DL program. *If applicable.*

Not Applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL classes are programmed according to the NYS CR part 154 for instructional minutes. That is why it is necessary to program the ENL classes homogenously. Administrators, guidance counselors, and a team of teachers come together with the additional support of our Borough Field Support Center to create schedules that ensure the mandated number of instructional minutes is provided according to five proficiency levels in the TBE and ENL program models. During a school day, (1) Entering ELLs receive 540 minutes (12 periods) of ENL per week, with at least 180 minutes being stand alone ENL, 180 minutes of integrated ENL/ELA, and 180 minutes of either stand alone ENL or integrated ENL in content area, and 47 minutes of HLA per day. (2) Emerging ELLs received 360 minutes of ENL per week, with at least 90 minutes per week in stand alone ENL, 180 minutes per week in integrated ENL/ELA, and 90 minutes in either stand alone ENL or integrated ENL in content area, and 47 minutes of HLA per day. (3) Transitioning ELLs receive 180 minutes of ENL per week, with at least 180 minutes in stand alone ENL and 90 minutes in either stand alone ENL or integrated ENL in content area, and 47 minutes of HLA per day. (4) Expanding ELLs received 180 minutes of ENL per week, with at least 180 minutes in stand alone ENL and 280 minutes in integrated ENL content area, and English Language Arts (5 periods per week). (5) Commanding students receive 90 minutes (2 periods) of ENL per week of either stand alone ENL or integrated ENL in ELA or content area.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The Transitional Bilingual program delivers core content instruction in Spanish and English. Since there is heterogenous mix of students in the classes, the percentage of native language delivery is never greater than 50%. The Bilingual classes teach students English language as well as Home language proficiency through content with teachers adapting their instruction to ensure student comprehension. Teachers use content lessons to convey vocabulary and language structure in both languages. The subject area teachers include a variety of practices to support students such as the use of graphic organizers, brain storming, literacy circles, interactive bulletin boards, vocabulary building, native language text books, visual representations, dual language presentations and translations. Core content teachers use materials in Spanish from prior Regents exams, translated historical documents, and Spanish language textbooks. In the Freestanding ENL program students are taught their core subjects in English and receive ENL instruction. In collaboration with the NLA and ELA teachers, the ENL teachers deliver instruction in English by choosing CCLS they focus on for the year which include: finding central ideas, key terms, domain specific words, and write informative/explanatory texts that convey complex ideas and cite evidence from the text. ENL teachers use leveled libraries and differentiated readings based on students Lexile levels to engage students at their English reading level in rigorous materials. (We do not have a DL program.) HLA teachers work with ENL, ELA, and bilingual teachers to make the content that they teach interdisciplinary by focusing on the same literacy skill set that students need to be successful including citing textual evidence and vocabulary development, including the use of cognates.

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

ELLs are appropriately evaluated in their Home Language through ongoing Common Core skills and content area assessments throughout the year. Skills are tested in a baseline, 2 benchmarks and a summative assessment. Content skills are tested in formative and summative classroom assessments. All assessments in the Transitional Bilingual Program are given in Home Language. In addition, most Regents exams are made available in their home language if they chose to take it in that language. Students are given ELL accommodations on tests such as extended time, separate location (if applicable) and bilingual glossaries.

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

The ENL teachers use teacher created formative and summative assessments to evaluate all four modalities. We have school wide assessments based on Common Core literacy skills. Teachers create a baseline as well as 2 benchmarks during the year to evaluate language acquisition for ENL students. All assessments follow the NYSESLAT model, as that is what is used for the final summative skills assessment. The teachers use the data to create a data stream from which they drive their instruction and curriculum planning. Informal assessments are conducted in class continually and ENL teachers have multiple assignments where student must do speaking, reading, listening, and writing activities and receive specific and timely feedback and opportunities to revise and improve work. As teachers observe that students improve over the course of the year, teachers are able to provide differentiated readings and assignments to help the students reach Regents level master of material.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

