

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

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

**29Q243**

**School Name:**

**INSTITUTE FOR HEALTH PROFESSIONS AT CAMBRIA HEIGHTS**

**Principal:**

**GARETH ROBINSON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Institute for Health Professions at Cambria Heights School Number (DBN): 29Q243  
Grades Served: 9, 10, 11  
School Address: 207-01 116<sup>th</sup> Avenue, Cambria Heights, NY 11411  
Phone Number: 718-723-7301 Fax: 718-723-7306  
School Contact Person: Simone Robinson-Ross Email Address: [sross@ihpch.org](mailto:sross@ihpch.org)  
Principal: Gareth Robinson  
UFT Chapter Leader: Lauren Ruddy  
Parents' Association President: Roma Clarke  
SLT Chairperson: Rotating  
Title I Parent Representative (or Parent Advisory Council Chairperson): Pearlie Orr  
Student Representative(s): Melissa Bolton  
Javaian Wiggins

**District Information**

District: 29 Superintendent: Kathy Pelles  
Superintendent's Office Address: 335 Adams Street, Brooklyn, NY 11201  
Superintendent's Email Address: [krehfield@schools.nyc.gov](mailto:krehfield@schools.nyc.gov)  
Phone Number: 718-923-5181 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: Affinity Field Support Center Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street  
Director's Email Address: [aanorma@schools.nyc.gov](mailto:aanorma@schools.nyc.gov)  
Phone Number: 718-935-5618 Fax: \_\_\_\_\_

## 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)
Gareth Robinson	*Principal or Designee	
Lauren Ruddy	*UFT Chapter Leader or Designee	
Roma Clark	*PA/PTA President or Designated Co-President	
Simone Robinson-Ross	DC 37 Representative (staff), if applicable	
Pearline Orr	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Melissa Bolton	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Javian Wiggins	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Renison Clark	Member/Elected Parent	
Esther Morrison	Member/ Elected Parent	
Denise Bland	Member/ Elected Parent	
Crystal Davis	Member/ Elected CSA	
Sara Feretic	Member/ Elected UFT	
	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.

The Institute for Health Professions at Cambria Heights is in its third year of existence. The school is a Career and Technical Education high school that offers students the chance to earn New York state certification as either a Nurse's Assistant or an Emergency Medical Technician during their four years of high school. The school is partnered with the Institute for Student Achievement (ISA), North Shore-LIJ Health Care System, and Hofstra University. Through coaching, ISA supports the development of a rigorous instructional program, extended school day and school year opportunities to support student learning, continuous professional development that promotes collaborative teachers, distributed counseling to create a supportive environment, parental involvement to develop strong family community ties, and continuous organizational improvement through effective school leadership. North Shore-LIJ provides professional development for teachers and provides opportunities for students to learn at the Center for Learning and Innovation. Hofstra provides students with access to their campus so that students are exposed to the world of college. Together, North Shore-LIJ and Hofstra provide opportunities for students to meet current health care professional and students studying to become health care professionals through career days.

The school is a member of the New York Performance Standards Consortium, which requires that students complete Performance-Based Assessment Tasks in English, science, social studies, and mathematics in order to graduate. The school's mission is as follows:

The Institute strives to help each student attain an individualized education consistent with the values of leadership, scholarship, and service through building relationships between students, parents, staff, and community partners. Students become artists, historians, scientists, mathematicians, literary scholars, and health care workers by learning to do the work of these disciplines. Collaboration and teamwork are essential elements of an education at The Institute. The faculty works collaboratively to ensure that student needs are being met by constantly learning about the most effective types of instruction and supports to help students meet their learning goals. Students and their families are integral members of The Institute team. Through advisories, students form important relationships with the faculty and play an important role in designing their educational experience.

The school's strengths are our restorative justice practices for relationship building and discipline, ninth grade credit accumulation, attendance, college exposure, community service, and project-based academic program. Some of the challenges are improving the level of discourse using academic language, providing all of our students with disabilities and English Language Learners with multiple entry points and differentiated instruction.

During the most recent current school year, the school has shown growth in providing all students multiple entry points and differentiating instruction for all students; however, this is still an area of key focus for the school. Another area of focus for the school is improving teacher practice in the following ways: increasing the amount of student-led discussion in all classes and improving the use of ongoing checks for understanding to support students during classes.

## 29Q243 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	200	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	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	10
School Composition (2013-14)					
% Title I Population		113.4%	% Attendance Rate		89.0%
% Free Lunch		67.1%	% Reduced Lunch		12.2%
% Limited English Proficient		7.3%	% Students with Disabilities		12.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		76.8%
% Hispanic or Latino		11.0%	% Asian or Native Hawaiian/Pacific Islander		9.8%
% White		2.4%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		34.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)		12.33
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		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		85.5%	% 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			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		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 Graduation Rate (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			

## 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.

#### **QR**

##### **Findings**

Pedagogical practices are becoming aligned to the school’s core beliefs about teaching and learning.

##### **Impact**

Instructional practices are not yet meeting the needs of diverse learners, including English Language Learners and students with disabilities as not all students are afforded opportunities to engage in high levels of thinking, resulting in uneven meaningful student discussions and work products.

