

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

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

**06M467**

**School Name:**

**HIGH SCHOOL FOR LAW AND PUBLIC SERVICE**

**Principal:**

**NICHOLAS POLITIS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: High School for Law and Public Service School Number (DBN): 06M467  
Grades Served: 9-12  
School Address: 549 Audubon Avenue New York, N.Y. 10040  
Phone Number: 212-342-6130 ext. 4141 Fax: 212-781-9516  
School Contact Person: Maria Alonso Email Address: Malonso4@schools.nyc.gov  
Principal: Nicholas Politis  
UFT Chapter Leader: Stuart Kaplan  
Parents' Association President: Brodie Enoch  
SLT Chairperson: Suzanne Anderson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Lissette Marte  
Student Representative(s): Yrma Alvarez  
Abel Peralta

**District Information**

District: 06 Superintendent: Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway New York, N.Y. 10040  
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 Avenue New York, N.Y. 10001 8<sup>th</sup> Floor  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646-470-0721 Fax: 917-339-1765

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nicholas Politis	*Principal or Designee	
Stuart Kaplan	*UFT Chapter Leader or Designee	
Brodie Enoch	*PA/PTA President or Designated Co-President	
Oneida Bonet	DC 37 Representative (staff), if applicable	
Lisette Marte	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Yrma Alvarez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Abel Peralta	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Suzanne Block	Member/ Guidance Counselor	
Marianthe Serelis	Member/ Teacher	
	Member/	
Bethania Holguin	Member/ Parent	
	Member/	
Maria Teresa Acosta	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Veronica Polanco	Member/ Parent	
Lydia Fernandez	Member/ Teacher	
Eugenia Nunez	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

The High School for Law and Public Service is located in a high poverty area in Washington Heights in Manhattan. The school is located in the George Washington Educational Campus building sharing the campus with three other high schools. Our 9-12 school serves an ethnically diverse population, with 80.1% Hispanic population, either new immigrants or first generation Americans from Central, South America, 2.2% non-Latino Caucasian and 17.7% Black. The student population is heterogeneously grouped within each grade and supported by a pedagogical staff of 42 teachers.

High School for Law and Public Service provides its students with in-school and community opportunities to explore careers in law; law related fields and public service, while engaging them in a rigorous academic course of study. Our school is linked with College Now College courses of CUNY, John Jay College if Criminal Justice, the NYC Board of Education's Law and Justice Resource Center, the New York City Police Department, the Manhattan District Attorney's Office and other justice-related institutions. Students have opportunities to learn from working adults in these fields, such as police from local precincts, legislators, and local lawyers. Students are also involved in community service projects and internships. The career cluster course sequence includes; Introduction to Careers in Law and Public Service, Mock Trial, Global Law, Constitutional Law, and Criminal Justice. Career related concepts and skills are integrated into Social Studies, English, Mathematics, and Science courses. Students have the opportunity to complete internships at such sites as Manhattan law offices, police precincts, community-based organizations, government agencies, local legislators' offices, and the District Attorney's Office.

High School of Law and Public Service offers an extended day program and after school activities. The Academic Intervention Services are numerous. All incoming ninth and tenth graders have a double English Language Arts class. Tenth graders will have a double period Algebra class. Our school has in place After School Tutoring, Homework Helpers, Saturday classes and faculty lunch tutoring. Every student in our school has an Individual Student Support Plan as Individual Counseling and Guidance is given to the students. Paraprofessionals make after school home contacts made every day. Other interventions include an on-site clinic where immediate referrals can be made as necessary. Monthly parental workshops and conferences are held to involve parents with their children's education.

Our school focuses on the professional development activities for our staff on English language instruction including specific methodologies in critical and literacy skills, reading and writing across the curriculum, infusion of technology into the academic subject areas, ESL instructional methodologies, cooperative learning, problem-based learning and alternative assessments. We also provide our staff with professional development activities geared towards our special needs population; differentiated instruction in the collaborative team teaching models and aligned curricula instruction for our self-contained populations.

Last year, through an SBO decision, all teachers are participating in school culture activities one period per week. A "think tank" brainstormed 6 areas that were determined to be "high needs areas" for growth in our school culture. From that list, teachers signed up for their top 2 choices. The selections resulted in the following new activities that we believe will contribute to setting and maintaining high standards, promote college and career readiness, add diverse experience to our offerings, provide leadership opportunities for students, and communicate with all constituents a united and clear message.

1. 5 New Clubs to meet diverse interests (Chess, Crafts, STEM, Law and Dance)

2. Peer Mentoring

### 3. Student Government Organization/Student Voice

### 4. 12<sup>th</sup> Grade Student Targeted Interventions

### 5. Math and Science Tutoring / Study Hall and Computer Lab

School-wide Communications and Marketing (newsletter, school calendar, celebrations)

We implement a Summer Bridge program to help ease the transition from 8<sup>th</sup> grade to high school. Over the past 3 summers we have averaged 40-50 incoming freshmen in the program which focuses on one week of academic classes and orientation activities. Peer mentors facilitate many of the activities and the weekends in a trip and tour of a local college.

This transition is further eased by a year-long theme-based advisory program we conceived and implement called Core Pathways . Students rotate into 6 different modules throughout the year all focused on skills that form a foundation for the 21<sup>st</sup> century learner.

We have prioritized college tours and admissions sessions for all 4 grades. Students in each grade are invited to 1-2 college trips per year. The college advisor devises pre- and post- trip lessons to help prepare students for the college process. Our COSAs and Public Service Coordinator have organized a school-wide career day where professionals from different sectors in the community come and share information in intimate Q & A sessions. All students are also required to fulfill 40 hours of public service per year.

The Guidance Department approach to career and college readiness includes a combination of group and individual sessions by grade. The group lessons are given in the corresponding grade history classes. (Example: 9<sup>th</sup> grade guidance lessons are given in the Global History 1 and 2 classes).

The group lessons include but are not limited to:

- The differences between high school and middle school
- Graduation and promotion requirements
- Graduation requirements vs. college readiness
- AP classes
- College and career exploration including a career inventory, 2 year vs 4 year colleges, home vs away, paying for college, SAT
- Shadowing and volunteer programs

The individual meetings take place in the spring for 9<sup>th</sup> , 10<sup>th</sup> and 11<sup>th</sup> grade students to discuss their academic program for the following year with emphasis on meeting the student's individual needs (regent's prep, AP classes). Seniors have individual meetings with their counselor in September and February to discuss their personal graduation needs, college requirement, goals and are the referred to the college advisor.

There is also a college night for all parents to discuss the application process and paying for college

HSLPS has several structures for teachers teams, such as:

## **1. School Culture Teacher Teams**

## **2. Pedagogical Professional Learning Communities**

## **3. Subject Area Curriculum Teams**

## **4. Expanded Success Initiative Planning Team**

The pedagogical Professional Learning Communities and Subject Area Curriculum Teams directly address implementation of Common Core Standards. Each team utilizes data collected from their classrooms such as student participation, disciplinary actions, completed homework, increase in overall scholarship. Etc.) drive discussion and plans. These teams are led by a combination of administrators and teachers and are collaborative in the production of curriculum, presentations, initiatives and school activities.

We at HSLPS pride ourselves on several special areas of success:

We provide a 3-year Law sequence, working towards CTE status in Law Safety Cluster program. Our program is not limited to coursework. We have installed a mock courtroom in one classroom, we have a mock trial team, run moot court cases, invite speakers from the legal field, and students act as jurors for the NYU Law School final exams.

Our school is one of forty high schools selected to receive the Expanded Success Initiative (ESI) grant over a period of 3 years. The goal of the grant is to support black and Latino males become college and career ready. Presently, in our 3<sup>rd</sup> year of grant administration, we are implementing a number of programs and initiatives aimed at addressing academic achievement, youth development and school culture features which impact the success of these young men.

We evaluate and ensure success of our grant related programs by:

- Creating a plan each year aligned with the tenets of ESI and focusing on the college and career readiness of black and Latino boys,
- Collecting data to evaluate the impact of our programs and initiatives,
- Involving as many staff members from a broad spectrum of departments in order to assure impact on our school culture as a whole,
- Meet as a planning team once per month to analyze relevant data, review initiative progress, and discuss additional program features
- Discuss and plan for program, sustainability beyond the years of the grant award.

ESI programs currently include:

1. Summer Bridge for incoming freshmen
2. Core Pathways theme-based advisory for freshmen
3. CCLS curriculum resources: Springboard Math, Achieve 3000 differentiated literacy program
4. Peer mentoring program for males
5. College visits for all grades, all students

## 6. School Culture and Communicating Vision - Calendar, Newsletter, Marketing

Opportunities are provided for extended instruction, including 3-4 hours on Saturdays where core curriculum is supported by additional activities and materials as well as tutoring. Last year, we supported the 3 target populations with an average attendance of 150 students (25% of our student population). In addition, 75% of our student body is registered for 9 periods per day, resulting in an extended day of a full academic program.

Our theater class performs for the student body and the public twice annually. We support a 4 year visual art sequence including studio art, graphic arts, and art history which leads to the New York State comprehensive Art Exam.

### HSLPS Mission Statement

We stand by the following **FACTS** :

**Participation**

**Academic Achievement**

**Community**

**Teamwork**

**Service**

At the High School for Law and Public Service;

We stand for **PARTICIPATION**:

We believe that education is not a solitary event; therefore both students and teachers must be active learners.

We stand for **ACADEMIC ACHIEVEMENT**

Our school community strives for excellence through a rigorous, innovative, student-centered curriculum. Students develop analytical skills to become critical and independent thinkers and lifelong learners.

We stand for **COMMUNITY**:

We are dedicated to providing the members of our learning community with a nurturing and safe environment, wherein mutual respect and cultural diversity is honored.

We stand for **TEAM WORK**

Administrators, teachers, parents and caregivers work together to develop mature, mindful and responsible individuals.

We stand for **SERVICE**

We value learning that occurs beyond the classroom, therefore, we provide students with opportunities to become invested in their communities through service learning.

Rigorous instruction: Successful classroom requires a strong curriculum aligned to the Common Core that challenges students, scaffolds their experience, and is enlivened by teachers who are engaged with their craft. The curriculum must

meet students where they are and customize inclusive, motivating instruction. Rigorous instruction aligns practice and content to Common Core strategies within and across grades. This will be a focus and goal for our school for 2015-2016.

**Supportive Environment:** Students in our school are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly. Our student-centered learning environments develop students who push and support each other, creating a collaborative and generous atmosphere in the classroom. The classrooms support the social and emotional growth of our students.

