

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M492

School Name:

HIGH SCHOOL FOR LAW, ADVOCACY AND COMMUNITY JUSTICE

Principal:

DOREEN CONWELL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School for Law, Advocacy & Community Justice School Number (DBN): 03M492
Grades Served: 9-12
School Address: 122 Amsterdam Ave, New York N.Y. 10023
Phone Number: 212-501-1202 Fax: 212-501-1195
School Contact Person: D. Conwell Email Address: Dconwel2@schools.nyc.gov
Principal: Doreen Conwell
UFT Chapter Leader: Joshua Stone
Parents' Association President: Rashawana Whitted
SLT Chairperson: Doreen Conwell
Title I Parent Representative (or Parent Advisory Council Chairperson): Louestra Antoine Paul
Student Representative(s): Luz Martes
Felicity Williams

District Information

District: Affinity Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Ave, New York, NY
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave, , 8th floor, New York, N.Y. 10001
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)
Doreen Conwell	*Principal or Designee	
Joshua Stone	*UFT Chapter Leader or Designee	
Rashawna Whitted	*PA/PTA President or Designated Co-President	
Miggie Reyes	DC 37 Representative (staff), if applicable	
Louesta Antoine Paul	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Luz Martes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Felicity Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Corrado	Member/UFT	
Gerald Herring	Member/ UFT	
Stacy Reynolds	Member/ Parent	
Zoila Martinez	Member/ Parent	
	Member/ Parent	
Paula Mota	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The staff, parents and students have been involved in a series of conversations around assessing the current state of the school and setting a direction for its short-and long-term development. The substance of these conversations have ranged from increasing familiarity with the CCLS and citywide instructional expectations, to a review of what our current data tells us about students' achievement in our school, to discussing desired characteristics of our classrooms and implications for teaching. Our school goals were set in the context of these conversations, and the CEP is a reflection of their outcomes. The various constituencies involved and the formats of the meetings in which these conversations were held are as follows:

1. SLT: During SLT meetings, the CEP was developed and new goals were set for this year. These goals represent the voices of all constituencies and were informed by discussions with students, parents and teachers.
2. During bi-monthly faculty meetings, department meetings, Circular 6 meetings, and PD days, staff and school leaders work to further develop goals, work towards meeting them and review student performance data in order to get some insight into whether or not their strategies show promise.
3. During periodic student assemblies, and weekly student council meetings, student leaders also give feedback regarding the effectiveness of school practices and work with school staff to identify improvements and areas of concern for attention.
4. During PTA Meetings and Parent-Teacher Conferences, parents are given opportunities to give direct feedback to teachers and school leaders regarding school goals, strategies and practices.

The CEP includes feedback from all these constituents, and will continue to develop as the school grows.

With an average English proficiency of 2.3 and an average math proficiency of 2.2 more than 85% of our students graduate each year with a college acceptance letter in hand. From day one we instill in students and parents that we hold high expectations for each student and it is expected that every student will strive towards becoming College Ready within a 4-year period. Although it is not a requirement each student is expected to take four years of math, four years of science, and a College Prep course (College Summit)-this includes Students with Disabilities (SWD's) and ELLs (English Language Learners), and we expect all students to work towards acquiring an Advanced Regents diploma.

Struggling with low reading and math levels we needed additional instructional time to meet the needs of our students. After collaborating with parents, students, teachers and network personnel we decided to expand our teaching periods to 1-hour long. We now operate on a trimester schedule and classes are 1-hour long. Teachers teach 4-periods per day as opposed to five. Additionally, all 9th grade and 10th grade students take a double period of English each trimester. This additional time in English class allows us the opportunity to build vocabulary and literacy skills that are transferable across all subjects.

Over the last few years we have also worked to increase our communication to parents and students around academic and socio-emotional norms and expectations. Some of the structures we have put in place over the last year or two include:

- Curriculum nights for parents at the beginning of each year to familiarize parents with the curriculum, assessments, grading policy and the course sequence of the school.

- Exposing students and parents to college- and high-school readiness standards. Some of the tools and structures we have developed to help communicate this are:

a. Diploma requirements, which extend beyond the state diploma requirements and increase expectations for student study in the disciplines-all students, regardless of the level of entry are expected to take four years of science and four years of math.

b. Establishing a rubric that details criteria for success in coursework and familiarizing students and parents with the rubric and application process through parent nights, assemblies, and classroom visits from the counselors.

c. Each year increasing the number of AP courses available to students. We now offer six AP courses: AP United States History, AP English Literature, AP World History, AP Psychology, AP Environmental Science and AP Spanish.

d. Creating course sequences with minimal tracking – all students are welcome and encouraged to take Honors and advanced placement courses.

e. Using advisory periods, conducted by guidance counselors, to set goals, review academic progress and outline expected student conduct.

- Collaborations with CBO's, Cultural events and field trips that include exposing students to high-level academic and/or authentic work-place experiences also serve to model and convey high expectations to our students and parents. Some of these include:

a. Collaboration with **PENCIL Organization** -In line with our Law theme, last year and continuing into this year we were partnered with Judge Richter from the NYS Appellate Court.

b. **Columbia Youth for Debate** -All 10th grade students participate in youth for debate classes facilitated by Youth for Debate staff members. Students participate in public speaking workshops with the goal of improving student's confidence, presentation skills and learning to provide evidence to support claims.

c. **Lincoln Center's LEAD Program** - the LEAD program is an integral part of all our ESL classes. LEAD's (Learning English and Drama) focus is to work with students who have limited English proficiency. LEAD is an 18-session year-long collaboration between an LCT teaching artist and an ESL classroom teacher to promote English language acquisition and learning through theater.

03M492 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	510	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	3	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.8%	% Attendance Rate			82.8%
% Free Lunch	83.4%	% Reduced Lunch			5.7%
% Limited English Proficient	8.3%	% Students with Disabilities			17.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			43.9%
% Hispanic or Latino	51.2%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	2.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			5.72
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	58.3%	Mathematics Performance at levels 3 & 4			49.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	69.7%	% of 2nd year students who earned 10+ credits			71.2%
% of 3rd year students who earned 10+ credits	64.9%	4 Year Graduation Rate			72.4%
6 Year Graduation Rate	84.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

Standards establish the levels of performance that students, teachers, and schools are expected to meet. To succeed, and meet the level of College readiness, all students will need to perform to high standards and acquire mastery of rigorous core subject material. All students will also need to gain the cognitive and social skills that enable them to deal with complex challenges. It is essential that a full range of knowledge and skills be integrated explicitly into standards, assessments, curriculum, instruction, professional development and the learning environment.

Every teacher at LACJ has received professional development in the area of CCLS. We pride ourselves on the fact that all our students, including ELL’s and SWD’s, have access to the same curriculum and are held to the same level of expectations as the general education students. With the collaboration of special education teachers and general education teachers we seek to provide differentiated instruction that includes multiple entry points. By using a variety of instructional strategies and resources to respond to student’s diverse learning strengths, needs, and prior background knowledge, teachers offer more than one entry point into the curriculum making the complexity and depth of any subject matter accessible to a range of students. Our cycle of inquiry provides the avenue to: continuously look at student work with a lens to surface the gap between where students are and where we would like them to be, consistently review formative and summative data to inform instruction, and make modifications to instruction and assessments to meet the academic needs of our students.

A review of the data for the June 2015 Regents Examinations revealed that our students struggled the most with the Global Regents exam. Our overall passing rate was 44%. An item analysis of the data indicates that the majority of the students performed poorly in the multiple choice section-students were weak in vocabulary, political cartoon interpretations, and foreign policy.

Priority Need:

To ensure alignment of units of study, and the associated performance tasks and assessments in Social Studies, to the Common Core Learning Standards. To ensure all units are differentiated and include multiple entry points to meet the needs of SWD’s and ELL’s.