##### **Supporting Evidence**

- The school’s instructional belief that all students use academic language and evidence to communicate arguments both orally and in writing is not yet a consistent practice across classrooms, as it was evident in only three out of seven classes.
- In a tenth grade English humanities class, students worked in heterogeneous groups to read a social studies non-fiction text about Malcolm X. Students engaged in high levels of accountable talk and cited evidence to support a claim and counterclaim. The teacher asked Webb’s Depth of Knowledge level four questions and provided immediate feedback to push students’ thinking. However, this practice of promoting high levels of student discussions was not observed across classrooms.
- In a Living Environment class, the lesson started with a question of the day about the distinction between a diagnostician and a regular doctor. Students quickly finished the question and waited for another task. Additionally, the ensuing teacher-directed discussion allowed minimal opportunities for elevated levels of student-to-student conversation and participation, and student work products for this question were limited to one or two phrases.
- In a tenth grade geometry class, students were placed into heterogeneous groups to solve problems. During peer discussions, students expressed their ideas using math terminology. A student leader led the class discussion summary where students explored, explained, and elaborated, on their math process. However, this high level of discussion was not observed across classrooms.

##### **School Quality Snapshot:**

- 86% of students earning 10+ credits in 1<sup>st</sup> year
- 72% of students in school’s lowest third earning 10+ credits in first year
- 95% Survey satisfaction-Instructional Core

##### **Strengths**

- High expectations set for students and staff
- Units and lessons across content areas are aligned to 20 school-wide CCLS literacy standards.

- Curriculum is refined to meet the needs of students with disabilities and English Language Learners by special education and ESL teachers.

Priority Needs

- Revise curriculum to support the development of skills needed for Performance-Based Assessments
- Rewrite school-wide curricula

**Part 2 – Annual Goal**

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

By June 2016, 100% of lessons will feature higher order thinking skills, depth of knowledge, substantive conversation, and connectedness to the real world.

**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) 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>Professional development for teachers around using higher order thinking skills, depth of knowledge, substantive conversation, and connectedness to the real world.</p>	<p>All teachers</p>	<p>Beginning June 2015 then ongoing</p>	<p>Principal  Department Team Leaders  ISA Coaches</p>
<p>Units and lessons reviewed by principal, co-director, and team leaders.</p>	<p>All teachers</p>	<p>June-July 2015 then ongoing</p>	<p>Principal  Co-Director  Team Leaders</p>
<p>Frequent observation by principal and co-director</p>	<p>All teachers</p>	<p>Ongoing</p>	<p>Principal</p>

			Co-Director
Teacher Intervisitations	All teachers	Ongoing	Team Leaders All Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
ISA Coaches (Leadership, English, Science, Social Studies, Math)
Teachers
Professional Development Block
Per Diem to cover teacher visits to other schools
Per session for before and after school PD opportunities

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In January, 60% of lesson plans will feature higher order thinking skills, depth of knowledge, substantive conversation, and connectedness to the real world.
All teachers will meet with the Principal and the Co-Director to review their goals and observation and intervisitation results during mid-year meetings.
Team leaders will conduct data analysis meetings to review student learning.
ISA coaches will work with teachers to incorporate higher order thinking skills, depth of knowledge, substantive conversation, and connectedness to the real world.
<b>Part 5b.</b> 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.

#### QR

##### **Findings**

The principal communicates high expectations to staff and has a system of accountability for meeting those expectations. The school staff has a culture that consistently communicates high expectations for students.

##### **Impact**

As a result of communicating high expectations, teachers are well informed about instructional and professional expectations. Furthermore, students can speak about their future goals and are fully aware how to prepare for the next grade-level, college, and a career.

##### **Supporting Evidence**

- The Principal's daily morning meetings with staff, written feedback from teacher observations, staff handbook, and lesson plan templates, reinforce school-wide instructional and professional expectations.
- The student handbook that outlines grade-level expectations, and weekly community student meetings, clearly inform learners how to prepare for the next level and meet graduation requirements.
- Teachers attended summer training on topics such as the role of an adviser, advisory structures, and restorative circle. Advisory periods allow students to receive information on college and career information from their teachers/advisers. Additionally, students are guided on how to improve in their academics as well as developing socially appropriate behaviors.
- Students shared that they e-mail teachers with their questions on content, academic progress, or graduation requirements. Furthermore, students reported that they feel teachers are constantly giving them feedback on their work, providing a nurturing environment, and supporting their progress to the next grade-level as well as graduation.

##### School Quality Snapshot:

- 90% Survey Satisfaction - School Culture
- 89% Attendance

##### Strengths

- Restorative Justice Practices
- Weekly Community Meeting led by students
- Advisory program where every student is known well by at least one adult in the school
- Fairness Committee made up of staff and students deal with violations of community norms
- All students trained in Fairness and participate as part of Jury Duty

##### Priority Needs

- Develop a relationship between upper classmen and under classmen as the school expands.
- Increase the level of student to student discourse so that students are pushing each other during classes.

### 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, all advisories would have planned and conducted two school wide community meetings and community service projects.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Advisory discussions identifying school community needs and community needs in the greater community.	All students	All year	Grade Team Leaders  Advisers  Students
Discuss community needs with parents and ask parents for support in identifying viable community service projects. Ask parents to attend community service projects.	All parents	All year	Advisers  Community Assistant  PTA Executive Board
Advisory assignments that allow students to reflect on how leading community meetings and conducting community service projects impacts their learning.	All students	All year	Grade Team Leaders  Advisers

**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>Community-based Organizations that will allow students to conduct service projects.</p> <p>Transportation for students to and from community service projects.</p> <p>Parent Coordinator to research and contact possible CBOs.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		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, all advisories will have conducted at least one service project and led one community meeting.</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 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.

#### QR

##### **Findings**

Grade-level teacher teams analyze student work and assessment data. Moreover, teachers have opportunities to assume leadership roles and provide input into instructional decisions.

##### **Impact**

Teachers have opportunities to share best practices and influence key decisions, resulting in school-wide implementation of teacher practices and academic progress for groups of students.

