

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

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

**02M560**

**School Name:**

**HIGH SCHOOL M560 - CITY AS SCHOOL**

**Principal:**

**ALAN CHENG**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: City-As-School School Number (DBN): 02M560  
Grades Served: 10-12  
School Address: 16 Clarkson St. NY, NY 10014  
Phone Number: 212-337-6800 Fax: 212-337-6875  
School Contact Person: Alan Cheng Email Address: alan@cityas.org  
Principal: Alan Cheng  
UFT Chapter Leader: Vincent Davi  
Parents' Association President: Maria Bermudez  
SLT Chairperson: Rachel Seher  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Foye Gordon  
\_\_\_\_\_

**District Information**

District: 02 Superintendent: Kathy Rehfield-Pelles  
335 Adams Street, Room 508  
Superintendent's Office Address: Brooklyn, NY 11201  
Superintendent's Email Address: KPelles@schools.nyc.gov  
Phone Number: 718-923-5181 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alexandra Anormaliza  
131 Livingston Street  
Director's Office Address: Brooklyn, NY 11201  
Director's Email Address: AAnorma@schools.nyc.gov  
Phone Number: 718-935-5618 Fax: 718-935-5941

## 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)
Alan Cheng	*Principal or Designee	
Vincent Davi	*UFT Chapter Leader or Designee	
Stuart Aaronson	*PA/PTA President or Designated Co-President	
Maria Bermudez	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Foye Gordon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alex DeLaVega	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Carolina Moquet	CBO Representative, if applicable	
Amy Friedman	Member/ Parent	
Anne Sexton	Member/ Parent	
Rachel Seher	Member/ Assistant Principal	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

As an experiential learning school that is a member of the Consortium, we believe that project-based learning in connection with performance-based assessment is central to preparing our students for college and careers. Inquiry is central to the academic experience at City-As-School, and all of our class and internship projects are designed to engage students in extensive inquiry and thinking through writing. As such, our instructional focus for 2015-2016 is to **deepen students' academic inquiry through experiential learning** and promote **critical thinking through writing and reflection**. We specifically intend to use pedagogical strategies like conferencing to support this goal. This instructional focus will extend across our academic program and will be integrated into learning experiences within the school (classes) and in the field (internships). We identified this particular instructional focus for the 2015-2016 school year through a collaborative process that involved looking at student work and examining our School Quality Review Feedback as part of our Spring Staff Retreat and in conversation with our current coaches and partners.

These two areas of focus build on last year's instructional work, which was supported through our participation in the Transfer School Common Core Institute (TSCCI). Our instructional focus for 2014-2015 was to **engage students in goal setting, self-assessment, peer-assessment and revision** in connection with our school-wide instructional framework, called the Four Traits, which we use alongside subject-area Consortium Rubrics. We aligned our curricula in all subject-areas and learning experiences to the Four Traits in addition to subject-area Consortium rubrics, and we began to use the Four Traits - along with Consortium rubrics - to provide students with **formative and summative feedback and to engage them in reflection and revision**. The final projects for all classes and learning experiences, including internships, are now aligned with both the Four Traits and Consortium rubrics and serve as quarterly benchmark assessments for all students. We have also deepened our use of conferencing and other pedagogical practices to engage students in setting goals, assessing their progress, making revisions, and generating peer- and self-assessment in connection with the Four Traits. This work was greatly supported by our participation in TSCCI. For example, one of our teams worked with our Redesign coach to create and pilot processes, practices and tools for engaging students in goal setting, reflection and revision with the purpose of promoting the development of agency.

We specifically chose assessment as an area of focus based on feedback from our 2013-2014 Quality Review. Our program is unique in that students have the opportunity to build their own programs and choose classes and internships that tap into their interests and meet their credit needs. As a result, students may shift classes and internships at the end of every cycle. A specific suggestion that was made was that we develop a process for tracking students' progress over time. To this end, we created the Four Traits, as our unifying framework for assessment to use alongside Consortium rubrics, and we are working to create and implement a system for tracking students' progress on these assessment criteria over time. We also chose to focus on supporting teachers in using assessment in instruction - both to make instructional choices and support students in learning - based on trends in our Danielson data from 2013-2014. In our most recent PPO in May 2015, our reviewer noted our extensive growth in the area of assessment and cited the work from conferencing as one indicator of significant growth.

We feel that we have made great gains in each of the areas of the Framework but the greatest growth have been in the area of **Collaborative Teachers** and **Effective School Leadership**. Both of these were critical in helping build a strong culture of mutual respect and growth in our practice. For this coming year, we would like to continue to work on those two areas as we feel they are crucial elements to improving student achievement. We would also like to improve on our **Family and Community Ties** by establishing stronger community partnerships and engaging with family members more extensively than ever before.

Our students come from across the city and represent all five boroughs. Our special needs population mainly consists of our students who are several years behind grade level. Each year we admit students who are 20 or 21 years old and are trying to graduate in a short amount of time.

## 02M560 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	663	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	42	# Music	9	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	2.2%	% Attendance Rate		70.5%
% Free Lunch	57.4%	% Reduced Lunch		4.6%
% Limited English Proficient	3.0%	% Students with Disabilities		12.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		34.5%
% Hispanic or Latino	43.7%	% Asian or Native Hawaiian/Pacific Islander		4.3%
% White	15.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.05	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.51
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	62.9%	Mathematics Performance at levels 3 & 4		s
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	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 Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			

## 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.

A central focus at City-As-School is **post-secondary readiness**. At City-As-School, we want all of our students to not only earn a high school diploma but to truly have the skills and dispositions needed to be successful after high school. This includes academic skills as well as other qualities like perseverance and the ability to learn from mistakes and use effort and practice to grow. As such, we have focused on **two major initiatives** over the past five years. The **first has been to create a school-wide framework for assessment to use along-side Consortium rubrics** in setting goals for our students and in evaluating their growth and progress. We call our common-core-aligned unifying framework, The Four Traits. Our Four Traits are: Agency, Critical Thinking, Self-Expression and Community-Mindedness. We have aligned our curricula and assessments to these Four Traits in addition to subject-area Consortium Rubrics, and our students now speak to their goals and development in terms of the Four Traits during end-of-cycle reflections and graduation portfolio presentations. This is consistent with the approach taken by fellow Consortium Schools. Vanguard High School, for example, has its Habits of Mind, and the Brooklyn School for Collaborative studies has its Habits of Work and Learning.

