

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

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

**28Q328**

**School Name:**

**HIGH SCHOOL FOR COMMUNITY LEADERSHIP**

**Principal:**

**CARLOS BORRERO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The HS for Community Leadership School Number (DBN): 28Q328  
Grades Served: 9 - 12  
School Address: 167-01 Gothic Drive  
Phone Number: 718 558-9801 Fax: 718 558-9807  
School Contact Person: Carlos Borrero Email Address: Cborrero@schools.nyc.gov  
Principal: Carlos Borrero  
UFT Chapter Leader: Addie Auerbach-Villegas  
Parents' Association President: Mr. Mark Bullock  
SLT Chairperson: ToshaLyn Francis  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Nadine Watson  
Student Representative(s): Mostafa Khan, Rahat Chowdury and Radhika Chohan

**District Information**

District: 28 Superintendent: Mr. Juan Mendez  
30-48 Linden Place, Room 307  
Flushing, NY 11354  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: JMendez2@schools.nyc.gov  
Phone Number: 718-281-7696 Fax: 718-281-7519

**Borough Field Support Center (BFSC)**

Affinity Group Field  
BFSC: Support Center Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201  
Director's Email Address: AAnorma@schools.nyc.gov  
Phone Number: (718) 935-5618 Fax: 718-935-5632

## 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)
Carlos Borrero	*Principal or Designee	
Addie Auerbach-Villegas	*UFT Chapter Leader or Designee	
Mr. Mark Bullock	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ms. Nadine Watson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Mostafa Khan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Radhika Chohan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mr. Ramkarran Jaikarran	Member/ Parent	
Victoria Penedo	Member/ UFT	
Rahat Chowdhury	Member/ Student	
Diana Franco	Member/ UFT	
ToshaLyn Francis	Member/ CSA and SLT Chair	
Scott Pollack	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Devonne Watson	Member/ Parent	
	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.

At The High School for Community Leadership, our mission and vision combine the following core values:

- **A CULTURE OF COLLABORATION**

We create a culture of collaboration to support future leaders as they develop their academic, social and emotional potential to engage with peers and the broader community in meaningful ways.

- **CREATING FUTURE LEADERS**

We inspire and challenge future leaders to pursue academic excellence, while defining a vision for how they will make positive contributions to their future endeavors and communities.

- **INSTILLING COMMUNITY**

We collaborate with parents and community partners, striving to ensure that each student develops her or his potential and graduates confident and prepared to achieve post-secondary success.

At HSCL, we have strategically partnered with such institutions as St. John's University, Syracuse University, Parsons/The New School, as well as Grace Episcopal Church and The Queens Library to provide our students with opportunities for innovative learning opportunities and leadership-building experiences. Through these partnerships our students and families are able to access college level coursework and instructors in a variety of disciplines. Our students also have multiple opportunities to engage in service projects within southeast Queens.

With regards to the Framework for Great Schools, our school has done well in the areas of Teacher Collaboration (4/4), Effective School Leadership (4/4), Strong Family-Community Ties (4/4) and Trust (4/4). We attribute this to developing effective systems for teachers and all shareholders to collaborate and collectively decide on goals as well as action plans.

Our latest Quality Review revealed the need to focus on Assessment. To that end, we have sought out additional professional development from external sources and set as grade team and department meeting goals a focus on improving assessment, both informal and formal.

With respect to special needs populations, we have exceeded student achievement rates for ELLs and IEP students viz. a viz. borough averages and comparison schools. We continue to work hard to provide challenging materials/tasks along with the additional support to these populations.

Over the course of our five years of existence, we have grown in size and our ability to provide a rigorous education. Our strategic plan for the year includes:

- 1) Building upon our success in graduation rate and college access for first generation post-secondary students

2) Continuously improving instruction as well as cutting edge learning opportunities for our students and families through strategic partnerships

3) Fostering a supportive environment for our students and families, as well as teaching staff.

## 28Q328 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	423	SIG Recipient	YES
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	5	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	6	# Drama	N/A
# Foreign Language	30	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.8%	% Attendance Rate			81.6%
% Free Lunch	79.8%	% Reduced Lunch			8.1%
% Limited English Proficient	21.0%	% Students with Disabilities			14.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			45.4%
% Hispanic or Latino	28.0%	% Asian or Native Hawaiian/Pacific Islander			21.6%
% White	2.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			19.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			3.7
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	79.4%	Mathematics Performance at levels 3 & 4			80.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	88.2%	% of 2nd year students who earned 10+ credits			81.2%
% of 3rd year students who earned 10+ credits	80.5%	4 Year Graduation Rate			82.2%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<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			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
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.

Based on preliminary data for 2014-2015, our school is set to achieve an 84% graduation rate with 95% our graduates obtaining admission to post-secondary institutions. Additionally, we continue to show significant gains in New York State assessments (Regents Exams) across all areas, particularly in the college readiness metrics related to ELA. Despite these successes, our students have not performed up to past levels of proficiency on the new Common Core Algebra Regents exam and continue to struggle on the SAT exam, which has historically resulted in a lower than desired acceptance rate for our graduates at top tier post secondary schools. These results were partially due to a high percentage of English Language Learners (ELLs) and Students With Disabilities (SWDs) enrolled at our school. To address this issue, our goals reflect the need to improve the overall level of rigorous instruction at our school through multiple opportunities to simulate college-level academic demands and to bolster the supports necessary to accelerate the academic progress made by high needs (e.g. ELL, SWD) 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–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.