##### **Supporting Evidence**

- Department and grade-level teams meet once a week to examine student work, review unit plans, and disaggregate assessment results in the Jumprope online grading system. Teachers collaboratively use structured tuning and consultancy protocols to review data to determine students’ areas of strengths and areas of concerns followed up by adjustments in forthcoming lessons. For example, teachers shared how they adjusted their learning targets and included a checklist form based on teacher team discussions and data results.
- A review of teacher team agendas, minutes, and notes captured in Google Drive, reveal teachers gauge where their students are by looking at interim assessment results. Teacher teams identify students of concern, point out what learners need the most help with, and develop support action plans. For example, the Global History team reviewed interim assessment results and created a six-week instructional support plan that included Common Core Learning Standards.
- Grade leaders shared that their input informs school-wide instructional shifts. For example, a teacher discussed a specific inquiry-based approach that cyclically reviews 10 to 15 students’ assessment results, resulting in support action plans for these students. This inquiry approach is now being implemented school-wide across teacher teams.

##### School Quality Snapshot:

- 86% of students earning 10+ credits in 1<sup>st</sup> year
- 72% of students in school’s lowest third earning 10+ credits in first year
- 95% Survey satisfaction-Instructional Core
- 100% of peer range and 91% of city range Survey Satisfaction - Systems for Improvement

##### Strengths

- Teacher teams meet often to discuss operational and instructional issues.

- Curriculum is refined to meet the needs of students with disabilities and English Language Learners by special education and ESL teachers.

Priority Needs

- Use teacher teams to revise curriculum to support the development of skills needed for Performance-Based Assessments
- Create goals for students and monitor student achievement of said goals
- Develop new curriculum for new grade levels

**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 January 2016, all teachers will participate in data analysis meetings to modify instructional goals for students based on interim assessments and formative assessments.

**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) 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>Teachers will use the PD block and NSRF protocols to focus work during teacher team meetings. Teachers will also focus on a targeted group of students for inquiry work.</p>	<p>Teachers</p>	<p>All year</p>	<p>Team Leaders  Principal  Co-Director</p>
<p>Overage/under-credited SWD and ELLs will be included in the list of focus students.</p>	<p>SWD  ELLs</p>	<p>All year</p>	<p>Grade and Department Teams</p>
<p>Advisers of overage/under-credited, SWD teachers, and ESL teachers will make contact with the parents of these students to keep them informed.</p>	<p>Parents of targeted students</p>	<p>All year</p>	<p>Advisers of overage/under-credited</p>

			SWD teachers ESL teachers
Grade team leaders will report where teachers need support. The principal will work with ISA coaches to provide teachers with the support that they need to improve student outcomes.	Teachers	All year	Grade Team Leaders Principal ISA Coaches

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
ISA Coaches to support the proficiency of teachers at running their team meetings. Parent Engagement time to facilitate parental communication PROSE vote to early release students on Fridays for PD block.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By December 2015, all teachers will have participated in one data analysis meeting to set or modify instructional goals for students based on interim assessments and formative assessments.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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.

#### QR

#### **Findings**

Grade-level teacher teams analyze student work and assessment data. Moreover, teachers have opportunities to assume leadership roles and provide input into instructional decisions.

#### **Impact**

Teachers have opportunities to share best practices and influence key decisions, resulting in school-wide implementation of teacher practices and academic progress for groups of students.

#### **Supporting Evidence**

- Department and grade-level teams meet once a week to examine student work, review unit plans, and disaggregate assessment results in the Jumprope online grading system. Teachers collaboratively use structured tuning and consultancy protocols to review data to determine students’ areas of strengths and areas of concerns followed up by adjustments in forthcoming lessons. For example, teachers shared how they adjusted their learning targets and included a checklist form based on teacher team discussions and data results.
- A review of teacher team agendas, minutes, and notes captured in Google Drive, reveal teachers gauge where their students are by looking at interim assessment results. Teacher teams identify students of concern, point out what learners need the most help with, and develop support action plans. For example, the Global History team reviewed interim assessment results and created a six-week instructional support plan that included Common Core Learning Standards.
- Grade leaders shared that their input informs school-wide instructional shifts. For example, a teacher discussed a specific inquiry-based approach that cyclically reviews 10 to 15 students’ assessment results, resulting in support action plans for these students. This inquiry approach is now being implemented school-wide across teacher teams.

#### **Strengths**

- As part of the NY Standards Consortium, the principal has multiple opportunities to visit other schools and learn from experienced principals and faculties. These visits also help facilitate connections between teachers.

- Teacher teams meet often to discuss operational and instructional issues. These meetings include teachers discussing action research on new strategies.

Priority Needs

- Develop stronger teacher leader roles at the school.
- Develop a process by which the school backwards plans from PBATs to assessments to be used with younger students.
- Create goals for students and monitor student achievement of said goals.