Our **second major initiative in the area of post-secondary readiness has been to increase academic rigor**. Over the past five years, we have worked diligently to build a leadership team and teaching staff that will ensure that all of our students are engaging in deep, meaningful, and rigorous learning across experiences. This has been reinforced through individual conferences with teachers, classroom observations, whole faculty meetings, teaching team and department meetings, visitations to fellow Consortium schools, and the graduation portfolio presentation process.

We are asking our students to engage in deeper, more rigorous learning tasks, and we know that we need to better support them. We know that the ability to successfully earn credit for the learning experiences in which they participate is central to our students’ sense of efficacy and to their ability to earn a high school diploma, and we have devoted a good amount of time, energy and resources to this aspect of our work this year.

Based on a strategic analysis of our student credit earning patterns, we identified the creation of tiered course offerings and additional internship support as two major systemic shifts that we could make in order to better support our students in successfully completing and earning credit in the relevant and rigorous learning experiences that our teachers have created for them. We also identified additional and earlier interventions and the implementation of “credit amelioration” periods as ways of supporting each individual student in successfully completing and earning credit in classes and internships.

All together, these efforts have resulted in dramatically increased **ELA scores, credit earning rates, course pass rates, and overall graduation numbers**. Our ELA Regents pass rates have been steadily increasing 7 or 8 percent each year over the past several years. Last year, due to the concentrated school-wide focus on literacy, our ELA pass rate shot up to 88.4%. We have also pushed for an increase in the academic rigor and content in our courses and our credit earning rate has jumped more than 30.7%, and course pass rates increased by over 20.4%. Finally, a concentrated focus on graduation portfolio seminars and post graduation transitions led to our largest graduating class in four years - over 180 students in January and June and an additional 20 in August.

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**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.

All students will reflect on their growth on both subject-area consortium rubrics and our school-wide unifying framework for assessment (“The Four Traits of a City-As Graduate”) during PBAT presentations starting in Cycle 2 this year.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create portfolio committee and collaborate to revise and refine portfolio presentation process.</p>	<p>Faculty members interested in improving the PBAT presentation process</p>	<p>07.17.15 - 09.08.15</p>	<p>Principal &amp; AP Instruction, Teacher Leaders, Media Specialist</p>
<p>Integrate model PBAT presentations, exploration of PBAT projects, and examination of Four Traits and Consortium rubrics into new student orientation and new faculty orientation.</p>	<p>100-150 incoming students  8 new faculty members</p>	<p>09.01.15 - 09.03.15</p>	<p>Admissions Coordinator  Portfolio Committee</p>
<p>Present newly-revised plan for subject-area portfolio presentations to the whole faculty and create PBAT cover letters that include reflection on growth on Consortium rubrics and Four Traits</p>	<p>All faculty members</p>	<p>09.08.15 - 09.25.15</p>	<p>Teaching Teams</p>
<p>Include PBAT cover letters in project instructions and scaffolding for Cycle 1 classes and internships. Collaborate in teaching teams to use a lesson study approach to develop</p>	<p>Teachers</p>	<p>09.28.15 - 11.03.15</p>	<p>Teachers &amp; Internship Coordinators</p>

and pilot best practices for using the language of the Four Traits & the subject area consortium rubrics to a) provide students with actionable feedback during the inquiry and writing process and b) engage students in oral and written reflection in terms of their own growth. Develop PBAT projects and cover letter using teacher-created scaffolding, revise them based on actionable feedback from teachers and peers, and reflect on growth using the language of the Consortium Rubrics and the Four Traits in the cover letter.

**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.

We are allocating per session funds to create and support a portfolio committee that will lead the work in this domain and take responsibility for achieving this goal. The committee will consist of two lead teachers, our media specialist, and two members of the leadership.

We successfully applied to be part of the Transfer School Common Core Institute (TSCCI) and will allocate funds to our participation in this. The two reDesign and Eskolta coaches provided through TSCCI will support individual teachers as well as teaching teams in creating materials and piloting and implementing best practices for providing actionable feedback and engaging students in reflection.

We are allocating funding to hiring an additional reDesign coach so that we can fully support this work with teachers and teaching teams.

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

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

**Part 5 – Progress Monitoring**

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

We will examine student work and reflect on portfolio presentations at the end of Cycles 1, 2, 3, and 4. We will evaluate our progress at each of these points.

Our mid-point benchmark will be our Cycle 2 PBAT presentation period. Most of our PBAT presentations occur during Cycles 2 and 4, and assessing the degree to which students are able to reflect on their growth using the language of the Consortium Rubrics and the Four Traits at this point will give us a sense of the efficacy of our efforts over the first half of the school year. We will then be able to make any major adjustments and refinements going into Cycles 3 and 4. Cycle 2 portfolio presentations will occur in January.

**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.

Out of the six areas of the Framework, our **2014-15 School Survey results** show that the **Supportive Environment** had the second lowest percentage of positive responses (92% positive compared to 88% Citywide Positive Response for Transfer Schools). One area that has been a large school wide focus for the last two years has been in helping students explore and develop robust post secondary plans. There were four questions on the student survey that asked students for their perspective on the school’s ability to support them in that initiative. 1. Adults at this school provide students with information about the college enrollment process. 2. Adults at this school help students aspiring to enter the workforce, develop a plan to reach their future employment goals. 3. Adults at this school support students in navigating the post-secondary process. And 4. This school programs students with appropriate courses to achieve their postsecondary goals. The survey results were very positive with only 3% of students who indicated that they disagree or strongly disagree with the statement.

In the most recent **Quality Review** from 2013-14, we received a Highly Effective rating on indicator 1.4 Learning Environment. The reviewer noted a strong sense of community at the school and that students felt safe and respected in the building.

At the same time, our own internal record keeping suggest that our graduates could be utilizing our Career and College Office, developed in partnership with CBO Comprehensive Development Incorporated more than they currently are.