80% of our students in cohort 2012 (graduating class 2016) will have an early college experience through either AP level coursework or a rigorous educational experience with one of our strategic partnerships (e.g. St. John's Advance program for college credits) by June of 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</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>We have obtained instructional materials as well as professional development training with the College Board for the development and expansion of AP courses at our school. Additionally, we have developed our partnership with St. John's University (Institute for Writing Studies), which allows our students to enroll in hybrid courses that combine college-level course work and periodic integration into college classes. Finally, we have contracted with Kaplan K12 to provide SAT preparation for or students.</p>	<p>All English as well as selected science and math teachers; 11<sup>th</sup> grade students;</p>	<p>October 2015 through May (SAT/AP exam administration) of 2016.</p>	<p>Principal and AP Supervision</p>
<p>The needs of high needs students will be met by strategically allocating resources for one-on-one support/tutoring sessions with licensed teachers as well as the hiring of an additional English teacher to support our highest needs students in small group and individual settings.</p>	<p>ELLs and SWDs</p>	<p>2015-2016 school year</p>	<p>Principal and AP Supervision</p>
<p>Parent outreach will be conducted through direct teacher outreach, guidance outreach and an array of communication tools (e.g. school website, school messenger, etc.)</p>	<p>Parents/ Guardians</p>	<p>2015-2016 school year</p>	<p>Principal and AP Supervision</p>
<p>Teachers will provide administration with periodic feedback from PD as well as ideas to integrate or modify our strategic plan in this area.</p>	<p>Administration (Principal/ AP)</p>	<p>2015-2016 school year</p>	<p>Teachers</p>

**Part 4 – Budget and Resource Alignment**

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

Funds will be used to hire a college counselor that will provide support to students engaged in the college research and application process as well as liaise with St. John's University, a strategic partner that offers our students access to college classes. Funds will also pay for PD and direct student services provided by the Institute for Writing Studies

as well as faculty from the English Department at SJU. Funds will also pay for teacher PD over the summer to support AP classes across a range of disciplines. Guidance staff will work to ensure that student schedules accommodate this range of enrichment activities. Funds have also been allocated to contract with SAT preparation providers to support students seeking to gain admission to top tier colleges. Finally, funds have been allocated to hire an additional ELA/ESL teacher to support ELLs in achieving college-level proficiency particularly in the area of language arts.

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

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

**Part 5 – Progress Monitoring**

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

Progress monitoring for student proficiency levels in AP classes will take place currently with the school's continuous cycle of classroom observations as well as through the analysis of student achievement data in the post May AP test administration period. By January 2016 75% of students will be enrolled in an AP class. Benchmarks for the SJU/IWS Early College experience have been set for late November, 2015 and late April, 2016. Assessment will be based on college applications/acceptances, interviews with and feedback from SJU faculty, as well as student self-assessment. SAT preparation effectiveness will be monitored through the assessment of SAT data in January and May 2016.

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

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

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

### Part 1 – Needs Assessment

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

Our internal data collection systems indicate that over 80% of our 9<sup>th</sup> grade students (Cohort 2014) accumulated 10 or more credits. This is consistent with previous years, however, research shows that 9<sup>th</sup> grade continues to be a critical year that impacts heavily on the success of high school students. Additionally, research shows that students tend to be more successful when provided with classes with reduced TSL as well as the provision of Advisory structures. As such, our school, has implemented and will continue to implement a specific variant of block scheduling that is designed to reduce TSL as well as to continue to implement an extensive advisory program for 9<sup>th</sup> grade students. Additionally, our school has a number of rituals designed to engage students as well as foster identification with the broader school community. These include rewards for academic excellence and effort as well as an array of student activities and clubs.

### 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.

85% of cohort 2015 (graduating class of 2019) will earn 10 or more credits by August of 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</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>Flexible block programming in which 90 minute core content classes that meet daily are combined with Targeted Academic Support (TAS) classes which allow students to make up course work and/or failed classes during the school year to facilitate credit accumulation in core content areas. (Qualified students may also accelerate credit accumulation.)</p> <p>Advisory classes are integrated into the school day with specific areas of focus depending on population (e.g. SWD) and grade. For example, 9<sup>th</sup> grade advisory focuses on the transition to high school and the development of academic skills and practices while 12<sup>th</sup> grade advisory focuses on the college application process.</p> <p>Additional enrichment courses are also offered to expand opportunities for credit accumulation and appeal to student interests (e.g. Computer Coding, 3D Modeling).</p> <p>Teacher teams will review student progress at two intervals during the Fall and Spring semesters (every six weeks) and make interventions with “at risk” students to increase pass rates. Teacher teams also meet on a weekly basis to discuss students “outside the sphere of success”, develop individual action plans and submit to the principal lists of students that require program modifications.</p>	<p>9<sup>th</sup> grade students</p>	<p>Ongoing (6 week intervals during semester)</p>	<p>Teacher team leaders, guidance staff</p> <p>School social worker</p>
<p>The needs of ELL students will be met by providing differentiated strategies based on English language proficiency, level of academic proficiency and schooling in home language and motivation. Students will be placed accordingly in either a sheltered ESL program with content area instruction provided in native language, in collaboratively taught content classes (ESL/content teacher) with additional freestanding ESL classes or in fully integrated content area classes with additional technology supports as well as freestanding ESL classes. All ELL</p>	<p>ELLs and SWDs as well as other high needs students</p>	<p>Ongoing (6 week intervals during semester)</p> <p>ESL and IEP teachers,</p>	