**Collaborative Teachers:** High quality instruction is the strongest influence on student achievement. One of our goals will be to help teachers acquire skills and expertise by providing opportunities for them to develop, grow, and learn from peers and experts. Teachers must be committed to student success and driven to improve their schools. Strong teachers innovate and hone their practice through continuous learning and frequent professional development. We will focus on peer collaboration and collective responsibility to create a professional community amongst our teachers as a goal during 2015-2016.

**Effective School Leadership:** The principal and assistant principals set the tone for our school, we develop a climate of inclusiveness, and inspire staff and students with a clear vision for student achievement. Another goal for 2015-2016 will be for our school leaders to build coherent instructional and social-emotional support that improves student achievement. We will do this by supporting teacher development by consistently offering professional development opportunities and providing meaningful feedback.

**Strong Family-Community Ties:** Our school creates a welcoming environment for families i.e. at our monthly parent association meeting we attain an average of 60 parents in attendance. Our staff welcomes, values, and incorporates families our school and classrooms. We have a commitment to build strong partnerships with community-based organizations that enrich the school and the entire school community.

## 06M467 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	671	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	15	# SETSS	4	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	1
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	72.1%	% Attendance Rate			86.4%
% Free Lunch	74.7%	% Reduced Lunch			3.0%
% Limited English Proficient	27.5%	% Students with Disabilities			21.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			16.5%
% Hispanic or Latino	80.4%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			6
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.8%	% Teaching Out of Certification (2013-14)			12.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			7.19
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	50.8%	Mathematics Performance at levels 3 & 4			44.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.4%	% of 2nd year students who earned 10+ credits			66.5%
% of 3rd year students who earned 10+ credits	57.6%	4 Year Graduation Rate			69.0%
6 Year Graduation Rate	74.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
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			N/A
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			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.

After conducting a needs assessment of our school’s academic program, it was determined that based on our 2014-2015 Quality Review indicator 1.2, we need to further develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Teachers across classrooms did not execute these practices that aligned to the school’s instructional focus which is clearly defined and documented as having students engage in high quality discussions that extend thinking, deepen understanding, and craft their own questions to engage in learning.

### Part 2 – Annual Goal

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

By June 2016, 95 % of the teachers will have developed strategies that align to the school’s beliefs on how students learn best and that are informed by Danielson’s Framework for Teaching and the instructional shifts will be executed with consistency across classrooms leading to an increase even levels of student thinking and participation by 80% of the classrooms as evidenced and recommended on our 2014-2015 Quality Review.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
All teachers will participate in professional development activities that shift their teaching practice.	Teachers	Sept.2015- June 2016	Assistant Principals & Principal
<ul style="list-style-type: none"> <li>• In all subject areas, Professional Development activities will focus on Reading and Writing skills across subject areas to target student mastery of the Common Core standards.</li> <li>• In mathematics, Professional Development activities will focus on the six instructional shifts; "focus, coherence, fluency, deep understanding, application and dual intensity" demanded by the Common Core standards that will in turn lead to student mastery.</li> </ul>			

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
The Assistant Principals and teachers will meet during the school’s common planning period to achieve this goal. All professional development activities will be executed during this time on a weekly or bi-weekly basis.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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An analysis will be made in February 2016 of the informal and formal observations specifically evaluated Domain 3. There will be an 80% of teachers will have been professionally developed achieving the annual goal above and 70% evidenced in the classroom.

**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.

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**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.

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

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

**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.

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**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.

After conducting a needs assessment of our school’s professional development program, it was determined that based on our 2014-2015 Quality Review indicator 1.1, we need to further develop teacher collaboration and responsibility from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson's Framework for Teaching , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Teachers across subject areas did not execute these professional development activities that aligned and coherent to the school’s instructional focus which is clearly defined and documented as having students engage in high quality discussions that extend thinking, deepen understanding, and craft their own questions to engage in learning.

### Part 2 – Annual Goal

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

By June 2016, 95% of our teachers will collaboratively through the professional learning communities and professional development committee will have developed a rigorous quality professional development plan to improve peer collaboration and collective responsibility as measured by the activities in our annual professional development plan which extends to the alignment and coherence of our professional development learning and implementation of these activities evidence in component 3.2 in Danielson’s Framework for Teaching by 80% of the observation reports.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue the improvement of teacher planning and executing high quality student centered, rigorous, differentiated, common core aligned lessons that are reflective of a coherent set of beliefs on the way each individual student learns best.</p>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Offer professional development for teachers to improve teacher practice in the areas of: designing coherent instruction, strategic differentiation, use of entry points into a lesson, use of formative assessment, effective questioning, accountable talk, student-centered instruction and project-based learning.</p>	<p>Teachers</p>	<p>Sept.2015- June 2016</p>	<p>Principal, Assistant Principals</p>
<p>Teachers will participate in inter-visitations, learning walks, to share and enhance instruction.</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Assistant Principals</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The Assistant Principals and teachers will meet during the school’s common planning period to achieve this goal.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>An analysis will be made in February 2016 of the professional activities done and implemented through observations specifically evaluated Domain 3 Component 3.2. There will be 70% of teachers implementing the learned professional development activities achieving the annual goal above as evidenced 100% in the classroom.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### **Part 1 – Needs Assessment**

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

After conducting a needs assessment of our school’s implementation of our instructional focus, using differentiated questioning and discussion techniques in the classroom, we need to further develop our teacher planning as such. Our teacher performance level reflecting questioning and discussion techniques was developing.

### **Part 2 – Annual Goal**

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

By June 2016, school leaders will create and implement an environment that builds teachers capacity to use differentiated questioning and discussion techniques for students, resulting in a 50% increase in teachers improving one performance level reflected in component 3b. Questioning and Discussion Techniques in Advance.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>			
School-wide Professional Development activities on questioning techniques	Teachers	Sept. 2015- June 2016	Principal & Assistant Principals & Lead Teachers
Creation of an inter-visitation schedule for teachers to observe each other, especially the lead teachers in the school	Teachers	Sept. 2015- June 2016	Principal & Assistant Principals & Lead Teacher

Assistant Principal & Principal conducting individual teacher professional developing with component 3b.	Teachers	Sept.2015-June 2016	Principal & Assistant Principals & Lead Teacher
Continue the improvement of teacher planning and executing high quality student centered, rigorous, differentiated, common core aligned lessons that are reflective of a coherent set of beliefs on the way each individual student learns best.	Teachers	Sept. 2015-June 2016	Principal & Assistant Principals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Assistant Principals and teachers will meet during the school’s common planning period to achieve this goal.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
An analysis will be made in February 2016 of the professional activities done and implemented through observations specifically evaluated Domain 3 Component 3.2. There will be 70% of teachers implementing the learned professional development activities achieving the annual goal above as evidenced 100% in the classroom.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

**Section 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.

After conducting a need assessment of our school’s 2013-2014 school environment survey, we need to further develop teacher outreach to parents and parental involvement in our school.

**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.

By June 2016, the school will develop a more collaborative partnership with families as measured by a 2% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Monthly Parent Association meetings engaging parents in activities which include roles and responsibilities of parental involvement and engagement.</li> </ul>	<p>Parents</p>	<p>Oct. 2015- June 2016</p>	<p>Principal, Assistant Principals, parents and selected school staff.</p>

<ul style="list-style-type: none"> <li>Parent Curricula night event where parents meet and greet their child's teachers and learn about the curricula of each sub</li> </ul>	Parents	Oct. 2015- June 2016	Principal, Assistant Principals, parents and selected school staff.
<ul style="list-style-type: none"> <li>Parent Workshops and trainings involving activities to help students transition to high school, conflict resolution between parent and children activities, suicide prevention and the importance of adolescence in today's time.</li> </ul>	Parents	Oct. 2015- June 2016	Principal, Assistant Principals, parents and selected school staff.
<ul style="list-style-type: none"> <li>English Native Language Class for Parents on Saturdays.</li> </ul>	Parents	Oct. 2015- June 2016	Principal, Assistant Principals, parents and selected school staff.
<ul style="list-style-type: none"> <li>Monthly School Leadership Team meetings and activities to discuss school goals and evaluating them mid-year and end of year.</li> </ul>	Parents	Oct. 2015 - June 2016	Principal, Assistant Principals, parents and selected school staff.
<ul style="list-style-type: none"> <li>Inviting parents to Parent/Teacher conferences to receive student report cards and conference with teachers.</li> </ul>	Parents	Nov. 2015 and March 2016	Principal, Assistant Principals, parents and selected school staff.
<ul style="list-style-type: none"> <li>Parent involvement and engaged with celebratory academic student events.</li> </ul>	Parents	Oct. 2015- June 2016	Principal, Assistant Principals, parents and selected school staff.

#### Part 4 – Budget and Resource Alignment

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

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
An analysis will be made in February 2016 of the parental activities done and implemented by the school's staff and parent association. There will be a 100% teacher outreach to parents and 50% increase of parental involvement in our school.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	11th and 12th grade students who did not pass the ELA Regents	Regents prep course during the school day and added to students program; Saturday School Regents preparation classes.	Small group, one to one tutoring and Saturday regents review classes	During school days and after school
<b>Mathematics</b>	Students who did not pass the Algebra Common Core Math Regents.	Regents prep course during the school day and added to students program; Saturday School Regents preparation classes.	Small group, one to one tutoring and Saturday regents review classes	During school days and after school
<b>Science</b>	Students who did not pass the Living Environment or Earth Science Regents examinations.	Regents prep course during the school day and added to students program; Saturday School Regents preparation classes.	Small group, one to one tutoring and Saturday regents review classes	During school days and after school
<b>Social Studies</b>	Students who did not pass the Global History and/or the United History Regents examinations.	Regents prep course during the school day and added to students program; Saturday School Regents preparation classes.	Small group, one to one tutoring and Saturday regents review classes	During school days and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Social and emotional health and well-being	On-site Clinic Services and supports	Guidance Staff reviews records of all students; identify students who have exhibited at-risk behavior such as habitual tardiness, excessive absenteeism, patterns of cutting and lack of credit accumulation.	During school days and after school

			Meetings with parents, schedule small group guidance sessions and hold individual guidance sessions. Case conferencing sessions.	
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**Section 7: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.</p> <p>2. School-wide reform strategies that:</p> <ul style="list-style-type: none"> <li>• Incorporate Framework of Great Schools for 2015-2016</li> </ul> <p>3. Instruction by highly qualified staff.</p> <p>a. On-going site based professional development support for all teachers through subject area team meetings and professional learning communities.</p> <p>b. Integrate ELL content literacy strategies across the content areas including:</p> <ul style="list-style-type: none"> <li>• On-going support from ELA and Math Assistant Principal</li> </ul> <p>1. AP will demonstrate effective strategies</p> <p>2. AP will support teachers to develop effective classroom management skills</p> <p>3. AP will work with teachers in lesson planning and other instructional procedures</p> <p>4. AP will do professional development for teachers in the City and State ELA and Math Standards.</p> <ul style="list-style-type: none"> <li>• Create study groups in each content area during common planning time.</li> <li>• Develop interdisciplinary curricula</li> <li>• Mentoring of new teachers</li> </ul>

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

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

**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.).

N/A

**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.

Method and Structure:

- The school will identify 12 teachers (1-2 from each subject area department with the exception of math.)
- The team of 12 teachers will work with our Teaching Matters (TM) consultant one day per month The consultant will offer several types of support from which individual teachers may choose:
  1. co-planning activities/lessons/units/assessments
  2. modeling strategies in the classroom
  3. conferencing about students needs
  4. analyzing student work
  5. assisting in the classroom

6. observing teaching practice/ providing feedback

- The team will meet as a Professional Learning Group after school with our consultant to discuss and plan a turnkey session to their respective content area team members or to the faculty as a whole (the team will decide.)