- a. Sife students are initially evaluated to determine both their language proficiency as well as their skill level. These findings will determine the level of classes and the AIS necessary to supplement their classes. Within the classes, teachers will differentiate to take into account the lower skill levels as well as their language development. Teachers use strategies such as scaffolding, using prior knowledge, inferencing, graphic organizers, sequencing, vocabulary development, chunking, cause and effect, etc.
- b. ELLs in the country for less than three years will receive placement testing to determine specific ENL class levels as well as skill level assessments in both languages. The data will be used to create programming, classes and curriculum to support their education. The Newcomers program integrates language acquisition through rigorous academic activities as well as socio-emotional supports such as participation in the People's Theater project and city expolation through trips and projects. Students also use laptops for Google translate to understand the nuanced differences in Native Language and English.
- c. ELLs who have received services for four to six years will be monitored to determine if their language acquisition is at the expected rate of progress. In order to properly instruct these students, a determination is made by the educators as to whether their proficiency is merely a surface conversational proficiency- they have basic interpersonal communication skills (BICS) whereby students respond to contextual or paralinguistic cues, or cognitive language academic proficiency (CALP). If it is a surface conversational proficiency then further testing will be necessary to determine if the delay in language acquisition is due to other factors such as the inability of the student to repond to their higher cognitive demand such as writing or intellectual discussions. If the delay is skill based and not language based then these students will be targeted for AIS in all content areas. If the delay is language, then more exposure to the English language is built into the students programs such as increasing the amount of English in the content areas classes as the year progresses.
- d. The plan for the long term ELLs is to further test the reason they have not attained English Language proficiency. They will be tested in both languages to determine skill levels as well as intense ENL instruction in the summer and on Saturdays. The ENL instruction will be differentiated to focus on strengthening cognitive skills as well as linguistic abilities in both languages.
- e. The former ELLs who test as Commanding on the NYSESLAT receive 90 miutes per week of ENL services for two years after exiting ELL status. Former ELLs continue to receive help in literacy through after school and Saturday programs and within their core classes with the use of word walls, graphic organizers and differentiation. Former ELLs also get test accommodations including the use of bilingual glossaries, separate location, and extended time on 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.

ELLs are placed within ELL programs within 10 days of initial identification, but parent (or student 18 or older) can appeal within 45 days. Parents and students have right to a re-identification process within 45 days of initial enrollment. The protocol for the appeals process involved the parent making the written request and the student is re-tested using techer made baseline assessments that model the format of the NYSITELL/NYSESLAT. Both the initial identification process as well as the re-identification process are conducted by qualified and trained staff that have been working with ENL for at least 6-12 months, usualt an ENL teachers. During this time, students are accustoming themselves the the routines of the classroom and school culture and would not be adversely affected by a change to their identification. They would receive a new program and all classwork and grades will be transferred to the new teachers to ensure student does not miss out on credit earned for work.

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?

The program created for ELLs-SWDs is an ICT model. Two teachers, one ENL licensed, the other Special Education licensed, co-teach for a double period each day. The class is separated into cooperative learning groups based on proficiency level and frequent assessments are given which drives instruction. Instructional strategies include previewing target text, teacher modeling of oral reading, oral reading prompts, visual spacial displays, text look back strategy, story mapping, context clue skill training, and story retelling, rubric assessments, brainstorming, pre-writing, and drafting. Instructional materials include leveled reading libraries, glossaries, use of technology, as well as using inter-disciplinary readings in Home language to re-inforce skills being taught in ENL classes. Technology includes use of google translate, use of websites for scaffolded readings, and student creation of research products.

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?

ELLs with disabilities are given an extra period of AIS in a pull out resource room taught by bilingual or ESL extension Special Education teachers. Instruction focuses on language acquisition through content area instruction as well as skill building. ELL-SWDs ensures that flexible programming is used to maximize time spent with non-SWD peers by scheduling lunch, gym, and music classes inclusively. Students are able to interact socially with their non-SWD peers during these classes.