<p>students will have access to tutoring and additional support services.</p> <p>The needs of IEP students/lowest 3rd will be met through collaborative team teaching. An additional ELA/ teacher will provide additional supports on an F Status basis (4 x per week) through TL funding. We have a Guidance Counselor assigned to the 9<sup>th</sup> and 10<sup>th</sup> grades that monitors student progress and liaises with families to ensure that students remain on track for graduation.</p>		Guidance staff	
<p>We will continue to purchase of Datacaton/Skedula software both to monitor interim progress of students and identify “at risk” students in a timely manner as well as to provide parents with updated information related to student progress. This same technology is used to inform parents and students of all criteria for successful completion of coursework, assessment requirements, etc.</p> <p>Additionally, our school invested heavily in the development and maintenance of a website that includes the technological capacity to provide families an array of updates on school events, both academic and other.</p>	Parents/families	Ongoing (Monthly PA meetings)	Administration, PA president/SLT
<p>Regular teacher meetings provide opportunities for teachers to develop leadership capacity and participate in strategic planning, monitor plans/strategies and recommend revisions.</p>	teachers	Ongoing (bi-monthly staff meetings)	Administration

**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.										
Funds have been used to purchase data analysis software (Skedula) that simultaneously serves to allow students and parents to monitor progress. Funds have been allocated to pay for Per Session to provide additional academic support and enrichment classes. The school has an SBO that allows for the innovative student scheduling and teacher meetings to take place without requiring specific budgetary adjustments. All staff are paid for through a variety of funds.										
<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	X	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.
85% of Cohort 2015 students will have accumulated at least 5 credits by the end of January 2016. Spring semester reviews of student progress will take place in March and May by teacher teams with Administration and academic counseling staff.

Ongoing use of protocols during teacher team meetings to analyze data related to student progress and course pass rate statistics (minimum of two intervals throughout each semester as well as at the conclusion of the Fall semester) inform extended day instruction as well as future programming.

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

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

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

**Part 1 – Needs Assessment**

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

Current college and career readiness metrics for our school continue to be an area in need of improvement. Our goal is to achieve a 50% college and career readiness metric. An internal analysis has resulted in the identification of achievement data for ELLs and SWDs that have had a significant impact in this area. We continue to focus on SWDs as strong academic language skills within the ELL population tend to require longer periods of time to develop. As such, we have identified Regents-level commencement proficiency for SWD as an immediate goal.

**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.

75% of IEP students will earn a Regents diploma by August 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) 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>IEP teachers will continue to participate in high quality professional development provided both by the Affinity Partner (New Visions) and the NYCDOE to ensure that SWD receive rigorous instruction with appropriate modifications. Currently, we have one IEP teacher assigned to each grade as well as an additional IEP teacher that can</p>	<p>SWD</p>	<p>Ongoing</p>	<p>AP supervision</p>

support through management of administrative functions and coverage. This allows IEP teachers to engage in small group and individual interventions both during the school day and after school.			
SWD as well as ELLs have special advisory classes that combine developmental (e.g. life skills) and academic supports. These are programmed classes. IEP teachers meet on a weekly basis both as a team and with general education teachers to develop intervention plans, monitor student progress and revise plans/goals for students.	Teachers	Ongoing until June 2016	Guidance and IEP team leader
All teachers use phone messenger as well as communication software to ensure that parents are informed and have avenues for input into plans.	parents	All teachers and families	AP supervision
Teacher team makes recommendations to guidance and administration regarding all intervention plans and appropriate time frames to measure effectiveness.	All students	Teacher team leaders	AP supervision

#### **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.											
Funds have been allocated for all staff hires related to this goal, i.e. one IEP teacher per grade. Funds have also been allocated to purchase the ancillary tools (e.g. School Messenger) required to maintain effective communication with parents.											
<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**

<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.
75% of Cohort 2012 (graduation class 2016) IEP students will be on track for graduation by January 2016. Spring semester reviews of student progress will take place in March and May by IEP teacher team with Administration and academic counseling staff.
Ongoing use of protocols during teacher team meetings to analyze data related to student progress and course pass rate statistics (minimum of two intervals throughout each semester as well as at the conclusion of the Fall semester) inform extended day instruction as well as future programming.
<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.

Quality instruction is the essential requisite for student success. This assertion has been repeatedly proven in various studies. As such, HSCL is committed to continuously improving instruction through high quality professional development as well as structures that allow for collaboration and the sharing of best practices. Towards the same end, HSCL also aims to foster a culture of professional excellence. For the 2014-2015 school year, the majority of teachers at HSCL are anticipated to be rated effective or highly effective. Given a significant number of new teachers to our school, as part of institutional growth, we aim to achieve a high level of effective and highly effective teacher ratings for the year reflected both in classroom observations and student achievement data. This requires significant leadership support in the areas of planning and coaching/supervision.