For this goal, we are most interested in ensuring that all students graduate with a strong post secondary plan that includes both college and career based options. We have found that our students connect best with school when they are able to connect it to the options that will open to them after they succeed at our school.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, we would like 80% of our graduates to have had at least two one-on-one meetings with members our college and career office where they will be able to develop an individualized career plan by the time they graduate.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Recruit and hire new member of college and career team</p>	<p>Potential Recruit</p>	<p>July and August 2015</p>	<p>Principal, and Executive Director of CBO</p>
<p>Have members of guidance team and college and career office help plan and run part of student orientation so that we can conduct outreach to students</p>	<p>All students</p>	<p>September 2015</p>	<p>Guidance staff</p>
<p>Identify list of potential January and June 2016 graduates and begin targeted outreach to those students to make 1-1 appointments with college and career office</p>	<p>Potential graduates</p>	<p>September – October 2015</p>	<p>Guidance staff</p>
<p>Update outreach list with January graduates</p>	<p>Potential graduates</p>	<p>February 2016</p>	<p>Guidance staff</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will be hiring an additional college and career counselor this summer. This will be funding through our partnership with our CBO Comprehensive Development Incorporated. We have jointly fundraised to support the salary. Our college and career fairs are also supported via the CBO. We currently supplement the office with one of our teacher counselors as well as two para professionals.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will update our outreach list in February to ensure that at least 80% of the January graduates of career plans as part of their graduation portfolio.</p>

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

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

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

### Part 1 – Needs Assessment

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

Teachers at our school have a long history and appreciation of working collaboratively, but there is still some areas for improvement in the upcoming school year. Only 85% of our teachers agreed that “professional development time included opportunities to work productively with colleagues” in the 2014-2015 school survey. Another 85% of teachers agreed that they were “provided time to collaborate among teachers.” Additionally, our 2013-2014 School Quality Review identified teaching teams as an area of growth. While the reviewer noted that some of our teaching teams were well developed, others were not yet fully “engaged in a sophisticated practice that produces positive results” and stated that our “feedback is generic as expressed in the rubric and does not consistently match the specific skills and next actionable step to acquire the learning.”

### Part 2 – Annual Goal

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

By June 2016, an additional 5% of teacher will respond that “professional development time included opportunities to work productively with colleagues” (survey results from the NYC DOE school survey given in the spring 2016).

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Rubric Analysis</p> <p>Teachers will examine the rubrics used to grade student work for their PBATs, for their Internship, and for the 4 traits. The goals will be to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are we expecting of students?</li> <li>• Are our expectations uniform?</li> <li>• Where do our rubrics overlap?</li> <li>• How do we inform our students of our expectations?</li> </ul>	<p>Subject-area teams, Advisor department, RC department, Special Ed department</p>	<p>August – September 2015</p>	<p>School leadership and team facilitators</p>
<p>Student Work Examination</p> <p>Teachers will collect student work from their current, classes and collaborate in teaching teams to conduct a gap analysis using a “looking at student work” protocol. Teams will consider:</p> <ul style="list-style-type: none"> <li>• In what areas of the rubrics is student work consistently strong?</li> <li>• Where do we notice systematic gaps between the work and our expectations/standards?</li> <li>• What features need to be included in the tasks in order to ensure students can demonstrate the skills we expect?</li> </ul> <p>Teams choose one area of growth to focus on for the 2015-2016 school year. They will decide to collaboratively work on a tool to improve in this area of focus</p>	<p>Subject-area teams, Advisor department, RC department, Special Ed department</p>	<p>September 2015</p>	<p>Administrative team and team facilitators</p>

<p>The math and English department will begin lesson study cycles as a process for reaching their goals for 2015-2016. The lesson study is a research based approach to improving instruction as a team. This work will involve:</p> <ul style="list-style-type: none"> <li>• Creating a focus area</li> <li>• Designing a lesson to address that area of focus</li> <li>• Observing the lesson together as a team</li> <li>• Debriefing the lesson</li> <li>• Teaching an updated follow-up lesson</li> </ul> <p>Sharing best practices</p>	<p>Subject-area teams,  Advisor department, RC department, Special Ed department</p>	<p>November – February 2016, and February – April 2016</p>	<p>Assistant Principals and English and Math Teacher Teams</p>
<p>At the end of each semester, teachers will again look at student to work to assess the progress made in their area of focus and adjust their future work together as needed. And teachers will also share what they have learned with the leadership team and with their colleagues.</p>	<p>Subject-area teams,  Advisor department, RC department, Special Ed department</p>	<p>January and June 2016</p>	<p>All teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Our teaching team facilitators and our APs will be supporting a bulk of this work. Additional per session funds will be made available for facilitators to meet and plan after school. We have also structured our weekly class schedule to allow for more frequent and sustained teacher team meeting times.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016 we plan to have at least two teams complete lesson studies, as well as other teams looking to have an articulated area of focus and a classroom tool they were able to use during the first semester.</p>
<p><b>Part 5b.</b> 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 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.

While 96 to 100% of teachers felt that they had positive influence over school policy areas like hiring, planning how discretionary funds are used, and setting standards for student behavior, the “moderate” response rates were between 0 and 38% for these five questions about teacher input (2014-2015 School Survey, p. 18). Additionally, while 96% of teachers responded positively to the questions about professional development, between 40 and 56% of the positive responses were in the “agree” or “somewhat agree” range. (2014-2015 School Survey, p. 9). This indicates to us that, while inclusive decision making and professional development are overall strengths for us, additional work on these areas would further improve teacher professional development and inclusivity in decision-making.

### **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.

Our goal is to raise the “strongly agree” response rate by 5% on each of the four professional development indicators (p. 9) and each of the teacher input indicators (p. 18).

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Create professional development committee to collaboratively construct and revise our yearly instructional focus and professional development plan, which will include:</p> <ul style="list-style-type: none"> <li>- whole faculty professional development</li> <li>- teaching team meetings</li> <li>- individual goal-setting by and support to faculty members</li> </ul> <p>additional professional development opportunities inside and outside of the school, such as our TSCCI pilot teams and our Facing History Price Fellows team, Consortium PD and support through other organizations like New Tech and EVC</p>	<p>Teachers Parents Students</p>	<p>July – August 2015</p>	<p>Principal &amp; AP Instruction</p>
<p>Present instructional focus and professional development plan to faculty and revised based on feedback of the faculty.</p>	<p>Whole Faculty</p>	<p>September 2015</p>	<p>Professional Development Committee</p>
<p>Support teaching teams in setting team goals in connection with the instructional focus as well as other team goals based on analyzing student work</p>	<p>Subject Area Teams</p>	<p>September 2015</p>	<p>Professional Development Committee</p>
<p>Meet weekly to plan and implement whole faculty professional development in connection with the instructional focus as well as other goals and areas of growth identified by the faculty</p>	<p>Professional Development Committee</p>	<p>Yearly</p>	<p>Principal &amp; AP Instruction</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.