Chart

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

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

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

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



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

Chart

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

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

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

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

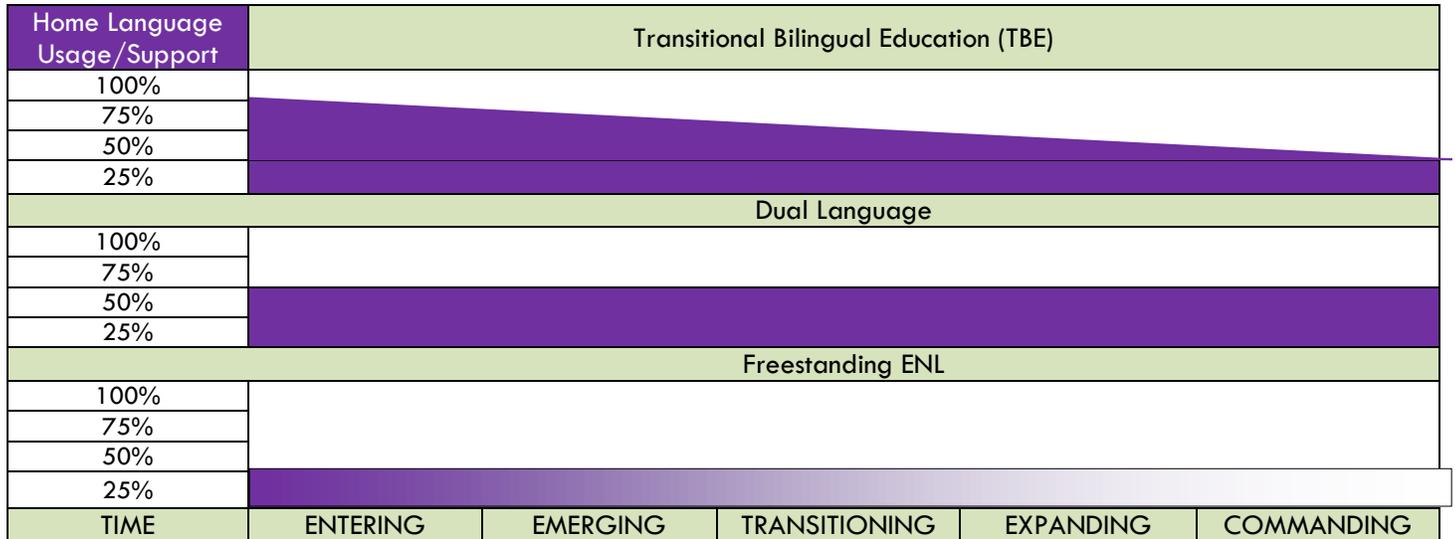


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELLs in ELA, Math and other content areas include: ENL push-in co-teaching in the CTT model, after-school program, tutoring, regents prep, Newcomers program M-F, Saturday school supplemental support, summer intensive ENL programs for Newcomers, and summer intensive ELA prep for advanced ENL students. ENL, HLA, and ELA teachers work together closely to lesson plan and create curriculum that shows coherency between classrooms and scaffolds students at their level. Targeted intervention for science and social studies includes reworking the HLA curriculum to better support the literacy acquisition skills for students. HLA teachers use non-fiction reading and writing assignments based on the content being taught in science and social studies and the skills being taught in ELA and ENL. All of our school's intervention services are offered in both English and Spanish. Our intervention programs are available for ELLs struggling to pass content classes and/or acquire English at the expected rate of progress. Our intervention services are analyzed based on data from content and Common Core aligned literacy skills assessments built into our school's assessment calendar. Students get baseline, benchmark and summative assessments. Teachers use the same rubric to grade assessments across classrooms. Data is then analyzed and teachers conduct gap analysis to target specific content or literacy skills that students still struggle with.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The TBE/Freestanding program has been successful in advancing literacy as evidenced by the NYSESLAT results. We had 25 students reach the Commanding level last year and an additional 8 students pass the ELA Regents as Expanding level students. The Regents passing rate in content area classes has remained constant in the past three years with improvements in ELA and Living Environment. We are improving our ELL English regents passing rate through focused tutoring and having the ENL teachers teach rigorous Regents based material differentiated to the levels of their students. The same academic language and standards are used with all ENL levels and is mirrored in their HLA classes. By the time they reach ELA as an Advanced ENL student, they already have many of the skills required to pass the ELA Regents and work on improving vocabulary, reading, and writing skills. Teachers and administrators analyse assessment data from NYSESLAT, Regents, and ELE exams to create target goals and programming for individual students.
12. What new programs or improvements will be considered for the upcoming school year?

This year we have a new program whereby HLA teachers will be mirroring the activities done in ELA classes in Spanish so that students have more outside evidence and resources to use as quotes and citations on ELA Regents. We will also initiate Peer Helpers, a program where higher level students help lower level students engage in reading and vocabulary skills. Content area teachers will also add in aspects of translanguaging in order to improve their literacy for the regents and college readiness.
13. What programs/services for ELLs will be discontinued and why?