**Part 2 – Annual Goal**

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

By June 2016, team leaders will visit conduct action research on two practices (instructional or social emotional) they observed while visiting another school.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</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>Work with the affinity group to identify schools with structures and systems related to our school goals. Visit schools and discuss practices with the host school principal.</p>	<p>Principal Co-Director</p>	<p>Fall and Spring</p>	<p>Principal Co-Director</p>
<p>Speak with principal and faculty about how they support students with disabilities, ELLs, and other high need student groups. Look for examples of these practices in action at the school and speaking with students and teachers about how these practices impact their work.</p>	<p>Principal Co-Director</p>	<p>Fall and Spring</p>	<p>Principal Co-Director Affinity Group</p>
<p>Invite parents to visit one of the affinity schools with a team leader. Teacher letters home to parents discussing how these practices will be used at the school. Discussion of visits and practices with the SLT and PTA.</p>	<p>Parents</p>	<p>Fall and Spring</p>	<p>Parents Principal</p>

			Co-Director
Team leaders will bring the ideas from other schools to the staff and the parents, however the staff and parents will identify how to best implement practices through action research.	School Stakeholders	Fall and Spring	Teachers Principal Co-Director

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Time for the team leaders to visit other schools Funds for coverages Schools that are open to visits and sharing practices											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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

### Part 1 – Needs Assessment

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

#### Strengths

- Weekly Communications folder
- The school currently has partnerships with ISA, North Shore-LIJ, and Hofstra University.
- Have worked with Queens College to incorporate student teachers.
- Three local organizations (Girl Scouts, Delta Sigma Theta, Phi Beta Sigma) provide mentoring for students on select Saturdays.
- Students take College Now classes through York College
- Students participate in service learning activities at a local day care, elementary school, and Queens Hospital.
- Swimming program through a partnership with Pathways College Prep and PAL

#### Priority Needs

- Increase parent attendance at PTA, SLT, and Advisory Board Meetings
- Develop partnerships to focus on academic needs of students (i.e. SAT Prep)
- Develop more partnerships for mentoring and service learning opportunities for students.

### Part 2 – Annual Goal

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

By June 2016, 25% of students will be involved with community based programs held at the school and 25% of students families will be represented during school functions.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Outreach to personal and professional networks to identify programs available in the community.	Community-based Groups that provide programs for high school students	All Year	School staff ISA Coaches Parent Coordinator
Students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) will be recommended to participate in these programs.	SWD, ELLs, high need subgroups	All Year	Advisers Guidance Counselor Parent Coordinator
Workshops at new student orientation, PTA meetings, and Parent-Teacher Conferences. Messages sent home through weekly folder.	Parents	All Year	Advisers Guidance Counselor Parent Coordinator
PTA meetings will be attached to events that parents have attended in the past (National Honor Society Induction, Talent Show, Student Demonstrations of Learning, Multicultural Festival).	Parents	All Year	Club Advisers Teachers Guidance Counselor Principal Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Permits and space for use on Saturdays Staff members to supervise or facilitate between the school and the CBOs

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		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, 15% of students will be involved in at least one community-based program.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 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>	Not reaching proficiency on school assessments	Achieve 3000 for reading support  Acceleration classes to support struggling students	Individual  Small group  Tutoring	During the school day  After School
<b>Mathematics</b>	Not reaching proficiency on school assessments	Acceleration classes to support struggling students	Individual  Small group  Tutoring	During the school day  After School
<b>Science</b>	Not reaching proficiency on school assessments	Acceleration classes to support struggling students	Individual  Small group  Tutoring	During the school day  After School
<b>Social Studies</b>	Not reaching proficiency on school assessments	Acceleration classes to support struggling students	Individual  Small group  Tutoring	During the school day  After School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Not reaching proficiency on school assessments Repeatedly violating community norms.	Counseling by the guidance counselor  Student Academic Intervention Contracts	One-to-one  Small Group	During the school day  After School

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The staff uses our personal and professional connections to identify highly qualified candidates to work at the school. As an ISA, North Shore-LIJ, and Hofstra University partner school, we advertise for open positions through these institutions. We also attend various recruiting fairs allowing us to choose from a varied and highly qualified candidate pool. We have student teachers from Hofstra and Queens College come do their mandatory teaching practicum at our school. As a result we will be able to hire a great number of highly qualified graduates. We are a member of the New York Performance Standards Consortium, which provides our teachers with professional development opportunities outside our school in the form of subject area workshops, networking, and inter-visitations. Moreover, being a member of the consortium means we are part of the group's list serve which allows us to advertise positions to other consortium schools and staff.</p> <p>Our school has a hiring committee which follows thoughtfully developed protocols and interview guides in our search for highly qualified and talented staff. The committee is comprised of the school leadership as well as veteran and new teachers. Qualified candidates must pass through several rigorous stages before being hired. First, candidates are screened in a phone interview by a committee member. Subsequently, desirable candidates are invited to a personal interview with the committee at the school where they also receive a school tour. Finally, our top candidates are invited to demonstrate their teaching abilities and skills interacting with students at a demo lesson. We have found that this process has ensured the recruitment of the best possible staff.</p> <p>Staff at IHPCH participates in weekly school wide professional development meetings to discuss, among other things, teaching strategies, curriculum design and methods for effectively working with individual students. With the addition of JumpRope, which allows us to track each individual student's skill and content mastery across assignments, units, semesters, and from year-to-year, we believe that we will be able to attract teachers who share our commitment to addressing the particular skill and content needs of every student. This is offered to teachers who wish to obtain certification or extensions in other subject areas or for teachers' general development.</p> <p>Finally, school leadership matches teachers' professional goals with coaches from the Institute for Student Achievement, allowing teachers to work with a coach whose area of expertise is in areas where the teacher wants/needs to grow. Through the teacher team structure, teachers are also able to take ownership of school practices which keep them invested in the school's continual improvement.</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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In addition to the professional development opportunities described in the previous section, the IHPCH faculty participates in the following professional development to enable all students to meet CCLS:

1. Curriculum Review: Humanities and STEAM Departments hold curriculum review meetings in the fall and the spring semesters using the NSRF Tuning protocol and Tri-State Rubrics. This includes a review of common core aligned scope and sequence in departments and insures that every curriculum plan is designed around students demonstrating mastery of CCLS and the school's core values.
2. Analysis of Lesson Plans, Assessments, and Student Work: In departments and grade teams, teachers together review and analyze lesson plans, assessments designed by teachers, and student work, in connection to data on student mastery of skills and content aligned to the CCLS. The faculty uses the Tuning Protocol and Tri-State Rubrics to evaluate the lesson before it is taught. After the lesson is taught, the faculty uses the Consultancy Protocol to evaluate the lesson's success based on student work.
3. Inquiry Teams: 100% of teachers will engage in inquiry work to pursue a problem of practice, connected to the CCLS, unique to their classroom using the Tuning and Consultancy protocols.
4. Jump rope: Jump rope is our student information system used to track student mastery of CC aligned content and skill standards. PD insures that teachers know how to accurately report student mastery of content and skill standards; how to use Jump rope to identify student performance on skill and content standards; and use this data to inform instructional decisions.