### **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.

90% of teachers will achieve an end of year rating of effective or highly effective by September 2016.

### **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 parent leadership and engagement as a key lever for school improvement.</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>
Currently our school uses the Charlotte Danielson Framework to ensure that we share a common language around quality instruction and professional practice. After two years of integrating this framework into the various facets of instructional supervision, we have consolidated our knowledge of this research-developed tool. Currently, the core elements of said tool are made available to all teachers through summer ‘new teacher’ workshops, digital reproductions, etc.	Teachers and administration	ongoing	Principal and AP supervision
Because the framework includes practices appropriate for all students, and teachers of ELL/SWD are required to participate on all of the professional development sessions, these teachers and their students will be included in all activities around promoting effective teacher practice.	All teachers	ongoing	Principal and AP supervision
Currently, the school uses its website to offer course descriptions, including rigorous, college preparatory assignments/tasks. Additionally, monthly Parent Association meetings include a principal’s report to parents, which includes details around CCLS as well as expectations for teacher evaluation.	Principal, parent coordinator and PA president	monthly	Principal
Teachers have multiple opportunities to provide principal and AP supervision with feedback, request specific supports and, where appropriate, develop their own PD plans.	Teacher team leaders, UFT chair	Ongoing	Principal

**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.										
Funds have been allocated for teacher PD taking place over the summer as well as throughout the school year.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

Mid year reviews of teacher performance data in ADVANCE (e.g. February 1, 2016) will be used to indicate instructional areas in need of specific PD as well as teachers that require additional supports. A benchmark rate of 70% of teachers will show effective or highly effective in 3+ in Advance by February 2016.

Observations rounds follow a two-week cycle with conferencing as needed.

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

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

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

**Part 1 – Needs Assessment**

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

Our current yearly attendance rate as reflected in the most recent data for 2014-2015 school year was 88%. This was an improvement, however, successful schools have higher rates of student attendance.

**Part 2 – Annual Goal**

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

The school will achieve an end of year 90% attendance rate by June of 2016.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>HSCL has a robust advisory program in which students meet in small groups 2 times per week with a faculty adviser to discuss adolescent issues and provide social emotional support.</p> <p>HSCL will offer enrichment classes based on student interest (e.g. music, computer coding, chess)</p>	<p>All students</p>	<p>Ongoing</p>	<p>Guidance, SSW</p>

<p>HSCL had previously purchased materials to support the development of an Advisory program from Educators for Social Responsibility (e.g. ESR Advisory Library). Said materials continue to be used.</p> <p>HSCL to create half credit and full credit enrichment classes based on student interest surveys (e.g. music, dance)</p> <p>Monthly ATS reports monitor attendance patterns and identify “at-risk” students. Said reports form part of Inquiry team meetings at grade level.</p> <p>Monthly faculty meeting facilitated by School Social Worker to assist faculty in implementing Advisory program.</p> <p>Teacher teams meet to discuss students with academic and social emotional needs, develop intervention plans that include attendance outreach.</p> <p>Attendance trackers are developed for appropriate students and are shared with parents.</p>			
<p>HSCL has is developing a robust program of student organizations (e.g. SGA, Latin American &amp; Caribbean Student Union, SYFA) TL funds have been used to help launch these organizations that are student driven. Each organization is mentored by an appropriate staff member (e.g. bilingual SW). regular invitations are extended to parents through a variety of means (e.g. phone, mail, translated invites) to encourage parent attendance at events.</p> <p>HSCL has also developed and funded a series of extracurricular activities (e.g. Step/Dance team, PSAL sports, Fitness club, Chess team) to incentivize adherence to the school community on the part of students and families.</p>	All students, ELLs, SWD	Teacher mentors	Principal
<p>Parent coordinator and GCs develop and facilitate a series of parent workshops on a variety of issues (e.g. immigrant rights, financial aid) in conjunction with parent leadership. Parent coordinator, guidance counselor and school social worker work along with faculty and administration to evaluate progress and effectiveness of interventions, liaise with and elicit parent cooperation.</p> <p>A phone system for informing parents of absences will be purchased using TL OTPS funds (School Messenger)</p>	Parents	Ongoing	Guidance, PC, Teachers
<p>Principal and guidance staff meet with student council as well as grade assemblies on a monthly basis to have informal conversations about school events, tone, etc., exchange ideas and give mutual feedback.</p>	Student leadership	monthly	Principal