This year we discontinued using Achieve 3000 because we found that students were not using it as much as when it first came out because the programming change required in the system settings to change it from HLA to English was taking away too much time from instruction. Additionally, teachers found the lexile levels produced by Achieve 3000 were off, frequently giving students material that was beyond their level.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All schools programs are open to ELLs and ELLs are invited to participate by having all announcements, posters, and activities translated. There is no program they are not allowed to take part in. There is a Saturday ELL intensive program as well as a Regents Prep program. There is also a Newcomers Intensive afterschool program. After school tutoring with select teachers are also available. All clubs and sports teams are open to ELLs. We have a collaboration with the People's Theater Project that works with 30 Entering level ELLs to create a play in Spanish. We have gaming clubs, capoeira dance club, student government, Latin dance club, international club, Girl Talk, and Pay-it-forward group. Every notification, announcement, and assembly program is translated into Spanish. In curricular programs ELLs participate in all core content classes and have electives that help boost their literacy skills and educational success. There is a City Ventures class that uses exploring NYC to have students do research and create brochures about parts of the city and while integrating into city/school etiquette.
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.

Key instructional material which is used to support ELLs include SMART board, laptops with Google translate, websites such as ESLlibrary.com, EnglishforEveryone.com, TheLessonPlanet.com, NewsELA.com, PBSNewshour.com, Scholastic.com. Students also receive content area textbooks and workbooks in native language and adapted versions of ELA books. Classrooms have leveled reading libraries. Teachers in all classrooms use visual video clips, kinesthetic cues, anchor charts throughout the classrooms, and graphic organizers to support ELLs. Teachers have also began using Translanguaging strategies and using cognates in the classroom to assist in language acquisition. Teachers use kinesthetic modeling when possible and engage students in small group work with thoughtful grouping appropriate to the task.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support in Spanish is provided through a well planned TBE program. Classes begin the year with the teachers speaking 70% Spanish and increase English amounts as the year continues. Teachers use strategies such as writing on the board in both languages using two colors of marker, having non content vocabulary word walls in native language, identifying and clarifying misconceptions when words in the language have multiple meanings or different meanings. Assessment and data driven instruction is planned collaboratively by HLA and bilingual teachers using teacher made assessments. The HLA classes are programmed according to grade and many qualified students take and pass the LOTE exam. The HLA curriculum is Common Core aligned and some students reach a level in Spanish which makes them eligible to take a Spanish Literature AP class.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Services and resources correspond to ELLs as needed regardless of ages and grade levels by being Common Core aligned, having teachers use leveled readings, differentiation strategies such as heterogenous groupings, leveled activities, multiple entry points, and student choice in method of presentation of project assessments. The school evaluates the services and resources based on looking at the NYSESLAT scores and programming students to get the correct number of minutes in ENL and HLA. Materials are scaffolded to be appropriate for students' ages and grade level. Each grade level has an assigned guidance counselor and grade level Town Hall meeting occur each semester to keep students informed of their progress towards graduation and the services available to assist them.
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).
Newly arrived ELLs who register in our school over the summer participate in the annual freshman orientation. Orientation is provided in their home language to both the student and the parent. We also encourage the students to enroll in our intensive ENL class during the summer (if they register early enough). Students who enroll during the school year receive orientation from the school staff including the APS, APA, Parent Coordinator, guidance counselor, ENL teacher and other staff. Our guidance counselors continue to monitor students' process of adjustment to the school and the country. Classroom teachers are the key to observing the students as they acclimate, and the Newcomers program helps them adapt to school culture and with their peers. Teachers offer tips such as use of local libraries for internet access and guidance counselors recommend neighborhood and community assistance programs for parents such as ESL classes offered at library or through community based organizations. Teachers, guidance and support staff are constantly monitoring these students and keep parents frequently updated.
19. What language electives are offered to ELLs?
We offer home language equivalents of all electives as well as AP Spanish classes. We also offer World Literature for ELLs, Reading and Current Events, and City Ventures offered by ENL teachers to help acclimate students to their surroundings, as well as an Evolution of Language class offered by an HLA teacher as an elective for students in Spanish. ELA teachers offer writing workshop elective classes for advanced ELLs as needed.
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)?