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, Social Studies teacher teams will collaboratively develop rigorous Common Core-aligned units of study and performance tasks to improve rigorous instruction as measured by the development of six (6) or more units of study for each course that results in a Regents examination.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PD- teachers will engage in a six-part series titled Lesson Plan Essentials that will focus on developing core components of every lesson including objectives, questioning/discussion, and assessment.</p> <p>PD-Questioning Techniques</p> <p>PD-Book Study- The Art of Questioning</p>	<p>All teachers</p>	<p>June 2015- June 2016</p>	<p>School Administrators</p>
<p>Common planning time –Daily circular 6 meeting. We conduct 10-day cycles of inquiry which allows teacher teams to deeply study the curriculum and examine student work products.</p>	<p>All Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Lead teachers, administrators</p>
<p>Weekly special education department meetings. To discuss individual student’s IEP goals and strategies to improve academic and social emotion well-being. Teachers will collaborate on incorporating multiple entry points in lessons.</p>	<p>General education and special education teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Asst. Principal Special Education and subject area lead teachers</p>
<p>Weekly English Language Learner department meetings. To discuss individual student’s goals and strategies to improve academic and social emotion well-being. Teachers will collaborate on incorporating multiple entry points in lessons.</p>	<p>General Education and ESL teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Asst. Principal English and subject area teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>-All teachers in school will have common planning time during period 4</p>
<p>-All periods have been extended from 43 minutes to 59 minutes long</p>

- Bi-monthly after-school department and/or grade level meetings on Mondays
- Collaboration with LEAD (Learning English through Drama) to work with ELL teachers and students
- Asst. Principal for Instruction will meet with teacher teams and with teachers individually to support improving teacher practice
- Asst. Principal for Special Education will meet every Friday with teachers to support planning, curriculum development and assessments
- Bi-weekly PPT meetings to discuss strategies to assist students identified as in need of academic intervention services
- Curricular materials to supplement curriculum
- Purchase professional texts for Professional Learning Communities

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

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

Part 5 – Progress Monitoring

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

By January 2016, Social Studies teachers will have developed three (3) Common Core-aligned units of study that include performance tasks and assessments.

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.

-Our PPT team meets bi-monthly to discuss students who are struggling academically and/or behaviorally, and/or have attendance issues. During these meetings we design action plans to address the student’s individual issues and follow up bi-monthly or sooner on the student’s progress and take further action if/when needed. During these meetings we also discuss school wide trends in the areas of academics, behavior and attendance and how to best address these trends (ex. high failure rate of ICT students and avoidant behavior/attention seeking behavior many of our students express).

-Case-Conferencing is another tool we employ regularly to support our students. If a student is struggling academically, behaviorally, or is facing a personal or social issue we hold a case conference where the student is present as well as his/her teachers/guidance counselor, dean and other related support staff depending of the issue. During these meetings an action plan is designed with the student and parent to best help the student succeed in school and if additional help is needed (counseling, evaluation, conduct sheet) that is put into place as well.

-Crisis Team is called upon when a student/family is facing personal issues that are impacting the student at school. The Crisis Team works with resources here in the school and out in the community to support the student and the family.

-The Quality Reviewer noted that we have work to do in supporting our ELL and SPED students. Both populations have demonstrated low scholarship and low pass rates on Regents Exams. Work needs to be done in terms of training teachers to provide supports and modification for these students in content area classes. We have programmed these students for an additional period at the end of the day to academic intervention services. We have also incorporated bi-weekly push-in advisories in the ESL classes and have encouraged these students to become involved in more after-school programs.

-The School Survey results showed that we have work to do in the following areas: creating an environment where students show each other, the staff and themselves respect and improving open communication with families.

-School culture is a major area of focus/concern: It is a core belief of ours that if students “want” to be here, if they feel supported and welcome, grades will improve and incidents will decrease. We are working toward creating a school wide environment of respect and rapport and encouraging and cultivating these interactions among students as well as working with the staff on how they respond and interact with students. Through advisories, introduction of more after-school clubs and activities, and the introduction of an after-school tutoring programs we are beginning to work on this area.

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.

-By June 2016, there will be a 10% decrease in the number of school suspensions as measured by the OSYD annual suspension report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>-Provide training for staff in the areas of: de-escalation, establish positive and supportive relationships with students, how to respond to students, how students are permitted to treat one another and culturally responsive teaching.</p> <p>-Put into place re-engagement/transition planning for students returning from suspension, incarceration, long-term absence or other issue. To track these students and review their progress.</p>	<p>All staff members</p> <p>Selected Students</p>	<p>July 2015-June 2016</p> <p>July 2015-June 2016</p>	<p>Administrators, Dean, Guidance counselor, Social Worker</p> <p>Dean, guidance counselors, administrators</p>
<p>Create a more positive and collaborative method of dealing with incidents that occur-to look at each student and incident on an individual basis and address based on the above through counseling, mediation, mentoring,</p>	<p>Selected students</p>	<p>July 2015-June 2016</p>	<p>Administrators, counselors, dean</p>
<p>Data Analysis-PPT team will meet bi-weekly to review OSYD suspension reports, guidance interventions, and teacher-removals.</p> <p>Weekly Cabinet meetings to review nature of incident and frequency of incidents.</p> <p>PD for teachers that need strategies to improve classroom management.</p>	<p>PPT members</p> <p>Administrators</p>	<p>Sept. 2015-June 2016</p> <p>Sept. 2015-June 2016</p>	<p>Principal, Asst. principals</p>
<p>-Introduction of a new “COSA” to create an environment/place that students want to come to daily because they feel safe and supported and because they</p>	<p>All Students</p> <p>Students and Parents</p>	<p>September 2015-June 2016</p>	<p>COSA, administrators</p>

<p>want to learn and increase their knowledge and skills to they can be successful adults.</p> <p>-Encouraging more parent/family involvement: inviting them into see student successes, provide training on Pupil Path to track their child’s progress and assisting parents in understanding academic achievement standards, assessments, college planning and preparation.</p> <p>-To analyze intervention data to determine effectiveness of interventions.</p>	<p>Selected Students</p>	<p>September 2015-June 2016</p> <p>Sept. 2015-June 2016</p>	<p>Parent Coordinator, Administrator, Attendance Teacher</p> <p>Administrators, deans, counselors</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>-weekly advisory for all 9th and 10th grade students</p> <p>-hire a full time social worker</p> <p>-collaborate with “It Takes a Village” mentoring program</p> <p>-Teachers will collaborate with counselors to develop pro-active action plans for struggling students</p> <p>-Monthly parent meetings led by parent coordinator and AP Special Education as well as case-conferences with parent, student and support team</p> <p>-provide parents and students with up-to-date information via online data tool</p> <p>-addition of afterschool academic and social clubs</p> <p>-counselors and support staff to attend PD workshops aimed at improving school climate and tone</p> <p>-Instructional materials to support pro-active strategies to creating student-centered learning environments.</p>

<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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

Section 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.

One of the strengths of our school lies in Collaborative Teaching. Under 4.2 on the Quality Review, teacher teams and leadership development, we received a grade of Well-developed. The reviewer wrote, Teacher team work has resulted in highly-effective school-wide practices that improved overall teacher rating and student performance and teachers utilize leadership roles in order to engage in peer-to-peer collaboration to improve pedagogy and student achievement .

Teacher teams and distributive leadership are supported by various structures at LACJ. The school day has purposely been designed where all students in the school go the lunch at the same time during 4th period (11:00-11:45 AM)-this is the time when all circular 6 (C6) meetings take place. Having all teachers available at the same time allows us flexibility in the configurations of our teacher teams. Circular 6 time is, with the exception of a few positions, entirely devoted to team work and co-planning. Each department has a team leader. Teachers belong to a grade-level team and a department team. Grade-level teams and department teams meet during designated times. All teams follow a cycle of inquiry and provide administrators with weekly C6 minutes to keep us abreast of what is happening during these meetings.

Administrators meet with grade-level teams weekly. During these meetings, team leaders and teachers share work and also provide feedback about department and/or grade-level needs. In this way, professional development needs are identified. For example, the agenda for the Nov 4th PD Day was agreed on and workshops developed to meet the prioritized needs expressed during these meetings. By working collaboratively with supervisors, teacher teams can influence and help shape the professional work of the school while maintaining a coherent direction towards common school goals.

Teacher teams also spend a good deal of time interpreting data. Teachers use various forms of data to inform and improve student achievement. With common formative and summative assessments we are able to depict trends and patterns across class, subject and grade levels. For example, common end-of-units assessments allow teachers to analyze results by content and skill and provide targeted instruction accordingly. Students are provided with student feedback sheets at the end of each unit that delineate progress by specific skills and standards.

This last school year our math teachers struggled with the transition to the Common Core Regents Examination in Algebra. Our Algebra Regents results decreased by 10%. Our math teachers met several times during the summer to get a jumpstart on revising units, performance tasks and assessments to align with the CC Regents in Algebra.

Priority Need- Improve passing rate on the June 2016 Algebra Regents.