School Outcomes:

1. Our school will develop a team of teacher leaders (as mandated by QR 4.2)
2. Our school will support teachers through targeted professional development with differentiation strategies with a focus on 1e and 3d across all classrooms. (as mandated by QR 4.1)
3. Our school will increase our cohesive approach to instruction, specifically in the area of differentiation. (as mandated by QR \*1.1 and \*1.2)
4. Our school will increase effectiveness in areas 1e and 3d. (as mandated by QR \*,1.2 and 2.2)
5. Our school will increase student outcomes and achievement as it relates to reading and writing standards in the Common Core. (as mandated by QR 3.4)

\*QR 1.1 and 1.2 are our school’s “Area of Focus”

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	362,013.00	X	See action plan
Title II, Part A	Federal	0	X	See action plan
Title III, Part A	Federal	19,900.00	X	See action plan
Title III, Immigrant	Federal	0	X	See action plan
Tax Levy (FSF)	Local	3,979,638.00	X	See action pan

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

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

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

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

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### **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 High School for Law and Public Service, 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 High School for Law and Public Service will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>High School for Law and Public</u>	DBN: <u>06m467</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>165</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>13</u>
# of certified ESL/Bilingual teachers: <u>7</u>
# of content area teachers: <u>6</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ Saturday school has served as the cornerstone of our supplemental programs for ELLs and will continue to do so in our school's Title III Plan plan for 2014-16. Title III funds will support our supplemental ESL, NLA, Math, Science and Social Studies content based classes where direct instruction using ELL level appropriate texts and resources and based on Common Core Learning Standards and Regents based content, are central to the Saturday program curricula. All Saturday program teachers for ELLs will be ESL or Bilingual certified or co-planned and co-taught by ESL or Bilingual certified teachers. We have seats for up to 125 ELL students, grades 9-12, in our Saturday school program, or approximately two-thirds of our entire school's ELL population. Special recruitment efforts are made to encourage SIFE, Long Term ELLs and Newcomers to attend the program and follow-up outreach to families is made throughout the year by a bilingual Saturday school administrator to sustain attendance. In the past, on average, we have maintained a weekly attendance of 90-100 students or approximately 75-80% of our student body capacity. The subject area classes run for 4 hours each Saturday, for a total of 20 class sessions from early November through June from 9:00 a.m. – 1:00 p.m. Small tutorial groups will be organized 4 weeks prior to each ELA Regents administration date and will be co-planned and co-taught by an ELA teacher and a certified ESL teacher. Teachers will plan targeted instruction for each special learning group based on analysis of prior Regents data. In addition, in order to reinforce STEM concepts, we will also incorporate 3 full day Saturday field trip to the Taconic Outdoor Education Center, Sandy Hook Environmental Center and other similar environmental, science, and math centers. These excursions will support direct instruction for language acquisition in Living Environment, Earth Science and Math. Lastly, as part of the Saturday program's language acquisition focus in all core content areas, teachers will use Achieve 3000, an online, research based differentiated literacy program in both English and Spanish languages. This program utilizes informational texts to provide development in reading comprehension, analysis, language development and writing skills. Since this program will be used both during the regular school day and as an important component of the Saturday program, only a portion of the fee for the program and for several additional computers will be funded through Title III funding. The need to increase proficiency in reading and writing English as reflected in NYSESLAT data and to increase passing rates for ELLs on the English and subject area Regents exams serve as primary rationale for the design of our Saturday school program. After school opportunities for students to receive direct instruction in sciences using supplemental curriculum resources such as visual learning tools, will also be incorporated throughout the year and taught by a certified bilingual science teacher. These sessions will run once per month for 2 hours after school and will be offered to ELLs who need extra instruction based on marking period grade analysis.

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: Some of our most productive professional development for all of our teachers emerges from our practice of Professional Learning Communities (PLCs). The ESL and bilingual teachers work within PLC's with their general education colleagues on a variety of topics brainstormed and selected by the teachers, including "Student-Centered Discussions", "Social-Emotional Learning", "Technology Infusion in the Classroom", "Culturally Relevant Educations (CRE)", and "College and Career Readiness in the Curriculum". Teachers elect to participate in two of these groups throughout the school year. The learning is inquiry based and teachers do research, share best practices, and implement and assess new practices. These groups meet within the regular school day. In our Title III plan, we propose to fund a sub-group of bilingual certified and ESL certified teachers to meet after school twice per month to research and plan activities specific to language acquisition pedagogy that connect with the PLC topic they are a part of. This group will lead PD activities geared toward the support of ELLs for their colleagues in each PLC group. In addition, we will hire a consultant from Morningside Center for Teaching Social Responsibility for 8 sessions to provide this sub-group of teachers professional development around social-emotional learning topics. Since the consultant will be hired to provide direct services to students in ESL classes and consulting sessions during the school day, Title III funds will only be used to fund the portion of their visits after school and to fund the teachers, guidance counselors and administrators who participate in the after school sessions. The 8 sessions will comprise 10 teachers, 1 guidance counselor and 3 administrators for 1.5 hours each. Morningside Center will commence work in our school in mid-November and run for 8 consecutive weeks through mid-January: Wednesdays - November 5, 12, 19, December 3, 10, 17, January 7, 14 (dates subject to change.) The professional development described above will target both Common Core Standards and instructional foci consistent with the DOE goals as well as SEL training. This plan supports all ELLs and particularly subgroups that tend to suffer the most academic and emotional challenges, SIFE, LT ELLs and Newcomers to secondary school in the U.S.

### 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: In addition to the annual orientation, we will utilize Title III Supplemental funding to attempt to engage parents in four primary ways. We would like to provide parents with support in managing the social-emotional aspects of their teens, we would like to introduce and train parents on the online differentiated literacy program, Achieve 3000, and we would like to provide a college process orientation and trip. We will also introduce a new Community Newsletter in our school for all stakeholders providing information and updates about the school's programs, policies and events.

We will employ a consultant from Morningside Center for Teaching Social Responsibility to run a 4 part series on workshops entitled "Peace in the Family". We will pay for half of the sessions through a SIFE grant from the DELL if we are awarded this year and the other half will be funded through Title III funds. A certified ESL and/or certified bilingual teacher will be present and co-facilitate. Our school will also be participating in a series of Restorative Practices PDs for teachers through Morningside Center and we would like to involve parents in an introduction to those practices as well.

We will provide a training session with follow-up practice sessions on Achieve 3000. This program provides students with access codes to allow family members to register and use the differentiated literacy program online at home. Siblings and even parents can engage in literacy development activities at no additional fee. In the spring, a practice session will be provided along with information

### Part D: Parental Engagement Activities

and support regarding the NYSESLAT. The use of some additional mobile laptops will be utilized and funded through Title III funds. A certified ESL teacher will facilitate these parent workshops. We will also have two college process workshops and one trip exclusively for parents and students in our transitional bilingual program. The trip transportation will be funded through a SIFE grant if we are awarded this grant by DELL and special efforts will be made to recruit and contact families of SIFE. Title III funds will be used for lunch expenses and per session for our Spanish certified college advisor, a guidance counselor, and a certified ESL teacher. Lastly, we will fund a staff member to fully translate five community newsletters this year. We will be piloting this new communications format this year and will publish and print these materials (and all materials used in the parent meetings described above) in English and Spanish. These meeting themes and the newsletter will be reintroduced in academic year 2015-16 as well.

General Calendar of Events:  
October: Curriculum Night  
November: Peace in the Family Part I (Newsletter Issue 1)  
December: Achieve 3000 Intro  
January: Peace in the Family Part II (Newsletter Issue 2)  
February: College Process Part I  
March: Peace in the Family Part III (Newsletter Issue 3)  
April: Achieve 3000 Practice and NYSESLAT Info.  
May: College Process II and Trip (Newsletter Issue 4)  
June: Peace in the Family IV and Restorative Practices (Newsletter Issue 5)

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

**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.
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

**A. School Information**

District <b>6</b>	Borough <b>Manhattan</b>	School Number <b>467</b>
School Name <b>High School for Law and Public Service</b>		

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

Principal <b>Nicholas Politis</b>	Assistant Principal <b>Alexandra Brown</b>
Coach <b>Elish Sari</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Aminatu Feinberg</b>	School Counselor <b>Suzanne Anderson</b>
Teacher/Subject Area <b>Gustavo Franco/Math</b>	Parent <b>Lizzette Marte</b>
Teacher/Subject Area <b>Jacqueline Silverio/social stu</b>	Parent Coordinator <b>Nelia Polanco</b>
Related-Service Provider <b>Christopher Garcia</b>	Borough Field Support Center Staff Member <b>Maria Broughton</b>
Superintendent <b>Manuel Ramirez, Community Six</b>	Other (Name and Title)

**C. Teacher Qualifications**

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

Number of certified ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>3</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>

Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0
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### D. Student Demographics

Total number of students in school (excluding pre-K)	619	Total number of ELLs	167	ELLs as share of total student population (%)	26.9826.98%
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<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	167	Newcomers (ELLs receiving service 0-3 years)	110	ELL Students with Disabilities	34
SIFE	41	Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	28

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		
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	Total
TBE	100	23	2	6	3	02	0	0	0	106
DL										00
ENL	10	3	4	23	6	11	28	6	17	61
<b>Total</b>	<b>110</b>	<b>26</b>	<b>6</b>	<b>29</b>	<b>9</b>	<b>13</b>	<b>28</b>	<b>6</b>	<b>17</b>	<b>167</b>