We are allocating per session funds to create and support a portfolio committee that will lead the work in this domain and take responsibility for achieving this goal. The committee will consist of two lead teachers, our media specialist, and two members of the leadership.

Time will be allocated after school for meetings of the professional development committee.

The 2015-2016 faculty schedule has been constructed so that the whole faculty will meet on Friday mornings from 9 until 10:30. Members of subject-area teams will have common planning time.

Both the principal and AP Instruction will make supporting and facilitating the PD committee a priority.

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

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

**Part 5 – Progress Monitoring**

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

We will administer a survey at the end of Cycle 2 that uses the same questions as the school quality survey for both professional development and inclusivity. We will use the results to determine progress towards our SMART goal. We will revise and refine our approach and plan accordingly.

**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.

Out of the six areas of the Framework, our **2014-15 School Survey results** show that the **Strong Family and Community Ties** had the lowest percentage of positive responses (79% positive compared to 80% Citywide Positive Response for Transfer Schools). A closer analysis of the survey results showed that the questions that had the lowest outcomes were: percentage of parents that have volunteered time to support the school (37%), and communicated with your child’s teacher about your child’s performance (63%). The rest of the parent responses had a positive response of 81% or above and all of the teacher responses were at 100% positive with one question at 96% positive responses. Our parents and guardians have told us that it is very difficult for them to volunteer any time to help out the school given their current work and family obligations but we hope that create more opportunities for parents and guardians to be involved in their child’s education. We hope to be able to help them see that their active participation is a great way for them to contribute and that volunteering their time or donate money isn’t the only way to contribute.

When we think about Community Ties more holistically, we turned to the **Quality Review** indicators 1.3 Resource Allocation and 1.4 Learning Environment. Each of those indicators speak in part to the ability of schools to establish a positive relationship with families and community members as well as our ability to allocate resources to support our students. On both of these indicators we were rated **Well Developed** . The reviewer highlighted our outreach efforts to parents and the feedback from parents about the positive impact the school has made on their children.

The goal we set below deals with the role of partnerships with businesses. We believe that we can leverage the many business and non-profit organizations that are currently working with our school to improve our students experiences at our school. Our goal below is to implement an advisory board of community partners to improve our student participate rate at internships by five percent.

### 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 November 2015, we would like to establish an Advisory Board of community partners that would help us guide and support the refinement of our internship programs. The Advisory Board will meet quarterly for the rest of the year and will be tasked with increasing the 2015-16 student involvement in community internships by 5% over the 2014-15 rates.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Recruitment of community partners and internship mentors.</p>	<p>Existing and new community partners</p>	<p>Summer 2015 and September and October 2015</p>	<p>Department Chair of the Internship Coordinators</p>
<p>Establish framework for reviewing and improving existing community internships. We will look at the participation rates for our newest and youngest students. These are students who have historically struggled the most.</p>	<p>Newest and youngest students</p>	<p>November 2015</p>	<p>Internship Coordinator Department</p>
<p>Implement adjustments to the internship curriculum that will support new and incoming students at their first internships</p>	<p>We will look at the participation rates for our newest and youngest students.</p>	<p>February 2016</p>	<p>Internship Coordinator Department</p>
<p>Gather data on the success of the target population and propose adjustments for the 2016-17 school year.</p>	<p>All students</p>	<p>June 2016</p>	<p>Internship Coordinator department.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Most of this work will be integrated into the existing roles and responsibilities of the internship department. We will use some additional per session funds to support the planning and implementation of the programs via our TSCCI membership.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**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 the middle of the year, February 2016, we hope to have at least two of our quarterly advisory board meetings where we will have had updated framework for successful internship/community partnerships established. By February we will also have begun revising our internship curriculum to support greater student persistence and enrollment in internships.

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who are in their 4th, or 5th year but have not passed the ELA regents exam.		Double block classes for assisting students still in need of taking and passing the ELA Regents. Small group instruction and one-to-one tutoring	Before, during and after school as well as Saturday sessions.
<b>Mathematics</b>	Students who are in their 5th or 6th year and have not yet presented their math PBATS.	Our use of Performance Based Assessments and projects in place of the Regents Exams helps many of our students who have otherwise struggled with standardized tests.	We provide small group and one-to-one tutoring	Before, during and after school as well as Saturday sessions.
<b>Science</b>	Students who are in their 5th or 6th year and have not yet presented their science PBATS.	Our use of Performance Based Assessments and projects in place of the Regents Exams helps many of our students who have otherwise struggled with standardized tests.	We provide small group and one-to-one tutoring	Before, during and after school as well as Saturday sessions.
<b>Social Studies</b>	Students who are in their 5th or 6th year and have not yet presented their social studies PBATS.	Our use of Performance Based Assessments and projects in place of the Regents Exams helps many of our students who have otherwise struggled with standardized tests.	We provide small group and one-to-one tutoring	Before, during and after school as well as Saturday sessions.
<b>At-risk services (e.g. provided by the Guidance Counselor,</b>	Our guidance team (social workers, school psychologists,	One-on-one contact is made available for the student	Small group and one-on one contact	During and after school.