**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.											
A variety of funds have been allocated to support enrichment activities for students and families to incentivize attendance. Funds have also been allocated to hire an additional guidance counselor to lead the school's attendance team. Finally, funds have been allocated for the purchase of communication and web-based tools to more effectively communicate with parents around attendance.											
<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	X	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.										
Monthly monitoring of attendance data using ATS and Datacation. Students that fall short of threshold will have family interventions and/or SIT plans. SIT meetings are monthly for each grade. Additionally, the Parent Coordinator will engage in ongoing outreach to ensure that parents are supported in monitoring academic progress and attendance. By end of semester one (February 2016), the cumulative attendance should reach 87%, an improvement from our current 83%.										
<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 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>	Report card and/or teacher recommendation; IEP or LEP status	Interactive Writing, additional time on task	Tutoring, small group	After school and Saturdays
<b>Mathematics</b>	Report card and/or teacher recommendation; IEP or LEP status	Interactive Writing, additional time on task	Tutoring, small group	After school and Saturdays
<b>Science</b>	Report card and/or teacher recommendation; IEP or LEP status	Interactive Writing, additional time on task	Tutoring, small group	After school and Saturdays
<b>Social Studies</b>	Report card and/or teacher recommendation; IEP or LEP status	Interactive Writing, additional time on task	Tutoring, small group	After school and Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Mandated or student/parent request	n/a	Small group and individual counseling	As needed

## 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>HSCL has developed a recruitment system that utilizes NYCDOE resources (New Teacher Finder) and independently developed network of local area schools of education (e.g. St. John's University, Columbia University, Queens College, CUNY, etc.)</p> <p>Two times per year HSCL hosts a hiring fair at the school. The dates of these activities are usually around January 30 and April 30. Prospective candidates are vetted in a three stage process: Panel interviews are conducted by teachers and students using a common rubric aligned to the Danielson framework; in school demo lessons are scheduled for the corresponding license area with procedures for both student and administrative or teacher evaluation; an interview with administration is then scheduled. Upon completion of the final stage, candidates are vetted by Human Resources support from the network.</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).
<p>HSCL has formed a Professional Learning Community (PLC) in which whole faculty PD topics are decided upon based on data reviews. Additionally, each teacher is required to choose an individual area of PD. Administration funds high quality training to facilitate the particular professional development goals of its faculty. For example, new teachers have had individual coaching in classroom management, while senior teachers have had leadership training. Specialty PD offerings have included workshops for English language Learners, SWDs, Advanced Placement training, etc. This year, our school community has decided to focus on digital literacy. Extensive PD has been facilitated by in house staff as well as Custom Computer solutions to develop proficiency in Google Drive applications as well as teacher Dashboard.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

n/a

**Part 4: SWP Schools Only**

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

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

**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.

Continuous surveys are administered to faculty through the Google APPs medium which inform decisions around various aspects of school life. For example, teachers have collectively decided to pursue PD around how to integrate culinary education into various traditional subjects (e.g. math, science) which has prompted the contracting of vendors to provide the corresponding training. Teachers, in consultation with the Principal, also inform the decisions related to which teacher metrics are used for the local measure component of their Advance rating and which additional assessments are used for students.

**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	201,138.00		

Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,918,662.00		

**<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) for The High School for Community Leadership**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) for The High School for Community Leadership**

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

## **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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

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

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

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>HS for Community Lead</u>	DBN: <u>28Q328</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>37</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Supplemental instruction for ELLs is provided after school as well as on Saturday throughout the 2014 - 2015 school year. In order to provide the additional instruction described below, we have decided to supplement the Title III funding allocated for Per session with SIG ARRA funds also allocated for Per Session.

### Saturday Program

Saturday classes run from late September - mid January for 15 sessions and resume in March to conclude in May for 8 sessions. Saturday classes meet from 9am - 12pm. Classes are Native Language US History (Spanish) as well as ESL. There will be 2 classes of 10-15 students from grades 9-12 depending if they need supplementary support in US History and ESL. For the fall semester 2014, we have 8 ESL students level Beginner and 12 students in the US History (Native Language Spanish class. For the Spring we will have the same type of program with one content area teacher and one ESL teacher. There will be 2 groups of 10-15 students and they will switch every 90 minutes. Content classes are offered in native language in US History. Classes are taught by licensed Bilingual Content Area Teacher as well as licensed ESL teacher during the Saturday Program. Classes are 90 minutes long. ESL class - one class - is taught by the ESL licensed instructor and the US History class is taught by a content teacher. The groups switch after each 90 minute session.

### After School Program

Additionally, ESL free-standing classes are given to beginning level students after school on Monday, Wednesday and Friday for 17 sessions throughout the academic year from October to May. Classes meet from 3:30 - 5:00pm. Three licensed ESL teachers (Ms. Lutsky, Mrs. Tobar and Ms. Acosta) alternate to provide this additional time on task which focuses on ESL, but also incorporates content for Algebra and US History. There are 17 level I (Beginner) students attending after school. Students are grades 9-12. There will be one group of 17 students. Supplemental classes in content areas are also offered and follow the model used during the regular school day in which classes are taught by content teachers with language proficiency or by content area teachers along with ESL licensed teachers.

ELL instruction in our school is delivered through several models designed to best meet individual students' needs. ESL stand-alone classes are designed for student language acquisition to facilitate them to be mainstreamed into monolingual content classes. In addition to free standing ESL classes, the beginning level students receive core content classes which are taught by ESL teachers using ESL strategies. There is also a Global Studies class taught in Spanish a content area teacher (Ms. Rodriguez) with native language proficiency and a dually licensed ESL/Spanish teacher (Ms. Tobar). The Collaborative Team Teaching Model, used for the intermediate and the advanced students, is a model in which a licensed ESL teacher (Flora Lutsky, Letecia Tobar, or Miriam Acosta) pushes into content classes in which ELL students are blocked along with monolingual (English) students, to provide ESL instruction and support. Content classes use flexible student grouping depending on the lesson being taught at a given time (e.g. heterogeneous by language). This gives students the opportunity to use language in an authentic setting while giving them content and language exposure with scaffolds and support.