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
<u>Spanish</u>										42	36	24	4	106
														00
														00
<b>TOTAL</b>	<b>00</b>	<b>42</b>	<b>36</b>	<b>24</b>	<b>4</b>	<b>106</b>								

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	
	EL	EP																		
																			00	00
																			00	00
																			00	00
<b>TOTAL</b>	<b>00</b>																			

\* 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
									00	00
									00	00
									00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):

Number of students who speak three or more languages:

**Freestanding English as a New Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	24	7	10	55
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian														0
French										1	2			3
Korean														0
Punjabi														0

Polish															<b>0</b>
Albanian															<b>0</b>
Other											1				<b>1</b>
<b>TOTAL</b>	<b>00</b>	<b>16</b>	<b>27</b>	<b>7</b>	<b>10</b>	<b>60</b>									

**Assessment Breakdown**

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

<b>OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)</b>															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
<b>Entering</b> (Beginning)										23	17	7	4	<b>51</b>	
<b>Emerging</b> (Low Intermediate)										7	10	4	1	<b>22</b>	
<b>Transitioning</b> (High Intermediate)										8	8	4	4	<b>24</b>	
<b>Expanding</b> (Advanced)										7	14	7	17	<b>45</b>	
<b>Commanding</b> (Proficient)										3	9	5	5	<b>22</b>	
Total	<b>00</b>	<b>48</b>	<b>58</b>	<b>27</b>	<b>31</b>	<b>164</b>									

<b>FORMER ELLS BASED ON REVISED EXITING CRITERIA</b>														
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														<b>00</b>

<b>FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														<b>00</b>

<b>NYS ELA</b>					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6					00
7					00
8					00
NYSAA					00

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)							0		00

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	78		46	
Integrated Algebra/CC Algebra	5	89	0	26
Geometry/CC Algebra	0	13	0	1
Algebra 2/Trigonometry				
Math				
Chemistry	1	1	0	0
Earth Science	1	39	1	15
Living Environment	5	52	2	18
Physics	0	2	0	0
Global History and Geography	0	85	0	29
Geography	0	0	0	0
US History and Government	3	52	1	37
LOTE				
Government	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Home Language Assessments

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
As a school, we assess the "early" literacy skills of our students by using the results of NYSITELL (when admitted), the NYSESLAT, English Regents (when a student takes this exam) and formative common assessments that we use to assess common core aligned skills particularly in reading and writing about literature and reading informational texts and writing arguments. The Spanish LAB is utilized to assess native language literacy for our native Spanish speakers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Significant progress was observed across all levels, with many students moving up 2 levels. The exception was the students who entered directly from the Dominican Republic, and had not yet adjusted to the school system and life in New York City. Most of these students were still "entering" at the end of the year. Based on the NYSESLAT results, between 15-20% gain proficiency and between 40-50% increase one level. This data is fairly consistent across grade levels and across proficiency levels. There is a population of Long Term ELLs often classified as Special Needs who do not make steady progress from one level to the next on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The Assistant Principal of ENL and the TESOL licenced ELL Coordinator have recently been trained on the use of the AMAO Estimator Tool. The AMAO Tool provides us with data that enables us to analyze data related to the progress of ELL subgroups and provides a warning for "risk factors" associated with certain students' performances so that targeted interventions can be designed and implemented to help further support progress towards English language proficiency as well as progress in content area achievement. The data will be shared with our ELL inquiry team who will meet monthly to develop action plans as well as professional development activities around best practices for staff members.
- 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?
    - The patterns for progress are fairly consistent across proficiency level and grade level. Between 40-50% of students in each category are progressing a level within a year. Those who do not progress a level still appear to be progressing within each modality to some extent. Less than 10% remain stagnant or decline in level. Students who take their exams in English such as the ELA Regents exam are fairing very well. Nearly 60% of the students who took the ELA Regents passed in 2014-15 as compared to 36% two years earlier. Students are having less success on subject area Regents exams in their native language. Students passed the Global Studies and Living Environment Regents at rates of 35%. Students in these classes are in 9<sup>th</sup> and 10<sup>th</sup> grade and tend to have the greatest number of beginner level ELLs. They appear to be struggling in gaining appropriate academic/content based language in their native language in these subject areas.
    - We do not presently utilize a Periodic Assessment for ELLs. Instead we create common assessments for each level of ESL which reflect the scope and sequence for that particular level. These exams are collaboratively constructed to ensure consistency in instruction and assessment from year to year.
    - N/A
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]  
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?  
 In order to meet the needs of a student body with a wide variety of new language proficiency, we designed our instructional program to offer 12 levels of ENL. ENL classes are no larger than 28 students and often less than 20 students. We carefully place students in appropriate levels in the beginning of the year based on NYSESLAT results as well as teacher qualitative input. ENL teachers meet monthly (and informally more often) and discuss student progress to determine if levels need adjustment. Changes are made promptly whenever possible. ENL teachers also discuss curriculum, modify curriculum maps to address gaps in the Common core Standards, share materials and co-construct mid term and final exams to assess progress. Teachers perform gap analysis based on common assessments implemented twice per year so that instructional adjustments can be made based on assessment data. Common Core aligned rubrics are used to measure writing progress. Bilingual content area teachers adjust the balance of language of instructional delivery (Spanish to English) based on the prescribed timeline - English delivery is increased as the year progresses and as proficiency levels increase.
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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
 Quantitative and qualitative data informs our evaluation of our school's program for ELLs. The principal's cabinet comprised of a team of 7 administrators and a bilingual inquiry team comprised of 8-10 ENL, certified bilingual content area teachers certified HLA teachers and a guidance counselor. Beginning this year, we will recruit non-certified subject area teachers who will participate in "integrated" classrooms to join the bilingual inquiry team. We utilize several sources of testing data including the NYSESLAT, Regents exams (in English as well as subject areas), classroom assessments and data provided by on-line programs like Achieve 3000. We disaggregate data for scholarship reports including marking period report cards, progress report cards and attendance data in each grade level and level of proficiency. We also closely monitor graduation rates as well as college acceptances for our ELLs. Finally, we implement formative assessment through common assessments co-constructed by the ENL teachers for each proficiency level. These assessment are administered in ENL classes as mid-year and final examinations and include common core aligned tasks.

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.  
 The High School for Law and Public Service follows the standard 4 step protocol for identifying newly admitted English Language Learners:  
  
 Step 1) Administration of HLIS: As parents arrive with their children for registration at our guidance department, it is determined whether the student is new to the DOE, re-entering the DOE after 2 continuous years of not attending a NYS school, or a new entrant to DOE from another NYS school. If the student is incoming from a NYS school, records must be obtained for review to determine ELL status and this status will be continued and acted upon. If the student is a new NYS admit or has not been in the New York City public school system for 2 or more years, the Home Language Identification Survey (HLIS) is immediately administered by the the ELL Coordinator who is a licensed TESOL pedagogue who also speaks 6 languages other than English including fluent Spanish. Home language is then determined based on the results of the HLIS and an interview with the student and parent which is conducted in the language of preference by our TESOL certified ELL coordinator. If the language of preference is not available, we seek over-the-phone translation by the transition and interpretation unit of the DOE.  
  
 Step 2) Determining NYSITELL Eligibility: If it is determined, based on the HLIS and interview (in English and home language) that the student is possibly an English Language Learner, the ELL coordinator reviews any available schoolwork and collects a brief writing sample from the student in both English (when possible) and native language, comprised of one question such as, "Describe

a person who is important to you". The ENL then administers the NYSITELL exam. Special procedures are followed for students with IEPs (see question #3 below.)

Step 3) Administration of NYSITELL: The ELL coordinator administers the NYSITELL exam usually immediately while the parent(s)/caregiver(s) wait with the parent coordinator. Answer documents are printed from ATS, and after the test is administered to the student, the ENL coordinator then scans the NYSITELL for a score. Based on the interview, the NYSITELL score, and the writing sample, the ENL Coordinator confirms placement in the program (or disconfirms) and assesses the appropriate ENL level. In rare instances, when the NYSITELL is not administered on the first day of admittance, the exam is administered within the first 10 days of enrollment. Parents are informed of results within 5 days using DOE notification letter (described further in #12 below.) Parents are informed that they may request a re-identification process/review within 45 days (see question 5 below.)

Step 4) Administration of Spanish LAB: If a student, upon enrollment, has been identified as ELL and the home language based on the HLIS is identified as Spanish, then the Spanish LAB exam is administered, scanned and documented within 10 days of enrollment. The results are utilized to inform placement and programming for bilingual services.

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).  
SIFE status is initially determined within 30 days and modified, when necessary, within 12 months of enrollment. If the student is determined to be transitioning/intermediate, SIFE status is not assigned (and it is removed for any existing enrolled students by the same criteria.) If the newly admitted student is identified as an ELL (by the ELL identification process indicated above) and is an entering 9th grader and is determined to be at an entering (beginner) or emerging (intermediate) level based on the NYSITELL, the ENL coordinator administers the oral interview questionnaire and LENS exam (Literacy Evaluation for Newcomer SIFE). If the student is identified as SIFE, this information is indicated on DOE data collection site within 30 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

Our Language Proficiency Team, comprised of the ENL coordinator, the assistant principal of ENL, the assistant principal of Special Education, and the student's parent(s) or guardian(s) (and a translator when a home language speaker is not available at our school), determine whether students entering the system with an IEP requires language acquisition support and whether they should take the NYSITELL. Considerations include results of the HLIS, prior assessment records, home language assessments, report cards, any work samples that are available, recommendations made by the Committee on Special Education, and IEP recommendations and comments. Additional evaluation is determined through an additional brief interview, reading and writing assignment (in English and home language) when necessary. Determination is then made regarding whether the student has second language acquisition needs. If so, the student is then administered the NYSITELL. If it is determined that a disability is the determinant factor for language acquisition, then the NYSITELL is not administered and the decision must be approved by the principal. If the principal rejects this recommendation, the NYSITELL is administered immediately. If the principal agrees with the recommendations, the decision is sent to the superintendent for approval. The superintendent must make a final decision within 10 days of enrollment. If the superintendent rejects, then the NYSITELL must be administered within 5 school days. Parents are to be informed of determination within 3 days of decision in the parent's home language. The Language Proficiency Team NYSITELL Determination Form will be placed in student's cumulative file.