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, Algebra teacher team members will collaboratively analyze student performance tasks to improve problem solving skills as measured by a 5% increase in students scoring at or above passing rate on the Common Core Algebra Regents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>PD- teachers will engage in a six-part series titled Lesson Plan Essentials that will focus on developing core components of every lesson including objectives, questioning/discussion, and assessment.</p> <p>PD-Questioning Techniques</p> <p>PD-Book Study- The Art of Questioning</p>	<p>Math Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Asst. Principals</p>
<p>Common planning time –Daily circular 6 meeting. We conduct 10-day cycles of inquiry which allows teacher teams to deeply study the curriculum and examine student work products.</p>	<p>Math teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, Lead teachers</p>
<p>Weekly special education and ESL department meetings. To discuss individual student’s goals and strategies to improve academic and social emotion well-being. Teachers will collaborate on incorporating multiple entry points in lessons.</p>	<p>ALL teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, Lead Teachers</p>
<p>Weekly meeting with AP Math –review data reports, conduct item analysis, review student work, review instruction in response to data</p>	<p>Math teachers</p>	<p>Sept. 2015- June2016</p>	<p>Administrators, Lead teachers, counselors, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

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

-allocate time and funds for external and internal PD workshops

-Per Session funding-teachers will meet during summer and after-school to collaborate

- Software, Castle Learning, -interactive lessons and adaptive lessons
- Daily common planning time
- purchase supplemental texts
- Per Diem to cover teachers to allot time for additional planning between general ed. and special ed. teachers
- hire 2 additional special education teachers to reduce teacher to student ratio
- purchase professional texts
- allocate per-session funding for special educations teachers to collaborate with general ed. teachers to develop behavior intervention plans, when needed

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

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

Part 5 – Progress Monitoring

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

By January 2016, Algebra teacher team members will collaboratively analyze each end-of-unit Algebra examination to assess improvement in problem solving skills as measured by a 3% increase in these skills.

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

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

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

Part 1 – Needs Assessment

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

The evaluator for my PPO visit stated the following as “Areas of Celebration”:

- The principal has created a culture of mutual trust and positive attitudes that supports the academic and social emotional growth of students and adults (1.4)
- The principal has created opportunities for whole-group, small group, and individual professional development for all staff members. The principal has established a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations (3.4)
- The principal has created ample opportunities for teachers to engage in structured professional collaborations using an inquiry approach that promotes shared leadership and focuses on improved learning (4.2).

As School leaders the Danielson Rubric shares as our guide to improving teacher pedagogy. The Danielson Framework for teaching forms the basis of conversations during the Initial Planning Conferences, and throughout the observation cycles. At the beginning of the year school leaders and teachers review observations from the previous year and choose components from Danielson that they would like to develop. The Initial Planning Conference focuses on movement from one level of the rubric to the next and components to develop are jointly selected by teachers and supervisors.

With the Danielson Framework as a guide and with knowledge of our students’ academic needs we developed our instructional focus:

- Close-reading with guided questions
- Writing with a focus
- High cognitive, Critical thinking questions
- Ground reading, writing and discussion with evidence from text
- Social Learning/Student Engagement

Working towards highly effective practice is rooted in creating opportunities for students to build proficiency in analysis, reasoning, argumentation, proof and interpretation of increasingly complex materials. A focus on precision and accuracy underlies these proficiencies, and we work to instill in students a sense of intellectual openness and curiosity so that our students may be equally interested in identifying problems as they become proficient in solving them. Classroom practices aligned to these beliefs manifest themselves in classroom practices in the following ways:

- In classroom discussions, students are routinely asked to provide evidence that support their assertions, to counter an opposing view, and/or to provide reasoning for their position.
- Teachers work to approach content in ways that engage and interest students
- Students are asked to interpret, to predict, and/or to hypothesize.
- The complexity of the content increases as students move through the grade levels.

What we have concluded through learning walks, classroom observations, a review of assessments, and the data in Advance is that teachers need to improve upon Questioning and Discussion techniques. Improvement in this area will result in more student engagement and participation and student acquisition of knowledge and skills.

Priority-To build teacher capacity in developing DOK Questions that lead to inquiry and student-led discussion.

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 build teachers’ capacity to use differentiated questioning and discussion techniques resulting in a 5% increase in teachers improving one performance level reflected in component 3B Questioning and Discussion Techniques in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
-Inter-visitations to observe teachers that have exhibited best practices as per Danielson. Meet to review and norm low inference data.	Selected teachers	Sept. 2015- June 2016	Administrators, Lead teachers
-PD-Questioning and Discussion techniques, PD-Socratic Seminar,	All Teachers	Sept. 2015- June 2016	Administrators, Lead Teachers, Network personnel

-Inquiry Teams-Common Planning	All Teachers	Sept. 2015- June 2016	Administrators, Teachers,
-Book Study-Asking Better Questions	All Teachers	Sept. 2015- June 2016	Principal, Asst. principals
-Dept. Meeting-review and revise unit plans using Webb's DOK & Bloom's Cognitive Process Dimensions	All teachers		
-Development of Collaborative Planning Guide			

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.											
-Technology-interactive whiteboards, ELMOs, interactive adaptive software											
-scheduling adjustments to allow for common planning in different configurations											
-Per Session to allow summer and after-school planning time											
-PD- purchase of instructional resources, curricular materials and educational texts											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016 teachers will demonstrate a 2% increase in questioning skills as demonstrated by component 3B in Advance.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

After conducting a trend analysis of parent involvement and community ties, it was determined, that although our number of parents has increased, we need to continue to increase our parental involvement. As a result we have made increasing parental involvement one of our goals for this school year.

Some of the structures we have put in place over the last year or two include:

- o An open house for incoming students to familiarize new students and parents with the school policies, the MLK campus various resources, curriculum, assessment schedule, and course sequence of the school.
- o Curriculum nights for parents at the beginning of each year to familiarize parents with the curriculum, assessment schedule, and course sequence of the school.
- o Celebration and Awards Ceremony every trimester.
- o School maintains a parent open door policy.
- o Personal phone calls to parents for invitations to monthly PA meetings, family get-togethers, field trips, and scheduling of Parent Teacher Conferences.
- o Partnership with St. Luke’s to promote emotional well-being and mental health of students and their families.
- o CEP review with PA and SLT.
- o PupilPath to keep parents informed of academic performance, behavior, and attendance.

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 5% increase in parents who attend workshops and parent-centered meetings as measured by parent attendance in these events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To increase parent participation at the Parent Association meetings and school activities by implementing multiple methods of communication.</p> <ul style="list-style-type: none"> • A newsletter at the end of each trimester will be sent to parents. • The PA agenda will be sent a week before each meeting. • At least two phone blasts will be sent prior to each event to inform parents about school activities before they occur. • Flyers will be sent home to promote events. • School Website communications. <p>PupilPath to keep parents informed of academic performance, behavior, and attendance.</p>	<p>Students, Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Community Assistant Supervisors, Students, Parents, Teachers, School Support Staff</p>
<p>To expose students and parents to college- and high-school readiness standards</p> <ul style="list-style-type: none"> } Families are invited to attend Saturday College and Career readiness workshops facilitated by interns from NYIT. } Conduct two early awareness evening workshops for 9th and 10th grade students' families. } Conduct three college application evening workshops for 12th grade students' families. } School counselors send email and phone blast notifications informing parents about vital information provided in English and Spanish. 	<p>Students, Parents</p>	<p>Ongoing</p>	<p>Counselors Community Assistant Supervisors, Teachers, Support Staff</p>

<p>Beginning in the 11th grade families are invited to schedule individual college counseling meetings with the college counselors.</p> <p>Parents support the college office by volunteering to help coordinate events and provide outreach to other parents.</p> <p>Parents and students are invited to a campus-wide college fair.</p>			
<p>To establish strong and lasting partnerships with community organizations and universities to provide students and their families with most comprehensive school experience possible. Highlights of the collaborations include, but are not limited to:</p> <p>Harlem Educational Activities Fund (HEAF): To further students' ability to be ready for the best colleges, LACJ partners with HEAF to provide an afterschool enrichment program to students.</p> <p>CITYarts, CCNY and Hamilton Grange Middle School: The theme of our collaboration is, "empowering each other for a better future." Under CITYarts' Kids for Justice program the three schools and their students empower one another through their collaboration. LACJ will welcome HGMS students to their law classes' presentations. Students will create artwork surrounding the themes and ideas discussed in workshops. Workshops will also include visits to courts and guest speakers.</p>	<p>Parents</p> <p>Special Education Teachers</p> <p>Assistant Principal for Special Education</p>	<p>Ongoing</p>	<p>Supervisors</p> <p>Community Assistant Teachers</p>
<p>To engage and support parents of students with disabilities</p> <ul style="list-style-type: none"> A workshop for parents of students with disabilities will be hosted in October to provide parents with pertinent information and resources to support students' needs. Parents will be provided with a copy of the Family Guide to Special Education Services for School-Age Children (A Shared Path to Success) in their preferred language. Translation will be provided as needed for all IEP meetings. Collaborate with psychiatrists from St. Luke's to present strategies for parents to implement at home, to support students with disabilities. <p>Parents will be invited to a transition workshop and a field trip to ACCESS VR to match students with their best post- secondary option.</p>	<p>Parents</p> <p>Special Education Teachers</p> <p>Assistant Principal for Special Education</p>	<p>Ongoing</p>	<p>Parents</p> <p>Special Education Teachers</p> <p>Assistant Principal for Special Education</p> <p>Community Assistant</p>