### **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	\$117,331	x	Section 5B Part 3 Section 5C Part 3 Section 5D Part 3 Section 5E Part 3
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal		x	
Tax Levy (FSF)	Local	\$2,208,314	x	Section 5A Part 3 Section 5B Part 3 Section 5C Part 3 Section 5D Part 3 Section 5E Part 3

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

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

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

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

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

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

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

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

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

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

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

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

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

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### **Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

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

#### 1. School Responsibilities

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

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

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

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

### 3. **Student Responsibilities:**

- attend school regularly and arrive on time;
  - complete my homework and submit all assignments on time;
  - follow the school rules and be responsible for my actions;
  - show respect for myself, other people and property;
  - try to resolve disagreements or conflicts peacefully;
  - always try my best to learn.
- 
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
  - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
  - providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**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>29</b>	Borough <b>Queens</b>	School Number <b>243</b>
School Name <b>Institute for Health Professions at Camb</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>Gareth Robinson</b>	Assistant Principal <b>Crystal Davis</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Katherine Dalton</b>	School Counselor <b>Jaanna Verella and Kyla Stock</b>
Teacher/Subject Area <b>Sara Feretic</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Lauren Dodenhoff</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Kathy Pelles</b>	Other (Name and Title) <b>type here</b>

### 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		Number of teachers who hold both content area/common branch and TESOL certification	<b>1</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>200</b>	Total number of ELLs	<b>14</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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input 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
<b>Dual Language</b>														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>	14	<b>Newcomers</b> (ELLs receiving service 0-3 years)	11	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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>	11	2					3		1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<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										2				0
Chinese														0
Russian														0
Bengali										1	1			0
Urdu														0
Arabic											1			0
Haitian										3	1			0
French										3	1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani											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)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														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														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												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				
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.  
N/A: We are a high school.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The 2014-15 NYSESLAT results have not yet been released. We also do not have NYSESLAT modalities for individual students because they have not been provided. However, with the data we have so far (2013-14 NYSESLAT results and previous years), we're observing our newcomers advancing at an expected rate. However, our long-term ELLs have not progressed primarily because of writing skills deficits. As we determine the causes of writing deficits, the information is shared among the general ed teachers. For example, one of our long-term ELLs has difficulty inferencing as determined by an informal assessment, and to support this student we are implementing more inferencing strategies.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Students' NYSESLAT scores imply that more explicit instruction in English, as a Second Language must take place in reading and writing. It is evident that most of our ELLs are at an Intermediate and Advanced levels of proficiency. Additionally, students must master these skills in order to produce complex compositions that are needed for New York State Regents Exams. Students need to receive rigorous instruction in comprehending principles and concepts in content area as well. Academic language is also planned and implemented after careful review of data gathered from DY0 periodic assessments that are linked to common core standards, Regents, NYSESLAT and teacher prepared assessments. Each teacher has a data binder that is utilized in keeping records as well as planning for differentiated instruction to meet the needs of all our students.
- 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. Students do not take classes in their home language because we do not provide a TBE or Dual Language program. Students receive adapted coursework in their English Humanities classes as well as the services of the ESL co-teacher three days a week (increasing to five next year). The majority of students are demonstrating mastery of the tasks with expectations adapted to their linguistic ability. Because we are a New York Performance Standards Consortium school, our students are not expected to take tests and are instead compelled to demonstrate mastery with authentic performance based assessments, including thesis papers. Our advanced ESL students regularly demonstrate capability on these tasks without scaffolds. Our intermediates are demonstrating some level of weakness despite some scaffolds. Our beginners are given scaffolds that heavily support their writing skills but they are still asked to demonstrate reasoning independently. They regularly demonstrate mastery, but the level of support that they need suggests we should use more adapted texts and incorporate better strategies to facilitate learning.
  - b. We use the results of our periodic assessments to determine class placement as well as planning adapted or scaffolded content. The periodic assessments that we use (being the NYSESLAT and interim/final assessments) help indicate what skills students have mastered in the new language as well as their overall new language skill within an authentic context. We've used this to determine which students are awesome and which are not as awesome yet. COMPLETE ME
  - c. We are learning that... The home language is used to iterate some instructions and for vocabulary assistance. We also provide some adapted texts, when available, in French for our Creole speaking students.
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?  
Content teachers co-plan and communicate regularly with the ESL teacher, who provides vocabulary instruction, differentiation support, scaffolded work, and in-class supports. She frequently collaborates via email and is in constant contact with content area teachers. She attends grade-team and department-team meetings as well as advocating for ELLs on the School Leadership Team so that instructional decisions consider the needs of ELLs at the department and whole-school level.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
 N/A
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our program based on successful scores on interim exams and performance based assessment tasks, as well as determining success based on NYSESLAT data. Content area grades are checked weekly; assessments given in ESL are also used to determine progress.