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.  
Parents, after the ELL identification process is complete, receive an Entitlement or non-Entitlement letter on school letterhead in English and translated to native languages within 5 days of ELL determination. The letters are signed by the parents and a copy is kept in each student's confidential cumulative file in the guidance office (a copy is also kept in a confidential file in the ENL coordinator's office.) Students 18 years of age or older are provided with the notification letter for their signature.  
Entitlement/Non-entitlement or Continuation of Entitlement letters are signed, collected and often filed on the same day as enrollment for newcomer ELLs when the identification and placement process can be completed on the same day. For students already within the NYC system, the ENL coordinator reviews their file and, if necessary, contacts the student's prior school to retrieve relevant documentation. Every year, each student's family is informed of their status in terms of continued entitlement, based on the NYSESLAT results, and the program choice placement for in the fall. Parents are given the opportunity to change their

program selection, if they so choose. The ENL coordinator and the bilingual parent coordinator, make outreach to parents through phone calls for the return of all Entitlement forms that were not completed on site. An over-the-phone translator is sought when necessary. Parent Association meetings, planned by the parent coordinator, occur monthly and she provides outreach to these families, translations when necessary, and documentation collection at these meetings when necessary (as new enrollment ours throughout the year.)

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).

At the time of notification of ELL status, the ELL coordinator who is a licenced TESOL pedagogue informs the parent that they can appeal the decision and request a re-identification process within 45 days. They are informed verbally, in parents preferred language, if ELL identification process is completed upon the same day as enrollment and they are informed in writing (English and translated to preferred language) when Entitlement letters are mailed home. Students over the age of 18 are also informed of their right to appeal the results.

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.

If the student scores proficient on the NYSITELL exam, the guidance counselor and the parent are immediately informed that the student will not require placement in an ELL program. If the NYSITELL exam assessment determines that the student is an English Language Learner, then the parent is escorted with the TESOL licenced ELL coordinnotor to the parent coordinator's office where the parent orientation video provided by the DOE is shown to the parent(s)/caregiver(s). The ELL Coordinator also provides information, including relevant research regarding the 3 ENL program choices: dual language, free-standing ESL, and transitional bilingual education (TBE). If a different language is identified other than Spanish, we seek to locate the written information for parents on the DOE website for that particular language. We also provide an additional opportunity to view the video during the ELL parent orientation meeting within 10 days of school facilitated by the TESOL licenced ELL Coordinator. We schedule one formal meeting during morning day hours and one formal meeting during evening hours to maximize attendance. Additional smaller or individualized parent orientations are scheduled within the first 10 days of registration as enrollments of new students roll forward throughout the year. A flier announcing the parent orientation meeting dates and agenda is generated in English and translated into preferred home language and is distributed to parents during the enrollment process. In order to encourage attendance, an opportunity to meet other parents, socialize briefly and have snacks and refreshments is announced and provided. The announcement flier is also mailed home, and outreach in the form of phone calls, made by the parent coordinator as well as "robo calls" are made to households.

We currently do not offer a dual language program and have no current plans to add one. We offer fully developed transitional bilingual and free-standing ENL programs. If a family chooses dual language, the ENL Coordinator provides contacts and locations for other schools with dual language programs in the city. The student is placed in our TBE program while he/she awaits a response for that school. If parents do not choose and complete the form immediately, students are placed, by default, in the transitional bilingual program in order to provide the most basic language support until the choice is made and within 10 days of enrollment. Once again, parents are informed that they may appeal the ELL status within 45 days of enrollment.

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.

We attempt to complete the enrollment, identification and program choice process for families within the same day whenever possible which includes individual or small group orientation meetings to facilitate the intake of forms in a timely manner. When this does not occur, there is outreach made by the TESOL licenced ENL coordinator, parent coordinator and assisted by school aides via phone outreach in preferred home language. Students are placed in the TBE classes as default until all forms are collected and filed appropriately. If we develop and implement a DL Program we will promptly send letters home in parents' preferred language to families who previously indicated a preference for this type of program. The letter will describe and announce this new option in the parents' preferred home language. The TESOL licenced ELL coordinator will hold a special orientation meeting for parents who initially indicated this preference to answer any questions. The meeting will take place in the preferred home language using interpreters when necessary.

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

The ENL coordinator maintains a spreadsheet of all ELLs and their contact information and updates it accordingly as newly admitted students are enrolled and identified as ELLs. The ENL coordinator indicates on this sheet which forms have been mailed and in what language(s) and the date they have been returned. The sheet is reviewed by the Assistant Principal of ENL at monthly briefing meetings.

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

Program choice notification letter on school letterhead in English and translated to native languages are provided and mailed at the same time as Entitlement letter when the timing process allows, or are mailed home within 5 days of program placement. Based on the parent choice of program and proficiency level recommendation of the ENL Coordinator, the student is given a full academic program by the intake guidance counselor.

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

The following dated and signed documents are permanently filed in hard copy in two locations, the student's cumulative file in the guidance office as well as an ELL folder maintained in our office of EN where the ENL coordinator and assistant principal of ENL preside:

- Home Language Identification Survey
- Parent Survey and Selection Form
- Program Placement Letter
- Entitlement letter (newly identified ELLs)
- Continued entitlement letter (continuing ELLs)
- Non entitlement letter
- Language Proficiency Team NYSITELL Determination Form, NYSITELL answer documents

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 New York State English as Second Language Achievement Test (NYSESLAT) is ordered based on the numbers of students eligible to take the exam. When testing documents arrive they are counted to ensure ample materials are available. Additional materials are ordered if deemed necessary.

The NYSESLAT is administered each spring (within the testing date window) in each ENL class by the TESOL certified ENL instructors and are assisted at times by the certified Native Language Arts instructors or other General Ed instructors who have been trained in the test administration procedures.

The test is administered early enough to allow ample time to administer sections of the test to students who were absent for one or more parts. The oral sections are administered in the initial 2 weeks of the oral administration window and completed by the end of the general testing window and the other sections are administered within the general window provided. Students are set up in a quiet space to take the oral sections of the exam with their teacher while the class is monitored in working on assignments. Additional testing accommodations are provided for any students with disabilities when their IEPs indicate.

All students listed on the RYOS ATS report and the NYSESLAT Eligibility Report as eligible for the NYSESLAT are tested. A spreadsheet of all eligible students is maintained in a folder in our office of ENL and testing administrators indicate the date of completion of each section of the exam for every student. Student programs are available in this file so that test administrators can easily find a student to be pulled out of class for testing when necessary. The completed tests are sorted, packed and returned to the testing agency by the ENL coordinator.

Students with long term absences are noted on the spreadsheet and letter and phone calls home are made by the parent coordinator and ENL coordinator to encourage attendance on testing days. It is stressed that promotional advancement and program eligibility are affected by the NYSESLAT results.

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

Based on NYSESLAT results, all families of students who have not tested as proficient will receive Continued Entitlement letters by September 15 of the academic year. For all families whose student has tested proficient or has met other exit criteria (testing "expanding" or "commanding" levels on NYSESLAT plus achieving a 65 or higher on the ELA Regents exam) will receive Transitional Support letters indicating the support students are given 2 years after gaining proficient (non-ELL) status.

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).

For newcomers into the New York City public school system, 95% of our newly arrived ELL students choose our transitional bilingual program. So far, the few who choose the free-standing programming are students who come from an Asian, African or Caribbean country other than Spanish speaking, of which we have only 5-10 total students per year. Receiving the home language support across subject areas, as well as a multi leveled home language arts education helps reinforce new language (English) mastery. In our TBE model, the ratio between instruction delivered in native language instruction versus English language broadens over each year so that by their 3rd and 4th year, the language of instruction has transitioned to at least three-quarters English. The free-standing ENL program appears to be less popular since at the high school level much of the subject area disciplines often have specialized academic language and the curriculum must move at a fast enough pace to cover the curriculum assessed in the Regents exams. In addition, these subject area Regents exams are provided in home languages.

Our ELL program offerings and parent choice trends are very well aligned. We plan for and provide enough classrooms with certified bilingual teachers in order to program each student in their program of choice and at their appropriate proficiency level. In addition to leveled ENL classes, seniors who have not yet passed the English Regents exam are also provided with a daily class of English Regents exam support.

If a parent indicates a program choice other than the two we offer, our ENL coordinator provides contact information and locations for program choice alternatives at other DOE high schools. Through the LAP Committee, consisting of both the parent coordinator, a parent representative, certified teachers, coordinators, administrators and counselors, we discuss our programs, the needs of families, and evaluate effectiveness. The inclusion of a wide variety of stakeholders on the committee allows for constant evaluation of our current programs and future programming needs. This committee meets monthly.

If demand for Dual language program increases among our parent pool, we will begin to incorporate this type of program as a response.

## 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]).
- Freestanding ENL program.  
Students in this program receive ENL instruction based on homogeneous groupings for proficiency level. Instruction will be delivered in accordance to CR Part 154.2 through instruction by a certified ENL instructor and integrated with certified ELA instructors for the appropriate minutes.
  - TBE program. *If applicable.*  
Students in this program also receive ENL instruction based on homogeneous groupings for proficiency level. Instruction will be delivered in accordance to CR Part 154.2 through instruction by a certified ENL instructor and integrated with certified ELA instructors for the appropriate minutes- minutes are divided as per regulations between stand alone ENL minutes and integrated ENL/ELA minutes. Whenever numbers allow, students are not programmed with peers in grades spanning beyond 2 contiguous years. For bilingual subject area classes, students in one grade often travel as a block in mixed proficiency level. TBE content areas include math, social studies and science, all in HLA.
  - DL program. *If applicable.*  
N/A

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

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

The school administrators create a program according to the amount of students we have at each proficiency level. The program adheres strictly to the mandated minutes based on CR-154-2 in accordance with chart 5.1.

"Entering" - 2 units, "Emerging" - 2 units, "Transitioning"- 1 unit, "Expanding"- 1 unit, "Commanding"- .5 units

In addition to the NYSESLAT results, ENL teachers administer a brief in-class assessment within the first week of school in order to assess students' abilities to ensure that placements are correct. The ENL Coordinator checks all ELL's programs at the beginning of each semester to make sure that they are correctly placed in classes and that they are receiving the mandated minutes. All students receive the mandated minutes. Once ELLs reach the 12th grade, if they have not passed the ELA Regents exam, they are programmed for an additional ELA Regents preparation support class, in addition to their ESL and ELA classes, in order to better prepare them for the ELA Regents examination. All ELLs are programmed for 1 unit of HLA during the school year. Again, it the ENL coordinator's responsibility to check students' programs and file them. Guidance counselors notify the ENL coordinator of any program changes throughout the year.