Part 4 – Budget and Resource Alignment

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

- Strengthen collaboration between parent coordinator and Administrators to develop more parent workshops geared towards awareness of DOE and school regulations, policies, expectations
- Create a more transparent system where parents and students will have access to student data through online system or telephone app
- Computer Technician to update information on a daily basis
- more communication and feedback for parents and students

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

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

Part 5 – Progress Monitoring

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

By January 2016, the school will develop a more collaborative partnership with families, as measured by a 3% increase in parents who attend workshops and parent-centered meetings as measured by parent attendance in these events.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Baseline Assessments, Language Acquisition Workshops, Extensive Writing Academy, PM School and Saturday School, student feedback sheets delineating areas of weakness and areas of strength, writing conferences,	Supplemental Texts, Socratic Seminars, Tutors on Wheels, repeated readings, differentiated learning groups	Small Groups, one-to-one tutoring, Socratic Seminars, Tutors on Wheels, writing conferences,	Daily during double periods of English in grades 9 & 10, after-school, Saturday School, Lunch & Learn
Mathematics	59 minutes long class/math lab, problem based learning, real-life applications, on-line targeted intervention, student feedback sheets delineating areas of weakness and areas of strength	Delta Math, Castle Learning adaptive online learning, differentiated learning groups, graphic organizers,	Small Group, one-to-one tutoring, Tutors on Wheels, selected groupings	Daily, after-school, Saturday school, Lunch & Learn,
Science	59 minutes long class/lab, problem based learning, real-life applications, on-line targeted intervention, student feedback sheets delineating areas of weakness and areas of strength	Kaplan workbooks, BoardWorks interactive online software, differentiated learning groups, graphic organizers, class trips	Small Group, one-to-one tutoring, Tutors on Wheels, selected groupings	Daily, after-school, Saturday school, Lunch & Learn,
Social Studies	59 minutes long class/lab, problem based learning, real-life applications, on-line targeted intervention, student	Castle Learning adaptive online learning, differentiated learning groups, graphic organizers,	Small Group, one-to-one tutoring, Tutors on Wheels, selected groupings	Daily, after-school, Saturday school, Lunch & Learn,

	<p>feedback sheets delineating areas of weakness and areas of strength</p>	<p>collaboration with PENCIL</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>One-on-one meetings to identify individual student goals and action plans to reach them</p> <p>-Contracts signed by parents and students related to positive strategies the student can take to reach the individual goal</p> <p>-Small group sessions to address identified social-emotional barriers to academic success</p> <p>-Identification of career and college opportunities keyed to student interests</p> <p>-Referrals for substance abuse and pregnancy counseling</p> <p>-Parent outreach to solicit and support parent input and participation in addressing student needs</p> <p>-Case-conferences with parent, student and teachers to ascertain areas of need and develop action plan</p> <p>-Self-esteem and sexual awareness workshops</p>	<p>One-on-one and/or group counseling, individualized meetings with social worker, Respect for all workshops, Peer Leader workshops,</p>	<p>Small Groups (3-8 students) Discussion of various topics such as coping as a freshman in H.S., dealing with anger, depression, family issues, relationship issues, etc.</p> <p>Therapeutic Games to help students recognize and process their feelings.</p> <p>Individual Counseling with the individual student to process personal barriers to success or to manage a crisis</p> <p>Goal-Setting to help students determine needs and develop strategies to obtain goals</p>	<p>Daily during scheduled counseling sessions, Weekly during advisory lessons</p> <p>delivered in English Classes, Female/Male group sessions during lunch period</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To utilize collaborative planning, in-class modeling by a coach and inter-visitations to support teachers in creating open-ended questions and implementing a problem-solving focus in ELA, Social Studies, Science and Math classes - To utilize a lead-teacher/coach collaboration to support teachers in effectively using rubrics to improve student performance on weekly tasks keyed to performance objectives. - Teachers will meet regularly during common planning time to study student work in order to come to agreement on grade expectations and standards and to identify instructional strategies geared to specific student needs. - Teachers will engage in professional development workshops to build capacity for the use of strategies that increase achievement of ELL's and SWD's.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>-Supervisors will conduct regular observations to support and to identify professional development needs of teachers. In collaboration with the staff develop the essential characteristics of differentiated teaching approaches that address student needs in the context of engaging and meaningful instruction. Through teacher participation in targeted PD workshops offered In-house, through the Network and other external entities, to build teacher capacity to differentiate instruction in the classroom to better use the results of unit tests, interim assessments and student performance on weekly tasks to target instruction to the needs of the class and of individual students, and to thereby increase the scholarship rate.</p> <p>Our teachers also have the opportunity to seek their own Professional Development. We consistently encourage our teachers to seek PD opportunities to increase their own content knowledge and/or gain new skills. Teachers are released from class time with the expectation that he/she will turn-key acquired knowledge and skills to their colleagues. Courses/Workshops teachers have participated in and turn-keyed include:</p> <ul style="list-style-type: none"> • Third annual Council on Foreign Relations (CFR) High School Educators Workshop on Saturday, November 1, 2014- This workshop which is part of CFR's Academic Outreach Initiative provides a forum for educators and students to interact with CFR experts and join the debate on foreign policy. The purpose of the workshop is to convene teachers of history, social studies, and related fields to discuss what high school students want and need to learn about foreign policy and international relations; explore the wide variety of CFR resources available for educators; and provide a forum for discussion of best practices with colleagues from the tri-state area.

- **Museum of Jewish Heritage** -Through lecture, testimony, and the study of artifacts and primary sources teachers examined various strategies for teaching as well as receiving Common Core aligned classroom activities.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

There is ongoing and collaborative work around aligning standards, curricula and assessments. The work of our department teams is centered around defining what we teach, how we assess what we teach, and how we can use these assessments to make some determination of our effect on student achievement. For example,

- Base-line assessments are administered at the beginning of the year in every subject. This information is used as a starting point to inform instruction and gauge individual student's strengths and weaknesses. Additionally, each 9th grade teacher is provided with a copy of their student's NYSED Student Report that indicates math and English scale scores, performance levels and content standards.
- At the start of the school year teacher teams conduct an item analysis of the previous Regents Exam to assess student knowledge of content and skills. This information is used to modify current unit plans and assessments.

- In developing assessments a Table of Specification is used to ensure assessments are aligned to the CCLS as well as ensuring that questions are allocated across the DOK spectrum. This process ensures that all essential standards are assessed as well as assessing various levels of rigor.
- In all subjects, end-of-unit exams are uniform so that teachers are able to analyze data for their class and across the grade. The findings from the analysis are used in teacher team meetings to analyze trends among each class and grade to inform unit planning, modifications to instruction and determine next steps.
- Teacher teams consistently analyze data from classroom assessments and end-of-unit assessments to create a picture of individual students' strengths and weaknesses, determine level of scaffolding, determine student groupings and identify areas that need additional focus. This information is used to modify future units and to inform daily instruction.
- After each end-of-unit assessment each student is given an individualized student feedback sheet that informs the student how well they mastered each standard as well as how well they performed on each specific skill. Each student is now armed with specific information detailing what areas he/she must focus on to become proficient and eventually reach the level of mastery.

Additionally, the focus on the use of rubrics and review of student work informs ongoing formative assessment in the classroom and aids in helping students build capacity to self-assess and peer-assess. Teachers use a variety of techniques for ongoing assessment, including exit slips, homework checks, use of student writing as exemplars and use of student test analysis to build understanding of expectations, notebook checks, classroom questioning, student surveys and conferencing.

This ongoing professional work across all departments is an integral part of the professional culture at our school. To inform their work, teachers review curricular materials from city, state and national sources. Teachers here strive to find multiple ways to assess their own effectiveness in order to move students to higher levels of achievement.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$305,125.00	x	see action plans 5A, 5B, 5C,5D, 5E
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200.00	x	see action plans 5A, 5B, 5C,5D, 5E

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,205,164.00	x	see action plans 5A, 5B, 5C,5D, 5E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

High School for Law, Advocacy and Community Justice (LACJ) Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **LACJ**, 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. **LACJ** will support parents and families of Title I students by:

To increase parent participation at the Parent Association meetings and school activities by implementing multiple methods of communication.

- A newsletter at the end of each trimester will be sent to parents.
- The PA agenda will be sent a week before each meeting.