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>and guidance counselors) meets regularly to build a list of at-risk students to focus on each quarter.</p>	<p>throughout the day and after school. All of our counselors, social workers and school psychologists have been incorporated into each seminar. Small group instruction has also been implemented into the regular school schedule. We've also partnered with a CBO to provide additional college and career counseling during school.</p>		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**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 <b>2</b>	Borough <b>Manhattan</b>	School Number <b>560</b>
School Name <b>City-As-School HS</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Alan Cheng</b>	Assistant Principal <b>Joselyn Peña-Phillips</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Rita Kamani</b>	School Counselor <b>Maribel Sanchez</b>
Teacher/Subject Area <b>Rhea Ummi Modestge, Deaf &amp; Har</b>	Parent <b>Erika Taveras</b>
Teacher/Subject Area	Parent Coordinator <b>Maria Bermudez</b>
Related-Service Provider <b>Maribel Sanchez</b>	Borough Field Support Center Staff Member <b>Jocelyn Santana</b>
Superintendent <b>Kathy Rehfield-Pelles</b>	Other (Name and Title)

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>624</b>	Total number of ELLs	<b>17</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input 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 #
<b>Transitional Bilingual Education</b>											0	0	0	0
<b>Dual Language</b>											0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	16	<b>Newcomers</b> (ELLs receiving service 0-3 years)	4	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	9

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	4		1	4		1	9		2	0
<b>Total</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

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

## 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
<b>Entering</b> (Beginning)													1	0
<b>Emerging</b> (Low Intermediate)													1	0
<b>Transitioning</b> (High Intermediate)													1	0
<b>Expanding</b> (Advanced)												2	1	0
<b>Commanding</b> (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												1	1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total												3	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	17		6	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
Upon enrollment, students' previously earned LAB-R and NYSESLAT scores, and results in intake assessments are reviewed and assessed to help inform ENL students' early literacy skills and program needs. The LAB-R will also be administered upon intake if their Home Language Survey indicates that their home language is a language other than English. Looking at most of ENLs' scores, history majority fall in the long-term category and so where they need more support is in academic language (CALP) as opposed to BICS. Due to the low percentage of ENLs school-wide, this has not affected the school's overall instructional plan.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
As a transfer school with students coming and spending varied amount of times with us, from 6 months - 2 years, a view of the data shows that patterns are very inconsistent. While many of our ENL students have achieved a high proficiency rate in the NYSESLAT taken previous to their enrollment at our school, there is often inconsistent and varied patterns, depending on the currently enrolled students. The NYSESLAT data does show a more consistent deficiency in the areas of reading and writing. Therefore, it is necessary that our instructional planning and focus promote activities that are active and engaging for all students, and are based on promoting reading comprehension and writing skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Due to our small numbers of ENLs, here are no patters that are revealed in our Annual Measurable Achievement Objectives.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a) ENL students are performing similar to non-ENL students, therefore, no patterns have been observed.
- b) Through periodic assessments, the school leadership and ENL teacher are able to get a better sense of the skill areas students need additional support to successfully complete the tasks necessary to pass classes and assessments.
- c) We have found that students are mostly in need of focusing on their reading and writing skills and that most of our ENL students have tested as intermediate/advanced (between emerging and expanding) in their most recent NYSESLAT exam. We are learning about the values of having students make connections between the spoken and written language of the content area. Students benefit from active and consistent reflection on their own language development and growth. When applicable, home language is used by the ENL teacher to develop vocabulary through the use of cognates.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Through teacher team meetings, the ESL teacher is part of the working group that meets weekly. Through her participating in these meetings, she is able to share what she has learned about individual ENL student's needs through the evaluation of NYSESLAT scores, as well as through her own assessments in her individual work with these students. She is able to support and provide content area teachers with techniques to use in supporting these students' second language development. If there are previous assessments such as the LOTE in the home language, our ENL teacher uses this data to ascertain literacy levels in their home language. When there aren't assessments available, the ENL teacher derives this information by assessing students' educational backgrounds to determine individual home language development. Through this information, content area teachers are able to make instructional shifts that are necessary to further support ENL students' new language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Along with reviewing the data that is available to us when students transfer into our school and comparing the results of previous NYSESLAT exams (if there are prior exams available) with the current year's NYSESLAT results, the ENL teacher collaborates closely with the ENL students' teachers to get a sense of how he/she seems to be developing. There are at minimum monthly check-ins and before the beginning of every 1 of the 4 school terms, the ENL teacher works with administration to develop the plan for the upcoming term to best support the ENL students. Class assessments, written work, quarterly passing and credit accumulation rates in classes and internships, PBAT passing rates and ELA passing rates are all utilized to evaluate the success of our programs for ENLs.

## 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.
- City-As-School is a transfer high school. Most students entering City-As-School have already been identified as ENL students. Upon intake, the Admissions Coordinator identifies the ENL students by reviewing their transcripts, during their interview, and/or in evaluating their written assessment during intake. The AP, Joselyn Peña-Phillips, will also run an RLER report on a weekly basis to identify any additional ENL students who have been admitted into the school. Once a student is identified, or suspected of possibly being an ENL student, they are immediately referred to the Ms. Peña-Phillips who will review the student's records for the Home Language Identification Survey. If the student does not have their home language information on file or if the student is new to NYC, the Ms. Peña-Phillips will refer the student to the ENL teacher, Rita Kamani, who will conduct the informal oral interview, reach out to the parent for input, and if necessary, administer the Home Language Identification Survey and/or Spanish LAB-R for Spanish-speaking students. Ms. Peña-Phillips will also access an RNMR report on ATS to determine the already identified ENL students' level of proficiency. If the student is in need of ENL services based on the testing results, the student is immediately programmed for the necessary minimum amount of time required. Ms. Peña-Phillips will also access an RNMR report from ATS to determine the already identified ENL students' level of proficiency and program those students for the minimum amount of time required. Once a student is identified as an ENL student, or a student who may need ENL services, the process of testing and placement is completed within 10

days. If a newly admitted student does not appear to have ever been given the LAB-R exam in their home language after the Home Language Survey has clearly indicated that another language is spoken at home, the ESL teacher will make sure that the LAB-R exam is administered to the student within 10 days of admission to the school.

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).

During the admissions' process, the admissions' coordinator assesses through interview and written writing sample if the student may be an identified SIFE student and refers this student to the ENL teacher for further assessment. The ENL teacher will administer the oral interview questionnaire and administer the Literacy Evaluation for Newcomer SIFE (LENS) within 30 days of enrollment.

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

Newly enrolled students with IEPs are assessed through the admission process, as all students. Once these students are identified as possible ENL students, the ENL teacher meets with the AP in charge of Special Education, Ms. Joselyn Peña-Phillips, the student's Special Ed teacher/advisor, and the ENL teacher, Rita Kamani. Together, they determine how the student will receive most of his/her needed support in both Special Ed and ENL services. The ENL teacher will follow-up with the students and their parents/guardians to determine what program will best meet their needs. The student and parent will be informed of their right to accept or reject the LPT recommendation within 20 days. The ENL student will be placed in recommended program immediately.