Not Applicable

B. Professional Development and Support for School Staff

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

Our Professional Development plan for the year is centered around implementation of our instructional focus. Based on data assessment we will engage on a whole school effort to have our students show growth in literacy through reading comprehension, vocabulary, and the ability to demonstrate content knowledge through writing across curricula. All teachers are involved since every teacher is a teacher of ELL or former ELL students. Teachers get 45 minutes of Professional learning every Monday. Monday Professional learning, as well as other PL days (such as Election Day, February 1st, and June Chancellor's Conference Day) are teacher centered based on the needs of teachers and students. There is a focus on collaboration, inter-disciplinary curriculum revision, inter-visitation, student engagement and feedback. We have incorporated a Translanguaging group of teachers that meets once a week to try to add translanguaging techniques into lesson planning. There is also ELL specific PD opportunities from DELLS/BFSC for teachers, school counselors, and related service providers.
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?

Our PD plan is centered around teacher inter-visitations to share best practices in increasing student achievement through successful classroom strategies, literacy strategies, and Common Core implementation. Teachers participate in cycles of intervisitation and feedback and then share with the staff each Monday. This is supplemented by professional development from administrators that teach or highlight specific strategies, turn-key of PDs that individual teachers participate in (such as trans-languaging, bringing more literacy into content area bilingual classes, use of cognates), and outside representatives such as RSE-TASC. We will also incorporate team building activities meant to help teachers work collaboratively on consultancies during Common Planning. These activities support teachers in delivering Common Core aligned instruction by allowing teachers to share strategies and best practices, curriculum plan, share grading rubrics, and collectively grade student work so that there is a common definition of proficiency across classrooms. Teachers use protocols to share their lesson plans, obtain feedback from their colleagues, and implements, analyze and revise strategies used to target academic language and content acquisition for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The entire educational community takes part in assisting the 9th grade students to transition from middle school to high school. Incoming freshman attend an orientation over the summer where they are given a tour of the school and academic requirements are explained to them. They also get to meet their guidance counselors, administrators, and many of their teachers. 9th grade teachers and guidance counselors meet during common planning to train, discuss, review data and create various strategies and structures to support transitioning ELLs. Multiple times during the year, 9th grade Town Meetings are held to inform, inspire and support the transition to high school, reward students for accomplishments, and remind students of high school graduation requirements. Prizes and awards are given out for attendance, grades, and other achievements. Every Friday 9th graders celebrate Spirit day with the rest of the school in wearing their school tee shirts. The guidance counselors also receive professional development on assisting ELLs in their transition from middle school to high school from internal administrators and they plan to ease the transition through after school clubs and activities that support Newcomers, as well as parent involvement through parent associated meetings and annual parent orientations in Spanish.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

We have 47 minutes of Professional Development every Monday. PD is focused on sharing best practices on literacy skills, which is integral to ELL student achievement. Bilingual, ENL and HLA teachers receive specific professional development through differentiation by being in a small group with ELL population as target focus. Records of the attendance and agendas for these weekly meetings are maintained in a binder in the principal's office. Additionally teachers meet 3 times a week in departmental Common Planning where they collaboratively conduct gap analysis on student work and consultancies on their pedagogy. Records of the attendance as well as teacher created artifacts showing their weekly work in analyzing student assessments is reviewed by department AP and maintained in binders in the principal's office. Furthermore, ENL teachers attend PD outside of school offered through DELLS, as appropriate and turn-key information to the departments through sharing best practices. Records of additional PD are maintained in PD binder in principal's office.

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?

The first Monday of each month is a parent meeting, with a focus on ELLs to discuss goals and progress of ELL students. Translation services are conducted through in house staff. Language proficiency assessment results are sent out in mid September by mail to each ELL parent. All parent meetings and letters are translated into Spanish through in house staff. Our parent coordinator is bilingual and provides our parents with information and outreach consistantly. All parental meetings are iLogged by the guidance staff, and copies of parent meeting attendance and agendas are kept in the principal's office. Any lower incidence language translation services are done through DOE translation and interpretaion unit services (planned at least two weeks ahead of time).

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The College Academy wants to reinstitute a Parent Univeristy program, where parents can come to the school on a weeknight to work with ENL teacher to learn English and computers, as well as citizenship questionnaire practice for their citizenship interviews. These topics were decided based on parent surveys conducted by our parent coordinator. Breakfast with the principal is held twice a year to discuss our school mission, the Title 1 Program, student graduation requirements, and Skedula parent access.