- At least two phone blasts will be sent prior to each event to inform parents about school activities before they occur.
- Flyers will be sent home to promote events.
- School Website communications.
- PupilPath to keep parents informed of academic performance, behavior, and attendance. providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>H.S. for Law, Advocacy & Commu</u>	DBN: <u>03M492</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	<input checked="" 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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>19</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</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: Mr. Scheno one of our bilingual and fully certified ESL teachers will provide supplemental instruction to ELL's. (N.B.: Although our talented ESL teachers are bilingual, we do not have certified bilingual teachers because we do not have a bilingual program.) This supplemental instruction includes twice weekly sessions (Tuesday & Thursday) for 60 minutes (2:50pm-3:50pm) for homework help and skill development after school to support ELL's by reinforcing work from regular classes, helping with vocabulary in homework assignments and acting as liaisons to the mainstream teachers in articulating academic difficulties experienced by the students. After school time is also allocated for to build language acquisition skills. The Wilson Reading System is used to individualize and support student learning, especially for SIFE students. This system employs various manipulatives to aid students to attend to decoding and message-making skills to build literacy. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries. Students are tracked through their content area subjects by the ESL teachers. The Social Studies and Math teachers work with the ESL students in their Regents classes after-school on content specific literacy skills. The content area teachers Ms. Fryer (social studies) and Ms. Jaman (Math) work with students for 60 minutes on Wednesdays after school. Content area teachers are given support and materials to scaffold content for ELL's. Examples of these supports include leveled content texts, alternate versions of the main class text (for example, Shakespeare without Fear), word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELL's. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELL's and long-term ELL's. Homework help is programmed and matched to facilitate specific content needs. All students take electives that are content-rich and experiential such as: art, drama and constitutional and current issues law classes. ELL students also have the opportunity to take A.P. classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments, common end of unit assessments, as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacatation, ARIS and SESIS (for classified) to access program-wide data on student performance.

Our long-term ELLs struggle with credit accumulation and Regents requirements. Many are under-credit and overage 11th and 12th graders. This year in particular many of seniors still need to pass the English Regents Exam which we administer in the 11th grade. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer tutoring, PM School is available Monday-Friday from 2:50pm-3:50pm. Homework help, language acquisition support and Regents task attack strategies are offered after-school from 2:50pm-3:50pm on Tuesdays and Thursdays. The Regents are also very explicitly addressed in a special prep class for students who have failed the ELA Regents at least once. The school community is very serious about ensuring passing grades for all ELL's. We also partner closely with guidance counselors, social worker and the college advisor as these staff members work closely with students on students' plans for graduation and beyond. All of the 12th grade students complete the College Summit Program, a program that assists students with college selection, college application and financial aid process. Students who are interested may attend a summer College Summit institute at a College with the college advisor where they learn all about the college application process and how to turn key the information they learn to their classmates. We feel that this is a good leverage point for

Part B: Direct Instruction Supplemental Program Information

these students. A college-going culture is maintained and bolstered for long-term ELL's.

- All of our students can take either Spanish or French as a Foreign Language elective. Students who are proficient in another language are encouraged to sit for the LOTE Exam in that language.

- Newly enrolled ELLs, no matter what grade level, are invited to our orientations over the summer and at the beginning of the school year. All ELL students have a double period of ELA instruction in addition to homework help on Fridays and/or when requested during lunch with their ESL teacher. The ESL teacher meets with the students other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to "buddy" the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after-school clubs and sports.

- Our ten (10) SIFE students are programmed into homework help after-school and our after school Language Acquisition Program. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELL's. A college-going culture is maintained and bolstered for SIFE students. An ESL teacher works with the history, math and science teachers to scaffold content for SIFE students. Examples of scaffolding include annotated parallel texts and graphic organizers.

- Special Education students are programmed into an 8th period resource room. The ESL and resource teachers inter-visit and debrief students' needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contain in the IEP. ESL teachers contribute to, read and maintain on file IEP's for all Special Education ELL's. An ESL teacher collaborate with history, math and science teachers to scaffold content for Special Education students. Examples of scaffolding include annotated parallel texts and graphic organizers. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELL's.

- The ELL teachers are meeting daily from 11:00-11:45, with our ELA teachers to collaborate in aligning the curriculum and texts. Our focus is on student writing, particularly identifying relevant themes and generating cogent theses from them. In all of the ELA classes the teachers follow the same grade level curriculum and unit plans with modifications made where appropriate, such as modified texts and extended unit time. Students are given the same periodic assessments. We use the information from the assessments to drive instruction. It is important that our ELL students are held to the same standards as the rest of the student body since they must pass the English Regents Exam in order to graduate.

- Our school participates in campus-wide sports. Indeed, for many years our ELL's have figured prominently on the campus's award-winning boys' soccer team. Other sports such as girls' soccer, baseball, basketball, track and volleyball are also available. Additionally we have the following clubs: yearbook, student government, debate, human rights, chess, MLK cares, drama and a fashion club. These programs also have and are open to ELL students. ELL's participate freely as the school reaches out to the through fliers, classroom visits and assemblies.

- Other building resources include an intervention program, campus library and medical office. Orientations are held for these services at the beginning of the year. ELLs are aware of and avail themselves to all of these services.

The school will participate in the LEAD (Learning English and Drama) program with Lincoln Center. This program pairs the classroom teachers with a teaching artist from Lincoln Center Theater to work with students on CCLS-aligned curriculum and ELA/ESL class literature (fiction and non-fiction). This is a text-based program. The program enables students to build writing skills and literary analysis skills by

Part B: Direct Instruction Supplemental Program Information

embodying a text through drama skills. Students act out characterization, plot, conflict and theme in such activities as team building, tableaux, dialog, improvization, script, vocal technique, interpersonal communications (register, language level, expressiveness, clarity, et al.) An especially attractive aspect of the program is that it offers unlimited entry points for students' varying English language, grade and education levels, as our students are grouped. The LEAD program provides leverage points for all students which assures that everyone is learning at all times.

Subgroups, grade levels, schedule, duration, language, number of teachers and materials: All 37 ELLs in grades 9-12 will participate in a single, mixed group under the guidance certified ESL teachers Peter O'Donnell and Steven Scheno and LEAD teaching artist Mariana Elder. These students range from beginner through recently proficient NYSESLAT determination. There are several SIFE children and SPED children. There will be 20 hourlong sessions during classtime from November 2014 to April 2015. The sessions will be conducted in English. The program employs many different teaching materials from hand-made stenciled cut-outs to high technology iPads and laptops. Costumes, props and set pieces, some of them from actual Lincoln Center productions, are used for sharings.

Part C: Professional Development

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

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

Begin description here: PD will be provided to our ELL teachers to help them improve both their practice and student achievement in courses and on Regents Exams. Professional Development takes place every other Monday after school from 2:50pm-3:50pm and daily during Circular 6 Meetings from 11:00-11:45.

Stronger instruction will lead to better student understanding which in turn lead to increased scholarship and increased NYSESLAT scores and Regents scores. PD will focus on the following Danielson areas:

3b-Using Questioning and Discussion Techniques

3c-Engaging Students in Learning

3d-Using Assessment in Instruction

Our two ESL teachers will be provided professional development in the following areas : language acquisition, literacy instruction and on how to help ELL students meet the Common Core State Standards, College Readiness Standards and the NYS Regents requirements. The ELL teachers attended a school based PD on Depth of Knowledge on 9/3/2014 during the AM session. The ELL teacher that is programmed to teach our 12th grade ELL students will attend full-day College Summit Professional Development seminars on the college admission process and how to foster college readiness and college going culture for our ELL students. Both ELL teachers will attend all-day PD's offered by Lincoln Center Theater there are 4 during the school year that focus on reading, vocabulary and speaking development for ELL students. The ELL teachers attended a full day PD 10/22/14 that focused on scaffolding texts to engage students, recognizing textual evidence and writing argumentative essay. Implementation and effectiveness of professional development will be assessed by classroom observation by administration, student progress on unit exams, state exams and the NYSELAT exam. ESL teachers will turn-key the training listed above to English and content area teachers. as well as secretaries and the parent coordinator in five 1-hour workshops from 11:00-11:45. ESL teachers will alternate minute-taking during these PD sessions. Future full day PD's will take place for ESL teachers on 11/4/2014, 1/30/2015, 6/4/2015 as well as on during the year in department meetings faculty meetings, Circular 6 meeting times, 4 additional occasions with Lincoln Center theater and network advertised

Part C: Professional Development

PD's that suit our teacher's and student's needs. PD will be provided by the following service providers: College Board, Executive Leadership Institute Lincoln Center Theater and by our Network (CEI-PEA).

-
Mr. Scheno and Mr. O'Donnell, our two ESL certified teachers will provide workshops to our content area teachers in the following areas: Vocabulary Acquisition, Scaffolding assignments, use of and choosing modified texts, and writing strategies for ELL's. These workshops will take place during Circular 6 Meetings from 11-11:45 during the months of October, January, March and May.