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.

The Parent Coordinator is responsible for the distribution of entitlement letters and Parent Survey. They are distributed during New Parent Orientation, at which time parents of all new students are required to attend, at which time the ENL teacher is also present. Those parents who do not attend are reached out to by the Parent Coordinator and Guidance Counselor to discuss the distributions that will be mailed to them. After approximately 3 weeks, the Parent Coordinator provides lists of those students whose parents have not returned the distributions to the ENL teacher. The ENL teacher takes the lead in reaching out to the families to remind them of the return of the forms as well as to address any issues they may have. The ENL teacher plays an essential part in communicating with the parents of the identified ENL students. They review the parent survey and program selection form during the student's first interview. A copy of entitlement letters, parent surveys and program selection forms are provided to the ENL teacher and originals are placed in students' permanent records. At the New Parent Orientation, the ENL program, LAP policy and the orientation materials found in the EPIC School Kit are also presented to the parents and students. This includes viewing the video. The conference discusses the varying types of services provided to ELL students and their families. Parents are given the choice that best serves their child's need. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language as well. If necessary or requested, a one-on-one interview with the ENL teacher and native language translator is scheduled to assure both parent and student comprehension. This admissions conference also provides an opportunity to disseminate copies of the Language Allocation Policy to all our ENL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies used to assist students in English learning classrooms.

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).

The entitlement letters distributed to parents also provide information to parents about their they to appeal ELL status within 45 days of enrollment. Parents and students who are 18 and older are also informed via mailings, phone calls and emails.

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.

Once a student has been identified as an ENL student, he/she is automatically assigned to the ENL teacher, Rita Kamani, as his/her advisor. The advisor takes on the role of communicating with the student, addressing the student's needs, and reaching out to the parent/legal guardian. When students are first admitted to the school, they are given a questionnaire for their parents/caretakers to fill out regarding their preferred language of communication. This information is provided to students' advisors by the Parent Coordinator. From this information, Ms. Kamani reaches out to the parents/guardians of the ENL students to explain the program choices available to their children. If Ms. Kamani are unable to communicate with them in their preferred language, a staff member who speaks the preferred language reaches out to the parent/legal guardian. It is expected that contact will have been made with the parent/legal guardian within 2 weeks of student identification. Parents are encouraged to reach out to Ms. Kamani as their children's advisor and ENL teacher at any time concerning their children's academic needs and/or concerns, particularly with their struggles as an ENL student. Over the last several years, the process has been consistent and the program of choice has always been Freestanding ENL. If a parent survey is not returned, Bilingual Program is the default placement and the parent and/or student who is 18+ will be contacted via phone and/or email to be informed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The Parent Coordinator is responsible for the distribution of entitlement letters and Parent Survey. They are distributed during New Parent Orientation, at which time parents of all new students are required to attend. Those parents who do not attend are reached out to by the Parent Coordinator, Maria Bermudez, and Guidance Counselor, Maribel Sanchez, to discuss the distributions that will be mailed to them. After approximately 3 weeks, Ms. Sanchez will provide lists of those students whose parents have not returned the distributions to the ENL teacher, Rita Kamani. Ms. Kamani takes the lead in reaching out to the families to remind them of the return of the forms as well as to answer any questions they may have. Ms. Kamani will also maintain a log of parent program choice which she will share with AP, Joselyn Peña-Phillips.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The Parent Coordinator, Maria Bermudez, maintains a log of returned and unreturned Parent Survey and Program Selection Forms. After approximately 3 week of distribution of these letters, the Parent Coordinator provides information of returned and unreturned forms to the ENL teacher, Rita Kamani, who takes the lead in reaching out to parents who have not returned the forms.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Based on previously earned NYSITELL scores, and parent choice, the placement letters are generated for newly admitted students and mailed home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
ELL documentation is placed in students' permanent records, after the ESL teacher maintains a copy for her own records.
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.  
Once we have received the dates for the administration of the NYSESLAT exam, we review the RLAT to verify who are the students eligible for the NYSESLAT because they have not yet placed at the proficient/commanding level in the previously taken NYSESLAT exam. Before the identified time frame for administering the NYSESLAT, the ENL teacher, Rita Kamani, communicates with the parents, student and teachers of all the ENL students and informs them of the dates. AP, Joselyn Peña-Phillips and Ms. Kamani review all NYSED Test Administration Procedures and in consultation with the classroom teachers of these students, Ms. Kamani establishes a schedule for each student and personally goes to the students' classes to pull them out for administration of each of the 4 parts of the NYSESLAT exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Upon receipt of the results of the NYSESLAT exam, students who will be returning next school year will be contacted by the ENL teacher, Rita Kamani, to inform them of their continued entitlement and transitional support. The phone calls will be followed by a mailing to these parents, coordinated by the Parent Coordinator, Maria Bermudez.
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).  
Over the past several years, parents have selected Free Standing ESL as the preferred choice. This year we have 16 students receiving Free Standing ESL instruction. Historical trends have shown that ELL students have been identified for many years, and as they are close to graduating, they and/or their parents request the Freestanding ENL as it provides more flexibility in student program choice.