## 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.  
Upon enrollment, parents are administered the HLIS in their language of choice to determine if a language other than English is spoken at home. If the HLIS is not administered at enrollment, it is administered by Katherine Dalton, our ESL Teacher and Coordinator. We use the translation and interpretation services available via phone to complete the HLIS if the parent prefers the survey in a language other than English (as determined by the multi-language "I Speak" card given by the DOE). Additionally, we plan to incorporate a brief informal interview to ensure the HLIS results are appropriate. If the parent indicates a language other than English, and the child does not appear to speak English well, we will be administering an in-depth interview to determine if the child needs to take the NYSITELL and (if applicable) looking at the student's work. Classification is determined when the exam results are scanned to ATS and students are then programmed into the ELL track to receive ESL supports if they test below Commanding. Throughout the year, if a teacher thinks that a student is an ELL, the ESL teacher administers an in-depth interview with the parent and re-administers the HLIS. We determine if the HLIS is accurate and if not, submit an updated version to OELL and administer the NYSITELL to determine the student's language level and adjust programming as necessary.
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).

If we determine a scholastic gap within 30 days, we contact the parent. We conduct a meeting and examine the student's work and discuss where a child should be performing. Parents are administered the SIFE Questionnaire to determine if a student has a gap. We then administer the LENS if needed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The language proficiency team is made up of the school's co-director Crystal Davis, the ESL teacher Katherine Dalton, the special ed team leader Heather Nelson, and the parent; the child's teachers will be asked to join if needed.
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 ESL teacher will keep templates of each entitlement letter and provided translation and will distribute those when NYSITELL results are scanned.
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).  
During parent orientation, when parents are shown the program choice video and make their selection, parents will be told that they have 45 days to appeal ELL status via interpreter. Parents of children who pass the NYSITELL and are non-ELLs will be notified by phone via interpreter.
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.  
Parents are given brochures that outline all three program options. They also watch the program choice video available in their language. For parents that speak low-incidence languages, we will explain the program options using the translation and interpretation unit. Parents will also be made aware that our school only offers ENL but they can make the choice they prefer; the student will remain in freestanding ENL until a proper placement is found.
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.  
Parent surveys and program selection forms are completed while the parent is speaking with the ESL teacher.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We have a checklist for every ESL student to ensure that all forms and processes have been followed.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our ESL teacher uses the templates designed by the city and fills in the appropriate blanks and then mails them to parents when we discover that the children are entitled to services.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
ELL documentation remains in the student's cumulative folder or in the ESL teacher's files.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ESL teacher creates a schedule of students who need to take the exams within the given time frames. She collects volunteers to train for scoring and delivers professional development to ensure their ability to score. She plans and procures quiet classroom space for the administration of all four parts of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement letters will be printed and distributed before the first day of school pending the results of the NYSESLAT.
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).  
Our parents primarily select Freestanding ESL because that is what our school offers. Additionally, most of our ELLs speak primarily Haitian Creole and there are no TBE or Dual Language programs in Queens that service Haitian Creole students.

## 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.

Our ELLs are separated by grade level and then blocked into sections along with general education peers. This means they are grouped heterogeneously with regard to proficiency levels. We do not have a freestanding or self-contained ESL model. Rather, we provide integrated co-teaching with pull-out supports. Our classes run for an hour each period and students are with a co-teacher for English and Global Studies.

To meet the needs of our ELLs at various levels, we are instituting a number of plans.

Entering and Emerging level ELLs will receive ELA courses taught by a dually certified ELA/ESL teacher at least three periods per week. They will receive pull-out ENL support instruction at least 3 periods a week to focus on language. The ENL teacher will push-in to Global Studies courses for both 9th and 10th grades as a co-teacher. Entering and Emerging level students in the 11th grade will receive push-in supports in both ELA and Global, as well as 3 periods of pull-out ENL per week.

Transitioning, Expanding, and Commanding students, being in the ELL block, will receive push-in supports in tandem with the earlier level students. Within the humanities content areas (English and Global), she will provide small-group instruction in language related to content.
  - 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)?

We only have an ENL model. Our periods are one hour long each. Students who are entering and emerging will have ENL/ELA four times a week for an hour each period, with three days focusing on ELA content and one period focusing on grammar (As Freestanding ESL). Additionally, two pull-out periods during Advisory or Gym classes will be used to continue Freestanding ENL support.

Because ESL students are grouped into the same section, integrated ENL/Content area coursework will be done with all levels during Global History class, with Intermediate and Expanding students joining for at least three periods per week (180 minutes). Commanding level students will receive integrated content area support along with their peers twice per week.
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.

Core content in the Freestanding ENL and ENL/ELA programs will be delivered using an inquiry approach that provides multiple entry points and differentiated content, process, and product. We will utilize a project-based learning approach so that students are working on authentic products while practicing English. Instruction will be delivered in English with some translation provided as well as peer support within heterogenous groups (by level). Students will do ELA with adapted texts that are still conducive to exploring big ideas. Writing output will include opportunities to take notes in their primary language and produce writing products scaffolded using fill-ins, sentence starters, and fill-ins. Content will be heavily supported using realia and and visual supports. Students will support their academic writing growth with unstructured freewriting utilizing both the old and new languages.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are not evaluated in their home languages because we do not have either a TBE or Dual Language program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students will participate in a range of assessments that require the use of all four modalities. We will participate in socratic-style debates and conversations that require listening and speaking as well as a range of writing products that require reading and writing skills.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