-

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: Communication between our ESL teachers and the attendance teacher help to ensure effective and ongoing communication with parents. Parent orientations are conducted for parents of newly enrolled ELLs from 5:30pm-6:30pm on 10/10/2014 and 10/23/2014. Additionally, we invite all of our parents to two Curriculum nights during the year to discuss specific course content and expectations as well as to celebrate student work. These meetings are on 10/10/2014 and 5/14/2015 from 5:30pm-8:00pm. Throughout the year during PTA meetings and grade meetings (ex. Senior Parent Night) we provide families with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. These parent meetings are delivered by our ESL teachers and our Bi-lingual Guidance Counselor. Translators are available for the parent orientations. Informational materials are also available in the parent's home languages, such as Expect Success, A Guide for Parents of ELL's, a list of sample questions to ask at parent teacher conferences and the New York City DVD instructing parents to available programs for ELLs. We also provide mid-year interventions to develop a plan of action with parents of students who are struggling with schoolwork. Throughout the year College Summit hosts meetings for students and their parents on the following topics: Selecting a College, The College Application Process and Financial Aid. During Parent Teacher Conferences and Curriculum Nights we offer workshops for parents to learn to use the internet to communicate with teachers and administrators, particularly through Datacacion. An additional workshops will address the college application process and the Dream Act. Teachers, administrators and guidance counselors talk with parents to ensure that they understand the NYS graduation requirements and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translators as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

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Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>6,720</u>	<u>-ESL teacher used to supplement instruction in content area classes as a means of supporting ELL and the content area teachers.</u> <u>-ESL teacher provided after-School Regents Prep for ELL students and NYSESLAT prep.</u> <u>-ESL teacher and content area teachers provide extra-help (building literacy skills) for ELL students after school.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>2,480</u>	<u>Professional Development for ELL Teachers:</u> <u>-Lincoln Center Theater</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>1,000</u>	<u>-Content Area Libraries</u> <u>-Novels</u> <u>-Non-Fictions Texts</u> <u>-Vocabualry Acquistion Materials</u> <u>-Regents Prep Materials</u> <u>-NYSESLAT Prep Materials</u>
Educational Software (Object Code 199)	=	=
Travel	=	=
Other	<u>1,000</u>	<u>-Translation Services for parent meetings/conferences</u> <u>-Translation Services for Regents Exams</u>
TOTAL	<u>11,200</u>	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 492
School Name High School for Law, Advocacy and Commun		

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 Doreen Conwell	Assistant Principal Tamar Muscolino
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Peter O'Donnell	School Counselor Rosellen Flete
Teacher/Subject Area	Parent R. Whitted
Teacher/Subject Area	Parent Coordinator M. Reyes
Related-Service Provider type here	Borough Field Support Center Staff Member Maria Broughton
Superintendent Fred Walsh	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	504	Total number of ELLs	26	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	4
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	13

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	9	2	0	4	1	2	13	1	8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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										6	5	2	6	0
Chinese														0
Russian														0
Bengali										1	0	0	0	0
Urdu														0
Arabic										0	1	0	0	0
Haitian										1	0	0	0	0
French										2	2	0	0	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	15	0	11	0
Integrated Algebra/CC Algebra	13	0	6	0
Geometry/CC Algebra	15	0	3	0
Algebra 2/Trigonometry Math _____	2	0	0	0
Chemistry	2	0	1	0
Earth Science	10	0	3	0
Living Environment	11	0	1	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	12	0	5	0
Geography				
US History and Government	7	0	4	0
LOTE	60	0	42	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school uses data from the NYSITELL exam, NYSESLAT exams, uniform unit assessments, in-class assessment of the 4 modalities as well as teacher created assessments to assess the literacy skills of our ELL students. Our ELL population tend to not be literate in their own language which effects their English literacy skill development. The data shows that vocabulary acquisition is essential to literacy skill building. Students are emersed with the English language in all of their content area classes. This helps our students to develop their English skills in all 4 modalities as well as communication skills in English.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here: The data shows that most of our student do progress in levels especially in the speaking component. Over the past few years, more students have scored Proficient on the NYSESLAT exam. The data reveals that our ELL students struggle with their reading and writing skills. Poor reading comprehension leads to poor writing in pieces that require textual evidence and analysis. Reading and writing skills are necessary in all subject areas, however the type of reading and writing skills differ. Students struggle with academic specific reading and writing tasks. Our students struggle with academic vocabulary skills and analysis skills this effects course and Regents Exam grades. The NYSESLAT and NYSITELL Exams show that reading and writing are the skills we need to focus on with our ELL population.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here: The data obtained from the AMAO tool is used to focus on the academic achievement of ELL students of students and to help implement an effective instructional programs and/or interventions for our ELL students. NYSESLAT proficiency and progress, SIFE, home language, disability classification, attendance, age, credit accumulation, holdover status, and Regents exam results are just some of the data reposrt we use to inform our programming decisions. The data is also used to design targeted, data-driven instructional programs to impact student learning, document and share best practices across districts, clusters, networks, and schools and to highlight students who exhibit known risk factors in order to develop and implement targeted interventions.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here: This past year, our ELL students have chosen to take their Regents Exams in English and write their responses in English. We always offer the exam to them in their native language, but this is what they have chosen. Some of our students have the exams translated by an approved translator during administration of the exam. The students are taught in English so this seems to be the language that they are most comfortable testing in for exams.

The periodic/unit assessments show that our ELL students struggle with academic vocabulary, reading comprehension and writing. Across all subject areas this is a school-wide focus. The ELL students need to be asked a lot of clarifying questions to help with understanding content.

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

Paste response to question here: n/a

6. How do you make sure that a student's new language development is considered in instructional decisions?

Paste response to question here: As with ELA, ELLs are expected to follow the same Common Core Curriculum as general education students. To aid them with this effort, ELLs are grouped together with a dedicated social studies, math and science teacher. Their content classes, while reaching the same skills and performance indicators as general education classes, are scaffolded for learner language and programmed for extended time. Grouping ELLs together for these content area classes allows teachers to see patterns of misunderstanding and areas for focus. It also allows for native language use and risk-taking in a low stress environment for the ELL.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here: n/a

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

Paste response to question here: We use scholarship reports, Regents data and data from the NYSESLAT Exams to evaluate our ELL program and to plan for next steps to improve our program.

Part IV: ELL Identification Process

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

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

Paste response to question here: At enrollment teachers, guidance counselors and translators conduct informal oral interviews with newly admitted New York City public school students in English and the home language. They administer the Home Language Identification Survey (HLIS) to parents. Every question on the HLIS is asked of the parent. We determine the language the child understands, speaks, reads and writes. We determine the majority language of the home. We determine the language the child speaks with the parents, siblings, friends and other relatives and/or caregivers most of the time. We determine the child's schooling prior to entry in the NYC school system and the language of instruction in this school. We determine any other group experience prior to entering school and the language of this experience. We determine any other forms of communication such as American Sign Language or Argumentative Communication Device. If the answers to the questions on the HLIS indicate that the child may be an ELL, the student is tested with the NYSITELL Exam and, when applicable, the Spanish LAB-R. Testing takes place within ten days of enrollment. This screening and testing is conducted by ESL teacher and coordinator Peter O'Donnell. Translation services for French are provided by Peter O'Donnell. Students entering our school from a New York City public middle or high school are identified as ELLs based on their most recent NYSESLAT score. All students that are identified as ELLs are given an Entitlement Letter to inform parents of their child's NYSITELL or NYSESLAT decision. The parent also completes the Program Selection Form at the time of enrollment. Once initial testing is complete a letter is sent home with the child, signed by the parent and returned to the Guidance Counselor. The letters remain on file in the guidance office. If letters are not returned phone calls are made in the parent's home language. The school community recognizes the importance of clarity with regard to communication and collaboration with parents.

Parent orientations are conducted for parents of newly enrolled ELLs in late September and throughout the year to provide them with information about program offerings. The orientations are facilitated by Programmer/Guidance Counselor, Mia Bradford. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available during the orientations. Informational materials are also available in the parents' home language, such as A Guide for Parents and the New York City DVD instructing parents to programs available to ELLs. All print materials, the instructional DVD and the oral presentation contain explicit information about the three program choices—Transitional Bilingual Education, Dual Language and Freestanding ESL—available to students. The orientation facilitator explains the parents' rights to the program of their choice. ELL parents are also contacted and encouraged to attend all PA functions and semi-yearly Open School opportunities. Parents are asked to fill out the Parent Survey and Program Selection Forms after they have been given the opportunity to make an informed decision. These forms are maintained on file in the guidance office. For the past 10 years, parents have evidenced a trend of preferring and requesting freestanding ESL, expressing a belief that this is the best way for their children to acquire English quickly. 100% of parents have elected freestanding ESL on the Parent Choice form and the school has responded by offering freestanding ESL. If a parent selects another option the counselor will refer him or her to a school in our district that offers that program. These names will be kept on file for contact should our school ever open a TBE or DL program. Mail and telephone follow-up is conducted for parents who do not attend the orientation in order to give these parents, if they wish, the opportunity to select a program.