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. All bilingual content area classes (English, science, math, social studies and art) are taught using ENL methodology including an emphasis on academic and content specific word knowledge to increase reading and writing accuracy, visual learning tools provide additional scaffolding, and differentiated instruction. Common Core aligned Curriculum maps are written or revised by teachers annually. We utilize textbooks that are aligned with Common Core Standards along with supplemental texts (fiction and informational) with increasing text complexity. Close reading strategies are utilized across subject areas to support comprehension and analysis of complex texts .Bilingual content area courses use ENL strategies such as sequencing, multiple and varied exposures to new words, graphic organizers and mapping to enhance language acquisition while focusing on content specific course work parallel to the general education curriculum in order to prepare students for the Regents examinations. Illustrated dictionaries and Longman texts series, designed specifically for ELL content support, are utilized in the classroom and during Saturday school literacy enhancement classes. ELLs who are at risk of failing ENL or a content area class are targeted for Saturday Academy classes. Outreach to families is made by guidance counselors and administrators to ensure Saturday Academy attendance. Instruction is delivered in one language at a time (avoiding code-switching) with increasing dependence on English as the dominant language of delivery as the year progresses. Native Language supplement materials and instruction is provided during after-school tutoring as the year progresses and as English becomes more dominant in the content area classrooms.

All content area teachers, ENL teachers and HLA teachers map a Common Core aligned curricula implement Common Core submitted to and reviewed by administrative supervisors and implement Common Core aligned tasks into their classrooms. An inquiry team comprised of bilingual content teachers, ENL teachers and HLA teachers will meet monthly to review and co-map Common Core skills so that common skills are covered across subject areas whenever possible. ENL teachers work with ELA teachers to consult on Common Core task designs and assessments.

Enrichment/elective classes such as art, music, P.E. and Law classes are taken in English with the General Education population. ENL classes are taught by licensed ESL teachers. The Title III Program is supervised by a licensed administrator. All bilingual content area classes are taught by highly qualified teachers with state certification and bilingual extensions except where current budget constrains out ability to hire new teachers. One social studies content area teacher is presently pursuing a bilingual extension. Art classes for our ELL's are taught utilizing visual aids and collaborative group work approaches.

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

When students are admitted, they are asked to write a sample of English and Spanish. Most 9th grade ESL students are placed in Native Language Arts level 3 and continue a sequence through level 6 and then on to AP Spanish language and AP Spanish Literature by the time they are seniors. Ongoing assessments in HLA classes occurs throughout the year. Bilingual content area teachers provide unit assessments and writing assignments in native language and in English language. Usually assessments are offered in the dominant language of the classroom which tends to be more native language towards the beginning of the year and more English towards the end of the year.

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

ENL classes are designed to offer explicit instruction in all four skills (reading, writing, speaking and listening) and are addressed aligned to ENL and Common Core Standards. Teachers use a variety of methods including CALLA, Readers/Writers Workshop model through balanced literacy techniques, the Language Experience Approach and content integration. Every classroom is designed around a language objective and a content objective. ELA and HLA classes use the workshop model and serve as the forum for literature exploration and analysis. HLA classrooms are equipped with differentiated classroom libraries for

independent reading activities. We utilize an on-line differentiated literacy program, Achieve 3000, in both the English and Spanish language versions to further stimulate growth in reading and writing skills. We expect all ENL classes to experience 90 minutes per week of Achieve 3000 activities and all HLA classes to experience 45 minutes per week of Achieve 3000 activities. The ENL instructors adhere to a language and grammar pacing calendar that spans 12 levels of ESL. They co-construct mid-year and final exams for each level. These exams focus on the language and grammar objectives for each level. Throughout the year, speaking and listening skills are assessed informally throughout a lesson. Student discourse is a strong instructional focus in the ENL classrooms and active engagement in discussions and formal oral presentations are regular parts of each unit of learning. Formative assessments include Achieve 3000 level tests and comprehension and writing activities, close reading responses to texts, class discussions, evidence-based responses to text prompts, read aloud activities, daily writing prompts including grammar and vocabulary, dictation quizzes, and common core aligned tasks.

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. Currently SIFE students are integrated into all of the bilingual and ENL classes depending on their current level of proficiency according to the NYSESLAT. We have fully integrated the differentiated literacy program, Achieve 3000, which was specifically acquired, along with a classroom set of Macintosh laptop computers, to support both long-term LEP students and Students with Interrupted Formal Education (SIFE). This program is designed to develop both English language and native language proficiency in reading and writing. After an initial formal assessment, students are provided with daily texts adapted to their respective reading levels and followed by a series of activities culminating in a writing activity which is then assessed by the ENL teacher. The students' progress is continuously monitored by the teacher, who provides regular instructional feedback. Additional instructional lesson elements are integrated into the class time to further support SIFE. Home Language Arts teachers use the program in the same way. The students are exposed to this software an average of one 90 minute periods per week during the regular school day in addition to one 45 minute NLA period per week. SIFE students also receive support in other subject areas through a Visual Learning series as well as other age appropriate texts designed to support ELLs in the content areas are purchased specifically for the bilingual classroom for social studies and science. Interactive Smartboard technology is utilized in math and social studies classes to motivate active participation and provide visual supports for demonstrations. Oral presentations are an integral component of these classrooms as well. After school tutoring is extended to SIFE and Long-Term ELLs at least once per week by every bilingual and ENL instructor. Saturday school is also offered to SIFE and LT. We partner with Morningside Center for Teaching Social Responsibility to assist in addressing the additional social and emotional needs of this population. Conflict resolution, communication skills, anger management along with other character building skills will be addressed.
- b. Our newcomers are programmed into ENL classes according to their literacy needs. We follow the protocols outlined in the section above to determine if they are ELLs and then assess their proficiency level. In response to an increase of newcomers to our school over the past several years, we have partnered with the Morningside Center for Teaching Social Responsibility to help us address the additional social and emotional needs of this population (see above SIFE section). An after-school literacy class, taught by an ESL certified instructor, utilizes an age appropriate text, Inside USA, to further support newcomer language learning.
- c. For ELL students receiving 4-6 years of service, differentiated instruction takes place in each classroom. Collaborative group work is a regular feature in order to encourage verbal communication and collaboration. Mock trials, debates and other forms of class presentations are implemented as long-term projects and forms of assessment. ENL teachers often choose literature for this subgroup in several typically high interest genres including mystery, horror, science fiction and romance. Graphic novels are also utilized which supports language acquisition as well as engages students who are traditionally visual learners and/or interested in art. Students in this subgroup also take the appropriate level native language arts to support their native language literacy.
- d. Differentiated methodology targeting this subgroup is similar to that of our SIFE students in the ENL classes. We purchased the research-based English 3D curriculum materials for use in our transitional ESL classes where many of our Long term ELLs are placed. In addition, we are using Kinsella's Academic Language Toolkit series in Saturday Academy classes where a group of Long Term ELLs attend for additional support. We expose them to 90 minutes of Achieve 3000 per week in the English language version and this year we will implement 45 minutes per week in the Spanish language version. We are also

continuing to develop a balanced literacy approach in the HLA classes to support our long-term ELLs who vary in their native language proficiency. Well organized group work, close reading activities, and providing print rich environments are other methodologies stressed for this subgroup.

- e. Former ELLs receive the same test accommodations as the current ELLs. They are tested in the same rooms as the other ELLs and receive the same time accommodations, reading accommodations, and glossary accommodations for 2 years after they test on the proficient level. We provide an additional English Regents prep class that meets on period per day for ELLs and former ELLs in their senior year if they have not yet passed the exam. This is in addition to their regular English class. ELLs who have recently passed the NYSESLAT with a score of proficient are placed in transitional ESL classes until the teacher assess, through various class assessments (writing, reading, speaking, listening) that they are ready for a general education class. Through inter-disciplinary Professional Learning Communities teachers consult with one another regarding the progress former ELLs are making, general education teachers differentiate instruction to try to meet the needs of formal ELLs and course adjustments are made if necessary. We provide a support class meeting 90 minutes per week for students who scored “commanding” on the 2015 NYSESLAT.

- 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.

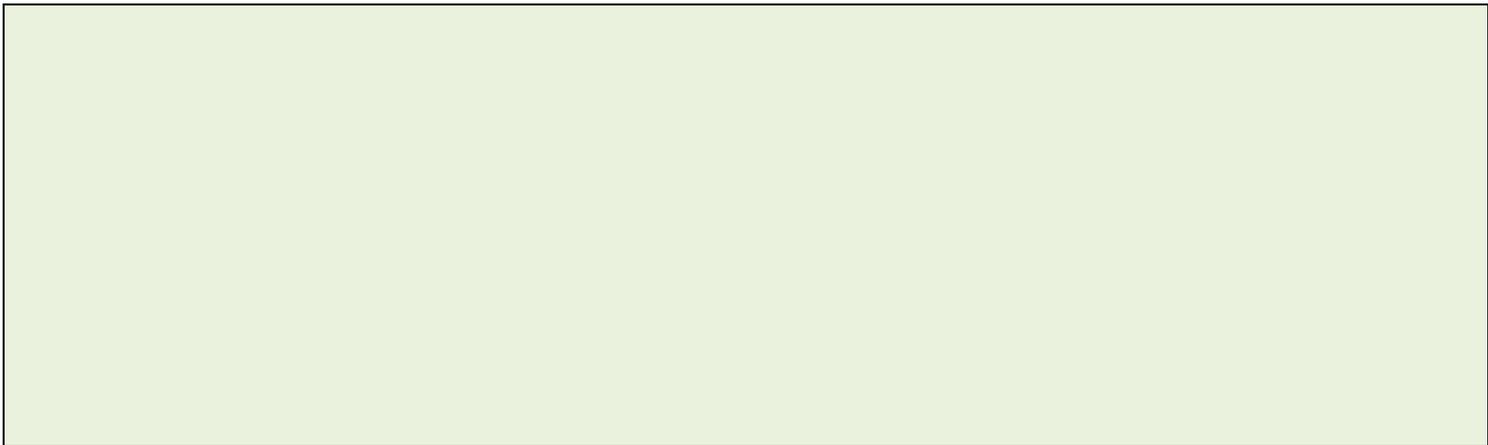
A student’s the guidance counselor and our TESOL licenced ENL coordinator manage the initial identification and re-identification process. Once a re-identification process is initiated, all documentation will be filed in the student's cumulative file and with the ENL coordinator's files. The program will be immediately adjusted by the guidance counselor with the consultation of the TESOL licenced ENL coordinator if the student has been re-identified as an ELL. If the student has been re-identified as a non-ELL then the guidance counselor will immediately re-program the student's schedule to reflect appropriate classes. Teachers will be informed of the decision and instructed to accommodate the student and tutoring will be arranged to further support the student if this is deemed necessary. Targeted interventions are planned and monitored by ENL teacher and communicated to content area teachers. After-school tutoring and Saturday School interventions are considered when necessary.