- a. SIFE students are grouped heterogenously among their classmates and supported in ESL by language level. We differentiate by providing resources to build up missing skills and instruction and scaffolding content work to support those needs. SIFE students are encouraged to attend extra help if they are experiencing difficulties overcoming gaps.
  - b. Newcomers are grouped homogeneously at first, but within a heterogeneous classroom. Over the course of their first year, as they acclimate, we begin to separate them to work with stronger more altruistic partners. In their second year and on they are grouped heterogeneously among their peers. Newcomers receive scaffolded work based on their language levels and what we observe of their needs. They are welcome to attend our extra help programs. They are pulled in small groups for more individualized supports. Their work is more heavily scaffolded (again, based on their level).
  - c. Developing ELLs are mixed heterogeneously among their peers and they also receive supports based on their language level. They remain in the gen-ed classroom with an ESL coteacher and participate in tiered assignments with their peers that provide multiple entry points and opportunities to work collaboratively. They additionally have access to before and after school activities. Sometimes, 1-on-1 sessions are provided for students having particular difficulties advancing to higher levels.
  - d. With long-term ELLs we make it a point to meet with the student for one-on-one sessions to specifically target areas of difficulty (based on modalities or on prior observation). Special attention is given to these students as far as scaffolding and adapted content so that the student remains challenged while we deal with the areas of deficit. These students are also invited to acceleration, extra help, and Saturday Academy courses to receive individualized supports.
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.
- We will examine the student's work for growth by examining their interim assessments and looking for growth on each individual standard that we assess to determine if the student is experiencing too great of a challenge/not enough of of a challenge. Assesments will be analyzed by the ESL and ELA teachers during Grade-Team Meetings to determine what supports the student would be better suited with (if any at all). After at least two interime or unit-ending assessments we would determine if we need to re-identify again.
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?
- Our only classified ELL is a long-term ELL with disabilities in writing, so the SWD teacher provides the majority of her supports. All of her materials are grade-level appropriate. She receives graphic organizers and sentence starters to support her writing growth as well as being in an ICT room with a special ed teacher.
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?
- Our school provides an ICT model where students with IEPs have a coteacher in every content area class.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

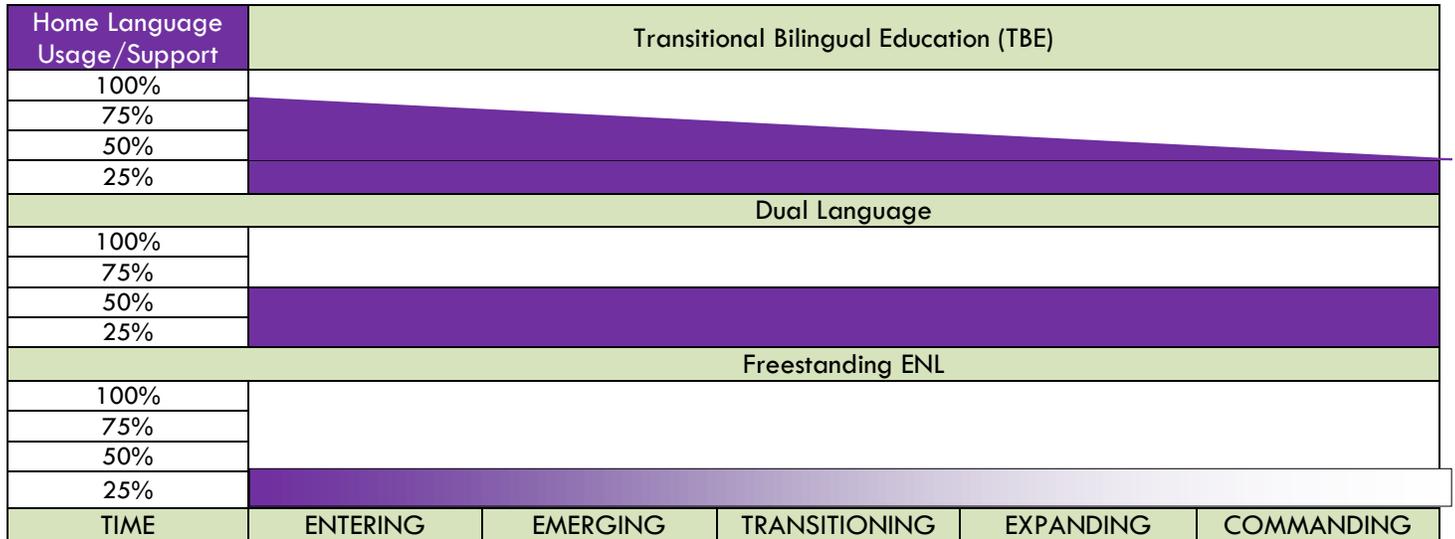


\*Note “other approved services” does not apply to New York City at this time.