After placement in classes, ELLs are given the Entitlement Letter for parent's signature. The letter is returned signed and maintained on file in the guidance office. If the child does not return the letter, a copy is sent via postal mail after contact is made in the parent's language. The same protocol is followed for notification of continued entitlement for returning ELLs.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: We use the information regarding school from the Home Language Survey and well as the information collected from the oral interview.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: When a student is enrolled in the school, we ask if the student has or had an IEP or received services in their home country (most do not). Additionally we ask the parents if they have any concerns about their child academically if they do, we take the time to observe the child in class, get feedback from teachers in different settings, interview the student, and confer with parents. Then a decision is made regarding an initial evaluation.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: If a student is determined to be an ELL, the guidance counselor then mails the letter home and calls the parent to notify them of their child's placement status.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here: At the time of enrollment and when the parent is notified of their child's placement they are told about their right to appeal and/or change their child's placement.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: At the time of admission the guidance counselor explains the program options available to families. The DOE video is shown that explains the options in further detail. Parents have the option of visiting our ELL classes as well to help them make an informed decision.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: The Parent Selection Form is completed at the time of enrollment. The information is recorded in ATS.

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

Paste response to question here: The parent complete the program selection form at the time of enrollment. This is how we ensure that it is complete. Parent Survey's are mailed home, a letter is back-packed home explaining the importance of the survey and how the results are used, the phone messenger sends out frequent messages reminding parents the importance of completing it. Students are also told about the importance of the survey and asked to remind their parents to complete it.

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

Paste response to question here: Once testing is completed, the student and parent's are interviewed the student placement decision is made. The Guidance Office then mails out the placement notification letter and places a copy in the student's permanent record folder.

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

Paste response to question here: All ELL related forms/documents are kept in the students permanent record file in the guidance office.

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

Paste response to question here: The listening, reading and writing component are administered during class time to the ELL students. The students have appointment times to take the speaking component when the ESL teacher is available to administer it. If students are absent, we have make-up times available. The attendance teacher makes outreach for students who are not present for the exam. For students with attendance issues, if need be, home visits are made to have the students return to school and to take the test.

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

Paste response to question here: Once we receive the NYSESLAT scores, a letter is mailed home notifying parents of the results. If a student tests out of ESL the parent, student, counselor and ESL teacher conference regarding options/rights in terms of placement.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: Most our parent select a free-standing ESL program, that is what we offer here. The feedback we get from parents is that they want their children immersed in the English language. No matter where their child goes to school, they have to pass the English Common Core Exam in English. Additionally, students need to be college and career ready which means being proficient in reading, writing, speaking and listening skills. This is why our parents tend to choose ESL upon enrollment.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Paste response to questions here: ESL instruction is aligned to NYS Learning Standards for English as a Second Language which include Common Core State Standards for each grade level. All of our ESL instruction is self-contained. Student are programmed by grade not by proficiency level. Teachers use texts, textbooks (Shining Star, Cause and Effect), reader-writer notebooks, leveled/abridged fiction, dictionaries, glossaries, internet (including a large projection screen), laptops, Rosetta Stone software, audio/visual devices such as SmartBoards, Elmo, graphic organizers, pictures, manipulatives, music, posters, maps, primary documents and much of the above generated by students. ESL classroom teachers use ESL strategies such as the Point of Entry Model; Content-Based ESL, which uses content as a means to give students English skills; and Balanced Literacy, which includes interactive writing, guided reading and writers' workshop to deliver academic content area instruction and provides additional support for our students. Classrooms are print-rich, employing word walls, in-class libraries and publicizing student work. As per CR Part 154, the native language is used 25% of the time to access students' transferable skills. Academic rigor is valued and expected. A fully certified ESL teachers provide supplemental instruction to ELLs. This supplemental instruction includes a 45-minute tutorial each week (period 4) to support ELLs by reinforcing work from regular classes, helping with vocabulary in homework assignments and acting as liaisons to the mainstream teachers in articulating academic difficulties experienced by the students. The Wilson Reading System is used to individualize and support student learning, especially for SIFE students. This system employs various manipulatives to aid students to attend to decoding and message-making skills to build literacy. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

- b. TBE program. *If applicable.*

Paste response to questions here: n/a

c. DL program. *If applicable.*

Paste response to questions here: 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)?

Paste response to questions here: All instruction is aligned to the Common Core ELA curriculum. All ESL students are programmed in a 2-hour block class where the ELA content is delivered. This block corresponds to the same pacing calendar as our general-ed ELA classes.

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.

Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELLs and long-term ELLs. Homework help is programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art, forensics and constitutional law classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the ELA and subject area Regents and the NYSESLAT, both of which are addressed explicitly through Regents and NYSESLAT prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacat and SESIS to access program-wide data on student performance.

We base instruction primarily on grade-level Common Core Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments.

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

Paste response to question here: n/a

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

Paste response to question here: We assess the four modalities (Reading, Writing, Speaking, Listening) through the use of periodic and unit assessments. Our curriculum and unit plans all address the 4 modalities through learning activities and assessments. The teachers use in class information garnered from these to all assess skill acquisition throughout the year.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here: Long-term ELLs typically struggle with graduation and Regents requirements. Many are under-credit and overage 11th and 12th graders. We are therefore particularly concerned with their completion of a four-year graduation. Teachers differentiate instruction to address long-term ELLs' needs. We also offer these students peer-to-peer mentoring, PM school, homework help and Regents task attack strategies. We also partner closely with guidance counselors and the college advisor as these staff members work closely with students on students' plans for graduation and beyond. All of the 12th grade students complete the College Summit Program, a program that assists students with college selection and the application and financial aid process. We feel that this is a good leverage point for these students. A college-going culture is maintained and bolstered for long-term ELLs.

Our SIFE students are programmed into period 8th period homework help. The above mentioned Wilson method is used to build literacy. Students are made to understand that the same standards and expectations are in effect for them as for other ELLs. A college-going culture is maintained and bolstered for SIFE students

Special Education students are programmed into period 8th period and/or resource room. The ESL and resource teachers inter-visit and debrief students' needs and progress. Students receive instruction and intervention according to their language and academic needs with regard to learning style, personal interests, and all information contained in the IEP. The ESL teacher contributes to, reads and maintains on file IEPs for all Special Education ELLs. Special Education ELL students fulfill the same standards and expectations as all ELLs. A college-going culture is maintained and bolstered for Special Education ELLs. Former ELL's are tracked by their guidance counselor to make sure they are succeeding in general education classes. If need be, tutoring is set-up to support their learning needs.

Chart students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Paste response to questions here: A program review is initiated based on parent request. Our ESL and ELA classes follow the same aligned curriculum. Therefore, a change in placement for a student should not adversely affect students.

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

Paste response to question here: All students including ELL's follow our horizontal alignment of curriculum. Alternate texts, modified texts, and supplemental texts are used to support ELL students. Students are tracked through their content area subjects by the ESL teachers. Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts, nylon graphic organizers, sentence strips, glossaries, dictionaries, scaffolded text for formal assessments and alternative assessments with extended time and translation. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success, particularly with regard to SIFE, Special Education ELLs and long-term ELLs.

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

Paste response to question here: All ELL and Special Education ELA classes follow the same curriculum, however these student receive modifications based on their IEP such as extended time, separate location, questions read aloud. Students are also given an additional 8th period Resource Room if determined at the IEP meeting and in the IEP to help achieve established goals and English proficiency.