- 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?

Students who are identified as ELLs having special needs receive ENL and bilingual services based on each students’ Individual Education Plan whenever possible. Students who have resource room supports on their IEP receive those services in content area classes. Visual Learning materials play a prominent role in instruction for this population as well as hand-on projects and multiple exposures to words in a variety of contexts. Smartboards, laptop computers, iPads are utilized in conjunction with literacy programs such as Achieve 3000 in English language with dual language intervention supports.

- 9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have ICT classes in our instructional program across all content areas. As faculty receives additional training in ICT, we have been able to increase the effectiveness of our inclusion classrooms. If a student is identified as struggling in the environment, we convene a meeting of all of the student’s teachers and counselor and discuss possible instructional approaches or alternative settings. If necessary we re-convene an IEP meeting with the parent to discuss alternative classroom settings, but only when many instructional supports in the ICT classroom have been exhausted.



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### 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	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.*

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

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

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

Chart 5.3

### Home Language Usage and Supports

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

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

### A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted interventions in subject areas such as science and social studies include mandated after school tutoring and/or Saturday School tutoring. Tutoring is provided in native language. We also run a Saturday Academy for additional credit accumulation for a target population of ELLs who would benefit from such a program. The classes offered include a social studies elective which supports the Global and U.S. History curriculum as well as English language. After school tutoring and Saturday School classes are offered by a licensed bilingual math teacher in each math course. Students who are identified by the guidance counselor as “at risk of failing” based on two marking period report cards are mandated for tutoring services,.

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 following program analysis is used upon data gathered from the New York State Regents Exams, The NYSESLAT, and Achieve 3000 data reports. Program effectiveness for our ELLs can be measured by several examples of scholarship and achievement data. ELLs are accumulating credits at a similar overall rate as their general education peers, even when desegregated for grade level. The results of the NYSESLAT reflect steady growth for a majority of our students. Most students increased by one proficiency level in most modalities and several progressed more than one level. Furthermore, ELLs are making significant progress on the English Regents exam, as compared to two years previously. Our ELL passing rate was 59% during the 2014-15 school year which is almost 30 points higher than 2 years previously. Even when a student repeats the exam and does not pass, he/she is making 10-20 points progress between attempts. ELL students are also making excellent progress towards college-readiness benchmarks on the Regents. The rate of students passing the ELA Regents with a 75% or higher has increased significantly as well. ELLs are also meeting the achievement rates of their non-ELL peers on most content area Regents exams, however current data on Global Studies and Living Environment passing rates for ELLs is more concerning. ELLs are passing these exams at a rate of 34-5%. We will look at this data and analyze causes and address our students’ needs accordingly this year. More intensive and consistent tutoring may be necessary and an examination of learning materials and teacher pedagogy may be necessary. Based on data collected by Achieve 3000, our ELLs are increasing their Lexile levels often by two grades in one year. These measures all point to a robust and successful program. Our current data reflects a more concerning note when it comes to 4-year graduation rates. Our students, especially those that are newcomers, LT ELLs and SWD, are lagging behind in passing the English Regents exam. Even though they make significant progress on their score, they struggle to make the 65+ necessary for earning a diploma. When they score a 20-40 on their first attempt, the gap is often too wide to bridge within one year. We will continue to implement our intervention strategy which includes a 45 minute Regents prep class differentiated for specific target skills and are adding a Saturday Academy component for our 11th grade cohort. We have found that a differentiated literacy approach based on specific exam data can make a 10-20 point increase in a student’s performance during their senior year, so we are adding a junior year pre-Regents intervention with the goal of bridging the achievement gap earlier.

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

This upcoming year, we will not implement any major new initiatives or curricula. The only curriculum resources we are expanding on will be two Common Core Aligned resources for our Transitioning, Expanding and Commanding populations and Long Term ELLs:

1) Academic Vocabulary Toolkit (Kate Kinsella): A team of 3 teachers/administrators attended a full day workshop to learn about implementation of this curriculum resource and we will implement it this year.

2) We will expand on our use of Holt MacDougal Textbooks with accompanying workbooks that are differentiated specifically for English Language Learners.

We will be looking for additional curriculum resources for content areas such as Global Studies and Living Environment.

3) This year we will offer 2 sections of Advanced Placement Spanish Language instead of 1 plus 1 class of AP Spanish Literature. -The main aspect of our delivery of instruction that we will focus on improving this year through professional development is providing quality integrated instruction since this is mandated by CR-154 and new to our school and to improve pedagogical practices regarding differentiated instruction for different learning groups. -

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

We do not have enough students at the AP Spanish Literature level to program a class.

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

There are essentially no school programs that we offer that are not available to our ELL groups. For example, all clubs including the after school theater group and cooking classes are open to all. The National Honors Society and Peer Mentoring Programs all include participation of ELLs. Every PSAL sports team, including football, baseball, track, volleyball, swimming and soccer include participation of ELLs. The Student Government Organization is inclusive of ELLs and former ELLs. All programs offered in our school are announced on the PA in English. Teachers provide translations for students about program details.

Postings in the hall are translated in Spanish. After school tutoring is provided by all teachers whether on a regular basis or on an appointment basis. Saturday school is an important supplement to our ELL program supplemental piece. We offer bilingual content area tutoring on this extra day of instruction. Our Transitioning, Expanding and Commanding ELL students may take a law sequence although our law classes are not taught by bilingual certified instructors. Finally, our public service component is an integral part of our school and everyone in the school community is expected to participate in-house or out-of-house.

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.

Picture dictionaries, Spanish/English dictionaries and spelling dictionaries as well as an array of visual rich reference materials are available and utilized in our lowest level ESL classrooms. Subject specific visual learning resources are utilized in the bilingual science and social studies classrooms. Interactive Smartboard technology is often utilized in the bilingual mathematics classroom. Achieve 3000, the differentiated literacy online program is utilized by all bilingual students in ESL and NLA classes. We have a large library of literature for full classroom use for all levels of ESL. Many adapted titles are included in this library. A wide variety of new common core aligned texts for all levels of ESL have been purchased for use this year including an ELA textbook published by Holt MacDougal and an accompanying workbook differentiated for ELLs, Kate Kinsella's English 3D curriculum and workbooks, National Geographic's Reading Explorer and Reading Adventures texts, Inside the U.S.A. and Kinsella's Academic Toolkit and Pearson/Longman social studies texts. We have a Spanish language balanced literacy classroom library that is varied by genre and well differentiated by reading level in the NLA classrooms.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

All of our native Spanish speaking ELLs receive Spanish language/literature classes through the 12th grade, including Advanced Placement. We believe that with the added support provided in a language classroom, our students will be better served.

We offer a full program of study of Spanish Native Language Arts with the opportunity for our students to not only fulfill their basic Spanish language requirement but also to take Advanced Placement Spanish Language and Literature classes during their high school career. Spanish/English dictionaries classroom sets are available to students in NLA classrooms, and a balanced literature library in Spanish language is utilized by multi levels. The Spanish language version of Achieve 3000 is implemented in every NLA class for 45 minutes per week.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

As a high school, all classes across subject area are grade and age appropriate. Texts are NYSTL approved and aligned to grade band Common Core Standards. ENL trade books are purchased at all levels for age appropriate topics and titles. "Entering" level English textbooks and workbooks ("Inside the USA") is utilized which contains high school age appropriate characters and circumstances.

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).

An incoming 9th grade orientation meeting is planned during the summer (June/July/August) preceding the new academic school year. This is an orientation for monolingual and bilingual students. All ninth grade teachers are invited to participate and provide an overview of our school course offering and expectations. Students also take a math placement test and complete a brief writing sample for teachers to review.

For the past three summers, we have run a summer bridge program during the last week of August. All Freshmen including ELLs are invited to attend. The program involves general orientation activities, academic classes, advisory classes, social-emotional lessons and public service and field trips to a college and outdoor education center. We have ENL teachers included among the staff of summer bridge faculty. We also have a team of upperclassmen peer mentors, including bilingual students, who lead activities and assist in running the program. The program is funded by the Expanded Success Initiative grant. The presentation of our ELL program choices as well as a viewing of the video is provided for families of ELLs. An additional orientation also takes place within the first ten days of the school year to serve our newcomers as well.

19. What language electives are offered to ELLs?

We offer a full array of Spanish Native Language Arts classes including Advanced Placement Spanish Language and Advanced Placement Language Spanish Literature (when numbers allow). We do not currently have the staffing to offer any other elective language course.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?

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

N/A

## B. Professional Development and Support for School Staff

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

A professional inquiry team comprised of ENL and bilingual content area teachers meet monthly after school to share best practices, read current research and professional literature, and collect and analyze student data. These meetings help inform instruction and curricular choices as well as testing preparation supports. The ENL department (all 3 licensed instructors) also meets on a bi-weekly basis to discuss strategies for specific at-risk students, align curriculum to the common core standards, co-design mid-year and final year class assessments, and organize the administration of the NYSESLAT.

All ENL and NLA instructors will also participate in professional development with our consultant from Achieve 3000 on two separate days in the Fall (one in October and one in January). This will facilitate our initial implementation of this on-line literacy three times throughout the school year.

PD days will be dedicated, in part, to the school-wide instructional focus: "Effective Lesson Planning with Differentiation" as well as Danielson's Framework for Teaching. Teachers will receive support through consultants from a CBO, Teaching Matters. We will provide targeted PD for differentiation within ENL/Bilingual classrooms. We will also seek support for teachers working in an "Integrated classrooms" since this will be a new collaborative model for us and we anticipate that some guidance and training for techniques for this type of collaboration will be helpful. Faculty sessions will meet the first and third Monday and Tuesday of each month after school. Teachers will be assigned to one of the two sessions offered each week. All school staff is expected to participate in bi-monthly PD sessions including guidance counselors and para-professionals. Secretaries are provided with training on pertinent policy information such as welcome protocol and, translation and interpretation policies.

The Assistant Principal and ELL Coordinator will provide training on new compliance laws for ELL identification, notification, documentation, instruction, programming, assessment, and interpretation and translation services twice per year during a portion of full PD days. All staff will be expected to attend these sessions including paraprofessionals, guidance counselors, secretaries.