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

We partner with Alianza Dominicana Cultural Center to provide parents information on parent college savings funds, as well as other parental activities such as movie night in Spanish. We partner with Councilman Adriano Espallat's office regarding a community discussion on residences. The councilman's office has also allocated funds to repair a pool in the building to be used by community members. We also partner with New York Presbyterian Health Clinic to provide services for families who can not afford medical healthcare. Our CBO, The Future Project, has an annual student project that involved collecting food and clothing to donate to community charities.

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

The needs of the parents are evaluated based on parent survey feedback collected during monthly parental meetings, individual parental guidance conferences, parental meetings with the parent coordinator, parent coordinator surveys, parental meetings with teachers, parent communications via Skedula, the annual parent survey, and parental issues conveyed through students. We also use ATS reports of preferred lanuages to make sure all communication is to parents' preference. The multiple feedback sources are frequent and successfully provide a clear picture of what parents desire for their children and community.

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

Our parental involvement activities address the needs of the parents by allowing them to express their concerns, ask questions, give feedback and monitor the progress of their children. These activites and any materials discussed or used during these activites are provided in English and Spanish as needed.

D. Additional Information

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

Paste response here:

School Name: The College Academy

School DBN: 06M462

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)
Peter Sloman	Principal		11/2/15
Karen Remer	Assistant Principal		11/2/15
Oliver Trejo	Parent Coordinator		11/2/15
Aurora Velez	ENL/Bilingual Teacher		11/2/15
Dimas Brito	Parent		11/2/15
M. Rodriguez	Teacher/Subject Area		11/2/15
R. Pina	Teacher/Subject Area		11/2/15
	Coach		
	Coach		
Lucia Rojas	School Counselor		11/2/15
Manuel Rodriguez	Superintendent		11/ /15
Yuet Chu	Borough Field Support Center Staff Member <u>Manhattan</u>		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M462** School Name: **The College Academy**
Superintendent: **Manuel Ramirez**

Before you begin, please check the following:

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

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

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

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

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

We conduct an ATS review for home language. We also interview parents of our low incidence language population to determine their needs for translation services. The Parent Coordinator creates and maintains a report that we update regularly with the languages that parents speak, by class and grade. We use a Department of Education Home Language Identification list pinpointing the parents' home language in which they may need services.

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.

The majority of our parents require Spanish translation services, both oral and written. Approximately 66% of our Spanish speaking parents require oral and written translation. In addition, we have a small cohort of low incidence languages that includes 4 Arabic and 1 Creole. All low incidence language parents speak English and do not require oral or written translation.

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.)

We use in house bilingual personnel to translate into Spanish all written correspondence. Every document that is sent home throughout the year is both in English and Spanish. This includes annual handbooks, parent-teacher conference announcements, parent meeting announcements, testing announcements, after school tutoring information, and translated curriculum syllabi for Curriculum night. In addition, we utilize the DOE translation and interpretation services for low incidence languages as needed, with requests submitted at least two weeks in advance. Furthermore, we use Datacacion which has translation services embedded for all of our parents in all languages. All written translation is done by our Spanish speaking Parent Coordinator and other in house staff. All oral communication via phone messenger is sent in both English and Spanish.

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 use in house bilingual personnel to translate into Spanish all oral presentations such as presentations during SLT and PA meetings, graduation, and awards ceremony. On Open school night/day, our ROTC adult staff assists in translation services. In addition, we utilize the DOE translation services for low incidence languages as needed.

Part C: Providing Language Assistance Services

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

All parents of new admits receive information in their home language, translated in house, and receive notification of translation services that are available. When applicable we use templates for school holidays, parent-teacher conferences, and other DOE notices that are available at the Translation and Interpretation Unit's intranet site.

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.

Interpretation services are done in house, on site, using bilingual staff. If needed, we understand that there is an option to use on-site interpreters for events and parent-teacher conferences set up through making early arrangements with vendors.

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.)

Staff are made aware during professional development of the availability of translation services through our parent liaison, schools aides, and guidance counselors. Before parent teacher conferences we discuss translation options for our non-Spanish speaking staff during professional development time.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our parent liaison uses translated Department of Education materials provided by the DOE and available in the main office. We make use of the Translation and Interpretation Unit's intranet website.

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)

We review parent surveys which are translated based on home language which ascertains whether or not we have met their language translation needs. We have small parent focus groups during PA meetings to gather feedback and best practice on how to continually meet the translation needs of parents inclusive of all languages and cultures.