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

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



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

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

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

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

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

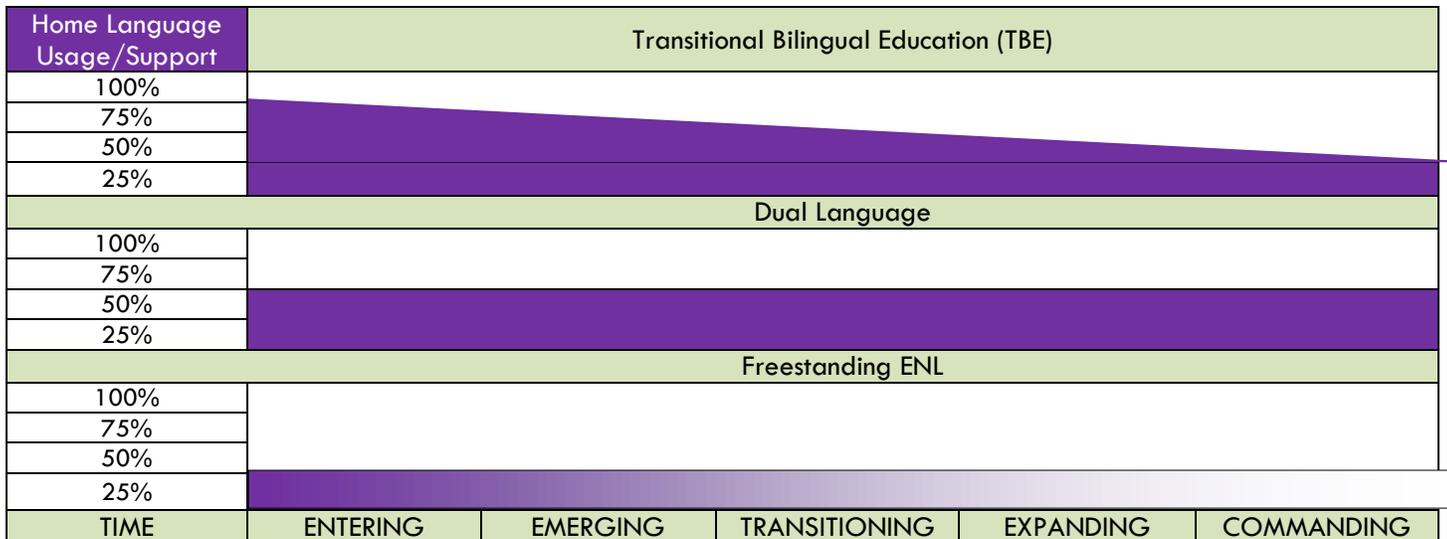


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: ELL teachers meet daily with ELA teachers to collaborate in aligning the curriculum and texts. Our focus is on student writing, particularly identifying relevant themes and generating cogent theses from them. In all of the ELA classes the teachers follow the same grade level curriculum and unit plans with modifications made where appropriate, such as modified texts and extended unit time. Students are given the same periodic assessments. We use the information from the assessments to drive instruction. It is important that our ELL students are held to the same standards as the rest of the student body since they must pass the English Regents Exam in order to graduate. As with ELA, ELLs are expected to follow the same Common Core Curriculum as general education students. To aid them with this effort, ELLs are grouped together with a dedicated social studies, math and science teacher. Their content classes, while reaching the same skills and performance indicators as general education classes, are scaffolded for learner language and programmed for extended time. Grouping ELLs together for these content area classes allows teachers to see patterns of misunderstanding and areas for focus. It also allows for native language use and risk-taking in a low stress environment for the ELL.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Our ELL student need support with building their academic vocabulary, reading and writing skills. Our ELL's Regents pass rate and scholarship are effected because they struggle in the above areas. We are implementing a school-side initiative to focus on academic vocabulary, annotating and study skills to address this.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: Targeted Regents preparation as an additional pull-out for 11th and 12th grade ELL students. Using end of unit data more efficiently to inform instruction. Also to include more speaking and listening tasks on unit assessments.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: We had to excess 1 ESL teacher due to a decrease in our ELL population.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: ELL's are included in every aspect of our school community. ELL student serve on the student government, are Peer Leaders, participate in student activities and take AP classes. All programs/opportunities/activities/sports are advertised to the entire student body including the ELL's.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here: In every classroom we have an ELMO to display information, we also use SMART Boards, and the computer lab and lap-top carts. We have Rosetta Stone and Castle Learning software. All students are given a library card. For classes students have dictionaries available to them in their home language. Additionally we use side-by-side texts, modified texts, supplemental texts and when possible some native language texts to support ELL instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: Translators and translation are used when requested for state exams, for parent meetings and events.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: We have an A.P. to supervise the compliance of this area as well as our guidance counselors, programmer our ESL teacher assists with this.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: The school holds orientations in the spring of each school year presentations and information is dicementated by the counselors, A.P.'s and Parent Coordinator. Throughout the school year we have orientation sessions for the new ELL's. These are conducted by the A.P., the parent coordinator and the guidance counselor . Throughout the school year parents are invited to parent teacher conferences, our ELL luncheon, curriculum nights and other PA sponsored seminars.
19. What language electives are offered to ELLs?
Paste response to question here: Spanish and French
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

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

Paste response to question here: 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.)
Paste response to question here: Professional development sessions will be devoted to ELL services. The ESL teacher will meet with content-area teachers during daily team planning time to assist them in planning, delivery of instruction and assessment. All teachers and administrators serving ELLs will participate in regional professional development offerings, such as how to administer the NYSESLAT and techniques on differentiating instruction and aligning ELL instruction with Common Core Standards. All content teachers will be trained to develop a college-going culture for ELLs as well as general education students beginning in 9th grade, as students transition from middle school. All new special education teachers will be provided with professional development in ESL strategies. The ELL teacher receive SESIS training and may also participate in UFT-sponsored ELL and SPED training. Implementation and effectiveness of professional development will be assessed by classroom observation by administration and coaches, as well as self-reflection. ESL teachers will turn-key the training listed above to English and content area teachers. The ESL teacher will alternate minute-taking during these PD sessions.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: PD's are planned in the areas of student engagement, building vocabulary skills and building reading and writing proficiency.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: We provide staff with targeted PD that focuses on the skills and social needs of the ELL student to help the student make a smooth and successful transition to high school. Time is made available for teacher to collaborate with the ESL and guidance counselors to asses and communicate the needs of the student and to develop a plan to address them.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here: Professional development will be effected throughout the school community. Teachers, administrators and guidance counselors also attend PD sessions as they are held. Staff sign a sheet to verify their attendance and participation in these PD sessions. Records are kept on file.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: We hold case-conferences for our ELL students. These conference include all of the student teachers, a guidance counselor and an administrator. The goal of these meetings is to discuss how to help the student progress in his/her classes and skill development. When the meeting is set-up translation needs are determined. ELL parents are regarded as important partners in the school community. On-going communication between our ESL teachers and attendance teacher help to ensure effective and ongoing communication with parents. This year the programmer will conduct a workshop for parents to learn to use the internet to communicate with teachers and administrators, particularly through Datacation. An additional workshop will cover the topic of how to talk to teenagers. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PA and SLT and attend all school functions such as award dinners and fund raisers.

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

Paste response to question here: Records of parent meetings are recorded in the I-Log system.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Paste response to question here: ELL parents are invited to PA meetings, an ELL luncheon, curriculum nights and college planning nights. Additioanlly, we have an annual meeting to help families of undocumented students.

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

Paste response to question here: College Summit

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

Paste response to question here: The needs of the parent are evaluated through conversations with them during meetings, school survey results, feedback from staff, and PA and SLT members.

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

Paste response to question here: The parents of all of our ELL students are invited and included in all activities. Translation is offered to help the parents to feel more comfortable attending the acitivites. We plan activites based on feedback received from the families throughout the year.

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:

1. We have a partnership with Lincoln Center Theater. A "teachingartist" pushes into the ESL class once a week to engage students in activities focused on building reading and speaking skills.
2. Through our partnership with PENCIL, the 11th grade ELL students have the opportunity to visit the NYC Appellate Court, view cases as they take place and then de-brief with the Judge.
3. College Summit assists the ELL student with the college application process and helps these students with finding schools that support ELL students, documentation, financial aid, and other issues specific to ELL

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

**DBN: 03M492 School Name: High School for Law, Advocacy and C
Superintendent: Fred Walsh**

Before you begin, please check the following:

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

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

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

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

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

At the time of enrollment, parents are given the a folder containing various documents they must complete. The Home Language Survey and the Parental Choice survey are mandatory documents that must be completed. Once the documents are completed the student and parent/guardian are interviewed by the Guidance Counselor. The information regarding home language is entered into ATS. As needed, written and oral communication is translated to parents. If we do not have a staff member in the school to provide the translation, a translator or translation is requested from the translation unit at central.

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

Spanish and French

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student Handbook (september), PA events (on-going), curriculum nights (fall&spring), testing information (October, January, March, June), school newsletter (on-going), school event information (on-going), college planning nights (fall and spring), undocumented student information (spring), Calendars (ongoing), Parent Teacher Conferences (November and March), letters from School Leadership (Ongoing).

School messenger is sent out regularly with school informatin in English and in Spanish.

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

Parent/Teacher conferences (fall/spring), case-conferences (on-going), orientations (spring/fall), curriculum nights (spring/fall), college planning nights (spring/fall), attendance meetings when/if needed.

Part C: Providing Language Assistance Services

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

Spanish and French translation of documents are completed by our school staff a minimum of 3-4 weeks before the event. Languages other than Spanish and French are sent out for translantion by the Translation and Interpretation Unit at least one month in advance. For testing we request translators from the Translation and Interpretation Unit.

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.

Translation is provided by our school staff. For testing we request translators from the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The availability of translation services is communicated to staff at faculty meetings throughout the year. Additionally, the counselor and ESL teacher inform other staff members if a parent requires/requests translation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The translation posters/signs are on display in all main offices and at the security desk to assist parents and inform them of the translation services available.

Part F: Monitoring and Quality Control

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

We will use feedback from parents during meetings at the school and from parent surveys to assess the quality of parent interactions in terms of communication with the school.