We will also collaborate with the Morningside Center for Teaching Social Responsibility who provide social-emotional learning support for the school community. We believe that our immigrant population will benefit from not only language acquisition interventions but also supports regarding their social-emotional and character development. School, neighborhood and home life can be stressful for any teenager, but compounded by the issues accompanying the immigrant experience, students can buckle under pressure and confusion. We aim to provide supports through a sound research-based curriculum to help students, particularly in the 9th and 10th graders, negotiate conflict, make good, informed decisions and develop good interpersonal skills. A series of 8 trainings will take place between January and May and will be implemented in the classroom through their ENL classes.
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?

As stated above, the ESL department (all 3 licensed instructors) meet on a bi-weekly basis and address the alignment of curriculum to the common core standards. HLA teachers also meet once per month to develop common core aligned tasks and discuss the new curriculum developed by the Office of ELLs. Teaching Matters consultants will help provide targeted PD on integrating Common Core standards for ELLs. These PD's will occur bi-monthly in individual coaching sessions as well as group PD workshops in house.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

For the past three summers, we have run a summer bridge program during the last two weeks of August. All Freshmen including ELLs are invited to attend. The program involves general orientation activities, academic classes, advisory classes, social-emotional lessons and public service and field trips to a college and outdoor education center. We have ENL teachers included among the staff of summer bridge faculty. We also have a team of upperclassmen peer mentors, including bilingual students, who lead activities and assist in running the program.

The school also provides a targeted intervention for 9th grade students who are identified as “underachieving” based on qualitative reports from their teachers as well as an analysis of student progress reports written within the first 6 weeks of the school year. The ninth grade Professional Learning Community identifies the students in a collaborative effort. All targeted students (general education and ELL) are interviewed by a sub-team of these teachers and invited to join a peer mentor program. Upperclassmen who volunteer to act as peer mentors participate in activities with their mentee including college conversations, school beautification projects and other public service opportunities. The mentor/mentee groups meet one-two lunch periods per week and are organized around activities to specifically address the transition from middle school to high school (organizational skills, social skills, study skills communication skills and leadership skills). The team of teachers follows these students’ progress throughout the year, adjusting the curriculum to suit the needs of the students.

The ELL Coordinator spends several hours per month prepping, processing and de-briefing guidance counselors and support paraprofessionals regarding transitions and interventions for ELLs into high school. Specific cases and protocols to provide support are discussed, reviewed and updated to ensure best practices.

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.

Professional development for the entire staff (general education teachers, special education teachers, teachers of ELLs, paraprofessionals, parent coordinator, secretaries, school aides, assistant principals and principal) participate in faculty meetings during 2 professional development days. We also will work intensively with consultants from a CBO Teaching Matters twice per month on the topic of differentiation and we will dedicate time specifically to looking at differentiation for ELLs and former ELLs. This year we will focus on Danielson’s Framework for Teaching (with a focus on differentiation for students with learning needs and ELLs), common core standards alignment and finally our instructional focus, student discourse and what this looks like for ELLs. Between the two PD days, we exceed 7.5 hours.

Records for professional development are maintained in binders: Professional Learning Communities, organized by grade level teams, meet twice per week and keep daily agendas and minutes in a binder, department chairs also maintain records of agendas for all Subject Area Team Meetings and Professional Development activities. Teachers sign-in at each of these meetings and activities and these records are also maintained in binders. The binders are submitted to the principal twice per year (once at the end of each semester) for review for Jose P. credit among other mandated trainings.

## 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?

During the first PTA meetings of each semester (September and January), the certified ENL and bilingual teachers will set up a conference room to invite parents of ELLs to individually meet with a staff member to discuss program and curriculum goals and answer any questions about the program. Specific indicators of achievement and progress for the individual students will be shared and discussed. Spanish translation is made available by bilingual administrators, teachers, and paraprofessionals. We will abide by our school's language translation and interpretation policy and contact the office for L & T or hire consultants for languages not spoken by staff on our campus. The Assistant Principal of ENL and the ENL Coordinator will create and publish a short handbook in English and Spanish to support these meetings and to maintain consistency of information. We will document attendance with sign-in lists.

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.

We will document attendance for individual meetings with ELL families with sign-in lists. A spreadsheet will be maintained containing attendance tallies so we can analyze patterns at the end of the year and make additional outreach with phone calls accordingly. Invitations to these meetings will be provided by mailing a flier home (translated in appropriate languages.)

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

Monthly PTA meeting are run by our bilingual Parent Coordinator and are translated in Spanish. At each PTA meeting a representative from one subject area presents curriculum overviews and takes questions.. The Parent Coordinator and/or ELL Coordinator run the sessions in English and Spanish. Parents are invited to special classroom presentations as well as semi-annual awards ceremonies. All outgoing correspondence to parents is sent in both English and Spanish. The PTA organizes several events to honor the entire faculty in our school. These celebratory events serve to foster connections between parents and staff and are organized by and well attended by our ELL parent body.

Spanish translation is made available by bilingual administrators, teachers, and paraprofessionals. We will abide by our school's language translation and interpretation policy and contact the office for L & T or hire consultants for languages not spoken by staff on our campus. The Assistant Principal of ENL and the ENL Coordinator will create and publish a short handbook in English and Spanish to support these meetings and to maintain consistency of information. We will document attendance with sign-in lists.

The parent coordinator is in charge of outreach to parents and abides by language translation and interpretation policies of our school. She organizes curriculum presentations by assistant principals at PA events, coordinates fundraisers and events celebrating culture.

Through the Morningside Center for Teaching Social Responsibility, we provide a series of workshops on "Peace in the Family". Each workshop is an intensive 2-3 hour meeting. According to the program, this workshop "helps parents develop social and emotional skills and strengthen their relationships with their adolescent children." Communication skills and problem solving strategies are covered. The workshops delve into important issues experienced by immigrant families, but also families with adolescents in general, including punishment versus discipline, active listening skills, advocating effectively for your child and assertiveness. We will notify parents through translated mailings in preferred language from our Parent Coordinator as well as through announcements on our school website.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Through the Morningside Center for Teaching Social Responsibility, we provide a series of workshops on "Peace in the Family". Each workshop is an intensive 2-3 hour meeting. According to the program, this workshop "helps parents develop social and emotional skills and strengthen their relationships with their adolescent children." Communication skills and problem solving strategies are covered. The workshops delve into important issues experienced by immigrant families, but also families with adolescents in general, including punishment versus discipline, active listening skills, advocating effectively for your child and assertiveness. We hire only Spanish bilingual consultants for this position. We will notify parents through translated mailings in preferred language from our Parent Coordinator as well as through announcements on our school website.

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

Every year, at an early PTA meeting, a survey is completed by our ELL parents about their needs as parents of ELL students. The PTA president and Parent Coordinator have a question and answer table at every Parent/Teacher conference. Another source of feedback is the Parent Learning Environment Survey which is used as a tool to analyze the overall needs of our parent body.

Our guidance department makes formal ongoing outreach via telephone to parents of students "at risk". Faculty and support staff keep outreach logs documenting any communication effort made to each family.

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

Our parent activities are well aligned with parent needs. PTA meetings are well attended by English and non-English speaking parents alike. In response to questions about mental and physical health of their teenage children, we are providing workshops facilitated by health professionals from Columbia Presbyterian Health Center on hormonal changes in adolescents. The Peace in the Family workshop by Morningside Center for Teaching Social Responsibility is in part a response to this need as well.

## 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: High School for Law and Public School DBN: 06M467**

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)
Nicholas Politis	Principal		11/10/15
Alexandra Brown	Assistant Principal		11/10/15
Nelia Polanco	Parent Coordinator		11/10/15
Aminatu Feinberg	ENL/Bilingual Teacher		11/10/15
Lizzette Marte	Parent		11/10/15

Gustavo Franco	Teacher/Subject Area		11/10/15
Jacqueline Silverio	Teacher/Subject Area		11/10/15
Elish Sari	Coach		11/10/15
	Coach		1/1/01
Suzanne Anderson	School Counselor		11/10/15
Manuel Ramirez	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **06M467**

School Name: **H.S. for Law & Public Service**

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](http://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

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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 have surveyed our parents and used the ATS Parent Preferred Language report to assess our parents' language and translation preferences.

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.

Over 85% of our parents speak Spanish as their native language. 14% of our parents' home language is English, and the last 1 % is as follows: 1 parent Arabic, 2 parents Bengali, 1 parent Dutch, 1 Parent Haitian Creole, 1 parent French, 2 parents Fulani, 2 parents Mandarin and 1 parent Urdu.

### Part B: Creating a Communications Calendar

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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 translate all materials that are sent home from the Principal's office and the guidance counselor's office such as annual handbooks, calendars, event announcements, parent-teacher conference announcements, report cards, after school and Saturday program information, New York state testing dates, and letters from school leadership.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face-to-face meetings include parent-teacher conferences once per semester, monthly Parent Association meetings, and School Leadership Team meetings. The Special Education administrator organizes IEP meetings with parents. Informal interactions occur when teacher, guidance counselors or deans contact parents by phone or invite parents in for intervention conferences.

### **Part C: Providing Language Assistance Services**

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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.

We currently have 3 licensed Spanish teachers on staff who provide written translation services for all official correspondence coming from our school. In addition, our Parent Coordinator provides written translations for PA meeting materials. Teachers and staff members are compensated for the extra time providing translation and interpretation services. Section VII of Chancellor's Regulation A-663 and documents such as parents bill of rights, interpretation notice signs and safety plan procedures are provided through the Language Access Kit and DOE intranet portal where pre-translated documents are provided by the T&I Unit. For languages other than Spanish, we will complete a Translation Request Form for translation services from the central offices.

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

Our bilingual school staff is able to provide oral interpretation services in Spanish language, Arabic, French and Urdu. Each year we survey staff members for language other than English proficiency. In addition to the Spanish licensed teachers and bilingual teachers, we have full time school aides and family paraprofessionals to provide on-call translations for parents. Our parent coordinator is also

bilingual in Spanish. Our college advisor is a licensed Spanish teacher and native Spanish speaker. One of our disciplinary deans is also a native Spanish speaker. We will use over-the-phone interpreters via the Translation and Interpretation Unit and will hire an outside vendor when necessary.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

In order to ensure that school staff is aware of translation and interpretation services, we share a letter of introduction from the LAC (as provided by the L&I resources page on the DOE portal) and remind them through a written e-mail mid-year, we post the Language ID Card in main school offices, and we provide the School Safety Agent with the over-the-phone card.

#### **Part E: Providing Notice of Language Assistance Services**

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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

We utilize resources provided in the Language Access Kit to inform parents of their rights and services regarding translation and interpretation in school.

#### **Part F: Monitoring and Quality Control**

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

We welcome open discussions at PA meetings facilitated by the parent coordinator