In addition to adaptive software designed to improve literacy (e.g. Achieve3000) our school also uses Geographic's "Edge" series as well as content rich independent readers). In addition to QTEL, Best-Practices, and Sheltered Instruction, the strategies that are utilized are as follows: assisted reading, sight word categories, synonyms match, KWL charts, semantic feature analysis, previewing target text, segmented text, oral reading prompts, analyzing main concepts, visual displays, paragraph restatements

### Part B: Direct Instruction Supplemental Program Information

by summarizing or paraphrasing, meta-comprehension training on main ideas, pre – paragraph questions, writing before reading, story mapping training, collaborative learning, identifying and interpreting theme, self questions for main ideas, reciprocal teaching, story retelling, two column notes, anticipation guides, feature analysis, verbal – visual associations, and sentence starters.

We currently have a high percentage of ELLs that are newcomers (students with less than 3 years in the country). These students are supported by materials that focus on content knowledge acquisition (e.g. translated and bilingual books, dictionaries, software, etc.) as well as ESL materials that focus on acculturation (e.g. common social interactions). ELL students that have been the country for either 4 to 6 years, or “long term” ELLs receive instruction modified to focus on academic language acquisition and formal register.

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### Part C: Professional Development

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

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

Begin description here: Professional development will focus on Writing and the use of adaptive software for this purpose. Specifically, our PD will be around the use of Achieve 3000 adaptive writing software. Sessions will be held after school for 6 teachers. Sessions will be held on October 29 th , November 13 th , December 4 th , January 9 th , February 27 th and March 26th, usually from 3:30 - 5:00pm.

Topics will include :

writing conventions  
social studies writing

DBQs, Thematic Essays. The Kevin Baird and Robert Marantz are the facilitators.

-  
The rationale for this PD is to target an area in need of improvement based on student achievement data for ELLs.

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-

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In addition to multi-lingual parent association meetings, which are held every third Tuesday of each month from 6:00 - 7:30PM, phone "blasts" and mailings to keep parents informed, we have also organized and will continue to organize college trips and specialized workshops specifically for parents of ELLS (FAFSA en Espanol

**Part D: Parental Engagement Activities**

College Applications in Haitian Creole, Spanish, Bengala)  
We have and will continue to organize trips to specialized college fairs (e.g. Latino College Fair hosted by Lehman College). We are also organize an annual college trip to Hostos Community College specifically for ELLs and families. Several workshops have been planed that include break out sessions for different linguistic groups using community members and families as translators. Each workshop coincides with parent association meetings which are held once a month. Parent are always notified via phone and tranlated flyers. Ms. Susan Erhard, Ms. Sophia Papadatos and Ms. Diana Franco will facilitate sessions at Parent Association meetings as follows:  
College Application Process 11/13, 11/14/ 11/15  
Financial Aid for Parents 1/8, 1/9,1/10  
Resources for Parents with Teenagers  
Immigration 3/24/15  
Mental Health resources 5/19/15  
 -

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>28</b>	Borough <b>Queens</b>	School Number <b>328</b>
School Name <b>The High School for Community Leadership</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>Carlos Borrero</b>	Assistant Principal <b>ToshaLyn Francis</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Miriam Acosta</b>	School Counselor <b>Sophia Papadatos</b>
Teacher/Subject Area <b>Flora Lutsky</b>	Parent <b>Mark Bullock</b>
Teacher/Subject Area <b>Leticia Tobar</b>	Parent Coordinator <b>Soraya Sicard</b>
Related-Service Provider <b>Diana Franco</b>	Borough Field Support Center Staff Member <b>Anormaliza Alexandra</b>
Superintendent <b>Juan Mendez</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>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>2</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>2</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</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>446</b>	Total number of ELLs	<b>59</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 checked="" type="checkbox"/>