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.  
Our school offers Phonics Blitz, a phonics program for students having difficulty decoding language, that provides a special benefit to ELLs. We also have acceleration programs that occur before school and extra help after school. For students missing interim assessments we offer Saturday Academy as an opportunity for students to make up missing work.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Based on our grading systems, our ELLs are showing improvements in language acquisition according to plan. Students are demonstrating the capabilities to complete adapted content area coursework and assessments. Almost all ELLs successfully completed a performance-based assessment task, with most scoring between a Competent and Good, and some achieving Outstanding in some parameters.
12. What new programs or improvements will be considered for the upcoming school year?  
An integrated ENL/ELA will be implemented for the benefit of entering and emerging level ELLs where they can learn all of the strategies and skills required in English 9-10 within a curriculum structured around their specific language needs.
13. What programs/services for ELLs will be discontinued and why?  
ESL had a Friday meeting where all ELLs would come together and work on projects as a population in and of themselves. This proved unpopular with our more advanced ELLs and sometimes an added stress for our lower-level ELLs who preferred to spend the time in small-group, so we will discontinue that portion of the ESL program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Before-school Acceleration and after-school extra-help are provided to all ELLs as an option and our ELLs frequently take up the opportunity to work with teachers after school.
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.  
ELLs have access to laptops in almost every class; additionally there is a laptop cart for 10 ELLs to have access to as needed. Next year, we plan to have a school website that includes internet resources for ELLs to use independently while on their computers. Students also have Smartboards in most of their classes. Students receive instruction on using Powerpoint and Prezi services to create presentations, as well as a variety of other programs like Picasa, iMovie (with a handheld camera), and storymaking software.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
We only have ENL. Home language supports are primarily used to support the instruction of English by using some first-language materials and frequent translations of vocabulary words as well as translated instructions. Students also may take some notes and freewrite in their primary language. We plan on including a native language project into the curriculum. However, we do not assess students on their growth in the primary language because we do not provide DL or TBE.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We align our instruction to the New York Performance Assessment Consortium rubrics, which are themselves aligned to grade level common core standards; additionally, as a department team we adapt those rubrics to meet the goals that we have for each individual grade. To teach grade level skills, we use adapted versions of selected texts.
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).  
We have a student orientation at the beginning of the school year. There are also icebreaker games. Each newly enrolled ELL gets a support folder to help them begin their year.
19. What language electives are offered to ELLs?  
PFor the 2015-16 school year we will be offering Spanish to 11th graders, including ELLs.
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 will attend PD for at least 50% of her hours. This includes the 80s minutes of programmed PD time that is specific to ELL differentiation as well as outside ENL related conferences (LIESOL, ISA). She also attends a variety PD offerings given throughout the year by the NYCDOE. All other educators of ELLs will receive at least two in-school PD sessions given by the ESL teacher in addition to differentiation PD given by the principal. They will also attend PD programs specific to ELLs as provided by the NYCDOE.
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?  
ELL teachers attend PD as provided by the NYCDOE as well as attending additional ELL conferences provided by local colleges and other organizations. We will plan intervisitations between our school and the International High School at LaGuardia.
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 will use sign-in sheets and agendas from PD sessions to track PD time. PD hours are tracked by the individual teachers and they are responsible for keeping track of their PD hours on a chart.

## 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?  
We will have designated parent time in our schedule in which we will invite parents up for individual meetings to discuss the goals and development progress within the program. These will begin after the first interim assessment. We will use the Translation and Interpretation phone line as needed to communicate with parents. If after repeated attempts we cannot reach a parent, we will attempt to conference by phone.
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.  
For each student, there is a checklist detailing all parts of the intake process and there are areas to note the dates when letters are sent, including parent outreach and entitlement continuance. This will remain in each student's cumulative folder.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Next year we hope to involve parents of ELLs in the PTA by having the children act as translators and teaching them PTA-specific language. Additionally, we host an annual multicultural fair in which the students perform for the parents, and several of our ELL parents attend and participate (which also functions as a pathway into the PTA).
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Not yet.
5. How do you evaluate the needs of the parents?  
We determine the parents' needs based on what is required as far as parent communication in their primary language. Additionally we intend to discuss student progress with the parents during our annual meetings and determine their needs individually.
6. How do your parental involvement activities address the needs of the parents?  
During parent teacher conferences as well as the individual conferences required by CR-154, we disseminate important information about student goals and curriculum as well as students' behavioral and academic process using the translation unit whenever required.

#### **D. Additional Information**

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

**Paste response here:**

## **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: 29Q243**

**School Name: Institute for Health Professions at  
Superintendent: Kathy Pellas**

**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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

For students already enrolled in the NYCDOE, we determine their language preference by referring to records in ATS. For some parents of long-term ELLs, we ask the parent directly (via telephone, with translator), if they prefer to receive communications in English or in the language specified, and adjust our services as needed.

For parents new to the DOE completing HLIS forms at school, we determine their language preferences during an in-person interview between the parent and at least one pedagogue.

In the instance that we are unsure of a parent's preferences when we need to phone home or send communications, we consult their blue cards or ATS records. The ESL teacher will retain a list of all students whose parents prefer communications in languages other than English.

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.

English  
Bengali  
Haitian Creole  
Urdu  
Spanish

French  
Fulani  
Arabic

## 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.)

Other than the standard DOE documents:  
Parent Teacher Conference notifications (4x a year)  
NYSESLAT testing notifications (Late March)  
Twice a year notification letters (After interims in November and March)  
Entitlement and continuing entitlement letters

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

Parent Teacher Conferences (x4)  
One-on-one parent meetings to discuss curriculum and goals (scheduled on a per-parent basis)  
PTA meetings  
Talent Show(Winter) and Multicultural Fair (Spring)  
Demonstrations of student learning

## 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.

Translation services for written documents will be provided by the Translation and Interpretation Unit where available. For some communications, we will speak to parents using the phone interpretation

line. We will have Haitian-Creole speaking staff speak to Haitian parents, and Spanish speaking staff for phone calls to Spanish parents. For important documents not available in the languages already provided by the DOE, we will request additional translation services.

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 using the Translation and Interpretation unit. In some instances, Haitian Creole and Spanish speaking staff will be translators.

#### **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 Language Access Coordinator will continue visit trainings provided by the NYCDOE and disseminate needed information via email.

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

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

##### Checklist of Notification Requirements

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

We will provide the Parents' Bill of Rights and Responsibilities in the language the parent prefers. We will post our welcome poster near the primary entrance to the school. Parents have been given a Parents' Guide to Language Access and also have the email address of the ESL teacher who stays in communication with the parents most of the time.

#### **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)

Parents will participate in the parent survey.