## 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.

As the ELL population has grown over the past few years, we have added an integrated model to our stand alone model. In the newly added integrated model, the ENL teacher, Rita Kamani, is providing support to ENL students in the ELA classes giving students the opportunities to take these classes along with their peers, while receiving support from the ENL teacher, in group instruction. In the stand alone model, each of the identified ENL students are scheduled for 180 minutes of stand alone individualized pull-out model with the Ms. Kamani. Students are grouped in ungraded classes and as a heterogeneous group, aligned to our whole-school model.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The mandated number of instructional minutes is determined by the results of students' last LAB-R/NYSESLAT scores on record. Those students who place at the Beginner/Entering level and students who place at the Low Intermediate/Emerging level are scheduled for 180 minutes of standalone ENL and 180 minutes of integrated ENL. Students who place at the Intermediate/Transitioning level are scheduled for 180 minutes of standalone ENL and 90 minutes of integrated ENL instruction. Students who place at the Advanced/Expanding and Proficient/Commanding levels are scheduled for 180 minutes of integrated ENL instruction.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ENL teacher, Rita Kamani, focuses tremendously on pronunciation, vocabulary development, active listening and oral communication. Students participate in a variety of oral activities as a way to develop their communication skills in English, including but not limited to introductions, making suggestions, asking and giving directions, comparing and contrasting stories, and repetition of sounds and phrases. Through her collaboration with ENL students' content area teachers, Ms. Kamani works with content area teachers in skills and techniques that can assist the students with their second language development in these classes by modeling, coaching, scaffolding, problem solving, flexible grouping, and practice. Through her individual work with the ELL students and feedback received from content area teachers, the ESL teacher assists the students in areas of struggle particular to the content area work.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The ENL teacher, Rita Kamani, coordinates evaluation of ENLs in their native language. If she cannot perform the evaluation herself because she is not proficient in the identified home language, she will solicit the help of other pedagogues in the school who can speak the native language to perform the evaluation. If a school staff member is unavailable for a specific language, outside resources will be used.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Through informal assessments in classes, ENLs are appropriately evaluated in all four modalities of English acquisitions throughout the year and the ENL teacher, Rita Kamani, maintains documentation and shares modalities used and when used. Through her continuous assessment, during her minimum monthly check-in with ENL students' teachers, Ms. Kamani is able to provide feedback to the teachers based on her evaluations in reading, writing, listening and speaking.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

Developing and long term ENL students are required to take stand-alone ENL for 180 minutes weekly and 180 minutes of integrated ENL weekly. They also receive additional support in internship experiences as the ENL teacher, Rita Kamani, collaborated with the teachers in students experiences.

Both stand-alone and integrated ENL options are available to former ENLs up to 2 years after exiting ENL status, if they and their parents wish for them to continue receiving this support.

**Chart**

As a transfer school, we have never had a SIFE level student apply to City-As-School and we have never encountered newcomers, or students who have not completed a minimum of 2 years at another high school. The identified ENL students are supported in heterogeneous groups.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.  
 Academic progress is ensured by the management of the initial identification process and the re-identification process of students by the ENL teacher, Rita Kamani.
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?  
 By reviewing SWD students’ IEPs in SESIS, and in coplanning with the Special Education teachers, the ENL teacher, Rita Kamani develops targeted strategies and grade-level materials to provide access to academic content areas and accelerate English Language development.
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?  
 In consultation and in co-planning with the ENL teacher, IEP goals are reviewed and plans are put in place. Flexible programming is provided by the school-wide student choice programming model. Using the newly adapted integrated ENL model allows for SWD students to attain English proficiency within the least restrictive environment.

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

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



\*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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

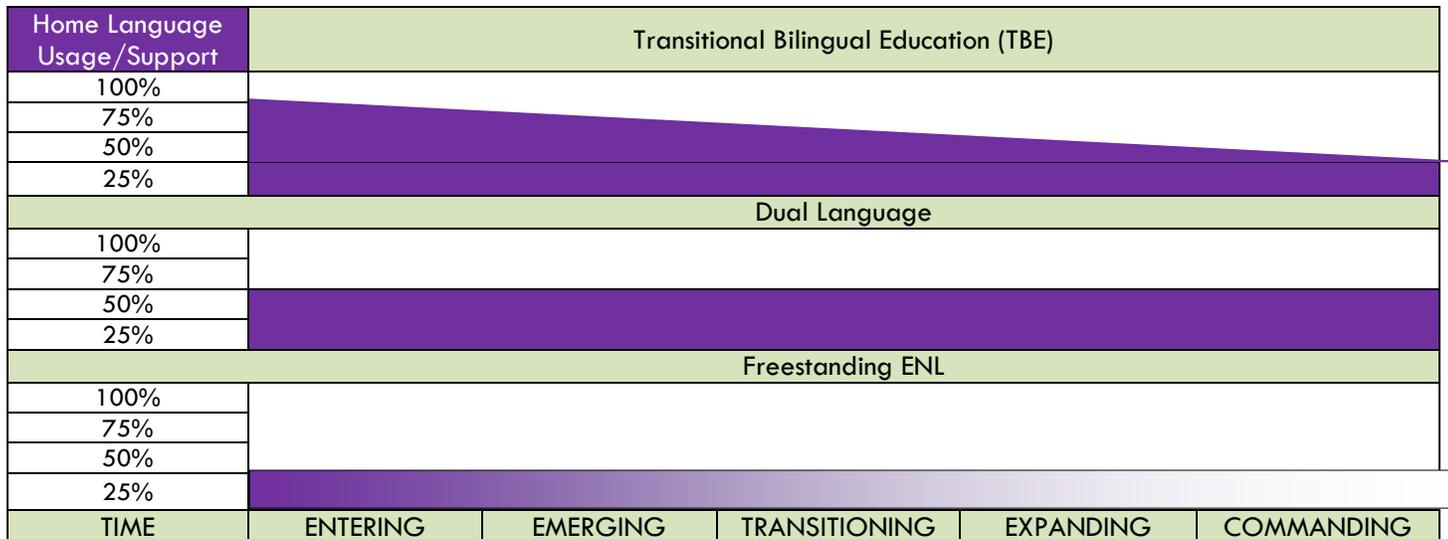


\*Note: “other approved services” does not apply to New York City at this time.