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

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														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>	59	<b>Newcomers</b> (ELLs receiving service 0-3 years)	50	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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>	50	0	3	5	0	3	4	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
Bengali														0
Haitian														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	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										14	10	5	3	0
Chinese														0
Russian														0
Bengali										6	6	5	1	0
Urdu														0
Arabic										0	0	1	1	0
Haitian										1	0	1	0	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Lang.	4									1	4			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)										9	7	2	0	0
<b>Emerging</b> (Low Intermediate)										1	5	4	1	0
<b>Transitioning</b> (High Intermediate)										1	5	2	1	0
<b>Expanding</b> (Advanced)										8	8	4	1	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	17	0	14	0
Integrated Algebra/CC Algebra	16	6	14	5
Geometry/CC Algebra	15	5	14	5
Algebra 2/Trigonometry Math _____	6	0	6	0
Chemistry	18	0	16	0
Earth Science	0	0	0	0
Living Environment	16	6	13	6
Physics	8	0	7	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2	4	2	4
Geography				
US History and Government	4	2	3	2
LOTE	0	12	0	12
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.  
We currently use the LENS and teacher created assessments for our students. Given the range of languages, we have had to rely heavily on parent provided information as well as NYSITELL/LENS assessment data to determine native language and early literacy skills. Additionally, when home country school records are available, we draw conclusions about literacy and home language skills based on transcript analysis.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The patterns revealed by this assessment data reflect an almost even distribution of students between Entering and Emerging students (29) and Expanding and Transitioning students (30). Students at our school continue to make progress in English language acquisition from one year to the next. We have far fewer ELLs in the 12 grade, reflecting the success of students that are testing out (CM). Greater numbers of students at the EN and EM levels are found in grades 9 and 10. Typically, reading and writing scores tend to lag behind speaking and listening.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Our school is presently sending ENL staff to learn how to use the tool. Currently, a training is scheduled for November 2, 2015.
- 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) We offer standardized tests in non English for Spanish, Haitian Creole and Arabic ELLs in the following areas: Algebra, Living Environment, Global and US History. Students perform at proficiency at a higher rate when they test in their native language however, the difference in percentage varies greatly. Global: Home language (100%) vs. English (50%); US History: Home Language (100%) vs. English (75%); Algebra: Home Language (83%) vs. English (82%). B) ELL periodic assessment is used for formative purposes, by which we mean, to adjust curriculum for ENL classes. C) The school has been better able to modify curriculum for ENL classes and leverage L1

knowledge in most cases. There still remains a large section of our population whose L1 literacy skills are underdeveloped relative to age and grade.

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*.]  
We are 9 - 12.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Second (English) language development is considered in programming, as ELLs are provided with ENL push-in support. Said support entails instructional strategies such as those mentioned above (explicit vocabulary, visual aides, additional time, etc.) Additional resources include the provision of laptops with translation software and other materials like dictionaries, modified texts, etc.
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).  
The success of our program for ELLs is evaluated through an analysis of the following metrics: credit accumulation by grade, NYSESLAT and Regents exam results, attendance and participation, both in terms of school attendance and in after school activities.

## 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.
  - 1) students are identified primarily through the ATS enrollment sheet or teacher/intake secretary referral in cases of Enrollement error
  - 2) The ENL Coordinator then conducts a parent interview to verify the student's status and obtain background information
  - 3) this is followed by administration of the HLIS survey
  - 4) the ENL Coordinator then administers the NYSITELL an any additional assessments required. ENL Coordinator is Miriam Acosta, additional ENL teachers are Flora Lutsky and Leticia Tobar.
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).  
Subsequent to the parent interview or an attempt at the NYSITELL, the LENS assesment is given for possible SIFE students.
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).  
There is common planning time in which Michael Assip, Special Education Lead, confers with the ENL Coordinator to cross reference ENL/SWD students. This takes place Wednesday mornings at school from 8:25 - 9:00am. Additional members of the team include Calvin Whitfield (IEP), Flora Lutsky (ENL), Diana Franco, (SSW) as well as one guidance counselor.
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.  
As a follow up to the intake conducted by the ENL Coordinator, the entitlement template letter is completed and directly distributed to the parent. An additional copy is sent via mail.
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).  
This information is disseminated verbally to the parent during the intake and there are additional outreach efforts (letter and phone calls) made to the parent within two weeks of the initial intake as part of the school's protocol.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Once an ENL student/family is identified, an intake meeting is scheduled. This intake meeting includes parent interviews, NYSITELL administration as well as any other relevant assessments, and a viewing of the standard video, which explains the three program choices. Additionally, there are opportunities for parents to ask questions and provide additional relevant information to assist the school. The time is structured through comp time for the ENL Coordinator and the provision of all necessary equipment and space.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Both the Parent Surveys and Program Selection forms are included in the intake packet and discussed with the parent.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL Coordinator directly delivers the Parent Survey and Program Selection forms to the parent. In cases in which these forms are taken home to be completed, the ENL Coordinator follows up with a phone call and letter if necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.  
These letters are mailed directly to the parent and a copy is made to 'backpack' with the student.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
A special file cabinet is located in a secure administrative office which is accessible to ENL/IEP teachers and administrative staff.
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.  
1) Entitled students are identified through ATS report 2) the ENL Coordinator along with the programmer create testing schedules for students 3) Letters are distributed both to parents (via mail) and students (directly) 4) Teaching faculty is informed through internal email system of the school by guidance/programmer 5) test schedules are publicly posted 6) guidance, ENL teachers and community associate all collaborate to gather and escort students to the test locations.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Paste response to question here:
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).  
The overwhelming majority of our families have selected the Freestanding program. At present all 57 of 59 of our ENL students have selected the Freestanding program. This is the program we currently offer.