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. The program of study is aligned with New York State's ENL and Common Core ELA curriculum and reflects the state's learning standards through instructional practices and proper use of acceptable learning materials such as texts. Our ENL students also enjoy student centered learning approaches, the ability to complete many class requirements using a research based "presentation" method. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. When necessary and available, the use of native language is utilized to further support students through readings, writings, and spoken language, if there is someone available who speaks the native language as well.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Incorporating the push-in method is providing more flexibility for the ELL teacher to work in the English classes along with implementation language acquisition techniques to improve the language development. Through weekly meetings, the ENL teacher is able to meet with content area teachers of the ENL teachers and inform them of who those students are.
12. What new programs or improvements will be considered for the upcoming school year?  
We are currently exploring expanding the push-in model to other content core classes, including Humanities, Science and Mathematics.
13. What programs/services for ELLs will be discontinued and why?  
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All support and instructional program available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, the ENL teacher and Special Education teachers collaboratively work toward providing the identified students with the instruction and educational support necessary to be successful within the ENL and Common Core curriculum. Some strategies include intervention services, one-to-one tutoring, counseling and collaborations among all content teachers. ELL students are full incorporated and invited to participate in all school wide activities and are always integrated into all curricular and extracurricular activities. ENL students are programmed into an advisory as all students are, and are delivered the same information as are the rest of the students in the school- through advisory, mailings, and emails.
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.  
Newly developed curriculum aligned with the Common Core Standards have been selected from the SED. The use of on-line programs have also been selected to support ENLs. Instructional materials used to support ELLs includes textbooks, novels, non-fiction reading materials, newspapers, electronic versions of readings of all genres and in native languages are made available to ENL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Books and dictionaries are maintained at the school and made available to the ELL students for continued reading/translation between the native language and English
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We provided targeted support for Portfolio projects and ELA Regents are our students are at the 12th grade level.
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).  
New ELL students are fully incorporated into the daily activities of the school and are provided with additional social-emotional support for full incorporation into the program. Their intentional pairing with the ENL teacher, Rita Kamani, as their advisor with the support of the school Social Worker, Amy Greco, provides ENL students with additional support to minimize their frustrations as new students in a new school and to overcome some commonly identified barriers of ENL students.
19. What language electives are offered to ELLs?  
Through internship opportunities, ELLs are afforded the opportunities to intern at organizations that provide opportunities/exposure in the Native Language such as non-for-profit community organizations that provide support to immigrants from China, immigrants from Cuba, etc.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The ENL teacher has the opportunity to attend outside PDs selected by her and also offerings that are made available via DOE, and other outside agencies. On the last Friday of each month, the ENL teacher, Rita Kamani, will disseminate newly learned information and practices to best support ENL students in school-wide regularly scheduled Professional Development sessions to all staff, inclusive of teachers, guidance team members, and support staff. Workshops led by Ms. Kamani will also be offered throughout the school year for small groups of teachers to join with specific topics to support ENL students in content area classes.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ENL teacher, Rita Kamani has the opportunity to attend outside PDs selected by her and also offerings that are made available via DOE, and other outside agencies, including the Consortium of school we presently belong to.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
N/A
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
We focus some of our yearly professional development for all staff on best practiced ELL strategies and methodologies. The PD is provided via in-house conferences and outside opportunities available for the ENL teacher. The minimum 7.5 hours of ENL training for all staff is provided through these conferences. Aside from scheduled PD, the ENL teacher will make herself available to meet with other teachers regarding best practices Cross-curricula and by organizing workshops that are led by her. AP, Joselyn Peña-Phillips, will maintain record of all PDs offered internally, and all PDs attended to outside.

### C. Parental Involvement

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

During New Student Parent Orientation, the parents of ENLs are informed of the overall goals of the program. The parents of ENLs are then contacted by the ENL teacher to further discuss students' language development progress, language proficiency assessment results, and language development needs in all content areas. If staff are available to translate in parents' native language, we ask them to provide translation services. If we do not have staff to accommodate the native language, we utilize the services of the DOE's Translation and Interpretation Unit.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ENLs are regularly contacted by the ENL teacher, Rita Kamani who also serves the role of the advisor. Through these communications, the parents are invited to attend Parents' Association meetings by the parent coordinator, Maria Bermudez, and events scheduled and open to parents such as Expos, Holiday Feasts, etc.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Each student is linked to a member of the Guidance team, as is common practice of all students in the school. Through information learned by the ENL Teacher/advisor in communication with parents, the Guidance team members are able to coordinate contacts with community organizations, as needed. Through the PA meetings, we also become informed of ENL parents' desired workshops and information sessions, and we develop a plan to make these available to parents by in school staff or outside organizations.
5. How do you evaluate the needs of the parents?  
Through new parent orientation, monthly PA meetings, and regular outreach by teachers and support staff, we are able to evaluate the needs and desires of the parents and coordinate a plan. Written material is made available to parents in their native languages, and phone outreach is made in their native language.
6. How do your parental involvement activities address the needs of the parents?  
Parents are often involved in the planning of parental involvement activities so that we are most able to address their needs. Through PA meetings, the Parent Coordinator, Maria Bermudez, is able to ascertain some of the parents' desires. Ms. Bermudez is also working with IAP, Carl Oliver, to develop more forms and surveys in parents' native languages to get further information about their needs and desires.

### 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.

:

## Part VI: LAP Assurances

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: **02M560** School Name: **City-As-School HS**  
Superintendent: **Kathy Pelles**

### Before you begin, please check the following:

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

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

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

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

---

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.

Upon intake, students receive a questionnaire from the Parent Coordinator requesting parents' preferred language of communication. Thereafter, all communication with parents is in their language of preference. When surveys are not returned, review of student previous records are conducted to identify parents' native language. For those parents whom we have been unable to communicate with in English, parents are contacted with the help of in-staff translators or with the help of the Office of Translation and Interpretation unit within DOE.

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.

Parents preferred languages for both written and oral communication include Spanish, French, Haitian Creole, Georgian and Bengali.

## Part B: Creating a Communications Calendar

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

Monthly newsletters, quarterly calendars, parent-teacher conference announcements, invitations to school-sanctioned activities, College and Career information, and letters from the school leadership require translation.

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.

Yearly, we hold 3 formally scheduled parent-teacher conferences held in September, November and April. We also hold informal regular meetings between student teachers/school leadership/guidance staff and parents, at the request of school staff and parents. There is regular attendance outreach made by school support staff, teachers and guidance staff. When necessary, the translation services of school staff or the DOE's Translation and Interpretation Unit are utilized.

## Part C: Providing Language Assistance Services

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

When documents are created for distribution to parents, we will ensure the documents are translated into the native language of parents. Staff who are available to translate documents into specific native languages will translate all documents being distributed to parents. When a staff member is unable to provide written translation in a requested native language, we will reach out the Translation and Interpretation Unit. If we are unable to the requested language translation via the T&A Unit, we will utilize the services of outside vendors.

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

Interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters, and outside vendor, as is necessary to communicate with parents.

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

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

Our staff will receive written communication on the available in-house interpretation services available in identified language, and will also receive information about how to contact and utilize the services of the Language and Interpretation Unit within DOE.

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

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

##### Checklist of Notification Requirements

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

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

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

Through parent survey, and regular verbal communication between parents and school staff, we will be able to regularly gather feedback from parents on the quality and availability of services. The Parent Coordinator will also create a survey with the Parents' Association to specifically address the needs of our parents in our school.