## 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.  
Students are grouped by level (e.g. En, EM, TR, CM), students receive a combination of mandated freestanding instruction and 'push-in' content ENL classes in which the ENL teacher collaborates to deliver direct instruction with the content area Gen Ed teacher in all core classes.
  - 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)?  
Paste response to questions here:
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.  
ENL teachers in push-in model provide additional support through: 1) explicit vocabulary instruction 2) additional visual aids 3) graphic organizers 4) modified texts 5) additional time on task for repetition and reinforcement 6) heterogeneous groups/collaborative learning activities.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
 Given our population and staff, we are able to more effectively evaluate students whose home language is Spanish, Haitian Creole and Arabic. This is done through a combination of formal and informal assessment. We do not currently have the capacity to assess Bengali home language students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 Lessons in both ENL and ENL/Content classes must include activities and assessments that target listening and speaking as well as reading and writing. This is done through projects, group work/presentations and other collaborative activities.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- SIFE - Combination of visuals and Discovery Book materials are used (2 pds/units ENL + 1 pd/unit. IEP/SETTS or 4 pds ICT).  
 Newcomer - L1 support in addition to explicit vocabulary instruction, visual aides, and modified texts. ( 1 pd/unit ENL + 2 pds/units Content with ENL push in) Developing - Reduced L1 support with graphic organizers and appropriate modified texts (1 pd/unit ENL + 2 pds/units Content with ENL push in). Long Term - Increased mainstreaming with additional time on task as well as all previous supports (1 pd/unit ENL push in). Former ELLs - Mainstreaming and mixed grouping with additional time on task (1 pd/unit ENL push in).
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.  
 Although the school has yet to experience such a case, we are currently reviewing the above referenced policy guide.
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?  
 ENL and/or IEP teachers in push-in model provide additional support through: 1) explicit vocabulary instruction 2) additional visual aids 3) graphic organizers 4) modified texts 5) additional time on task for repetition and reinforcement
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?  
 Depending on IEP, ENL students may receive English language as freestanding or within content as well as an additional SETTS class or, ICT instruction with an additional ENL class or ENL push-in services.

Chart

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

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

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

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



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

Chart

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

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

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

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

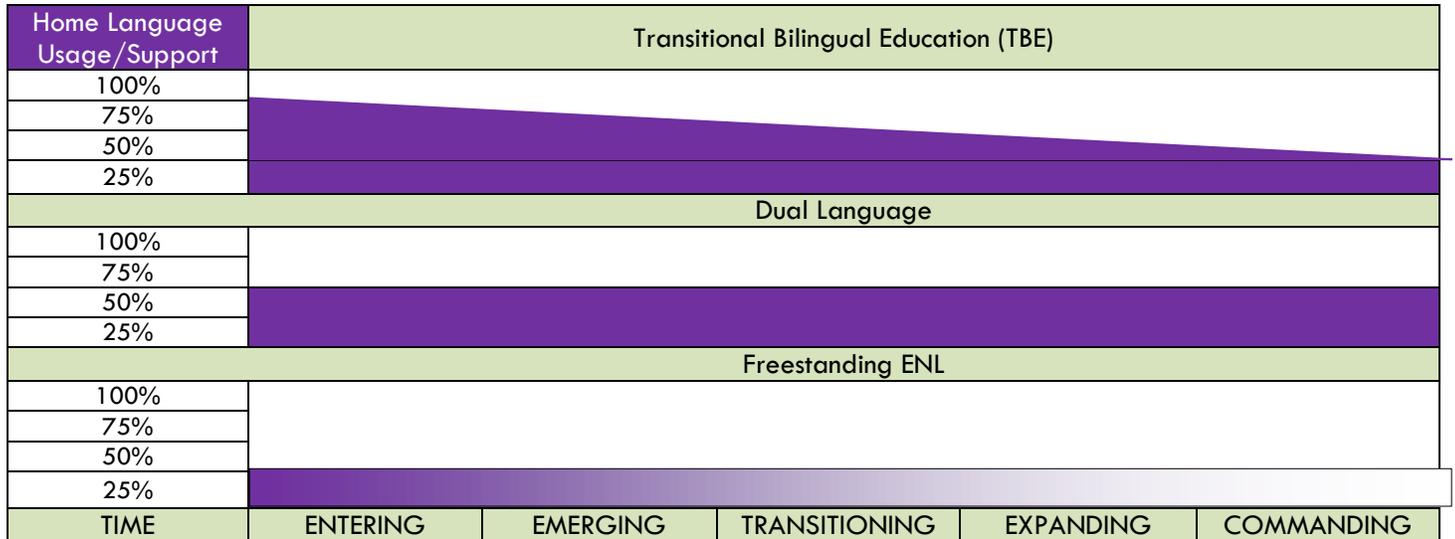


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELLs in lowest third are assigned to additional time on task and Saturday classes in Math and Social Studies. These services are provided through combining English language instruction by content area teachers using ENL strategies and the delivery of supports by ENL teachers (explicit vocabulary building, etc.) In a small number of cases we are able to provide native language instruction (Spanish Algebra, US and Global History)
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current graduation rate for ELLs is currently 80%. this is slightly below the general rate of 84% for the school.
12. What new programs or improvements will be considered for the upcoming school year?  
3D modeling
13. What programs/services for ELLs will be discontinued and why?  
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students are encouraged to play sports, join band or take art classes. In addition, we have a number of student clubs (see below).
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.  
Spanish language text books for math, history and literature; dictionaries, glossaries, etc. for Bengali, Haitian Creole, Arabic. We also use translation software on specially equipped ipads and laptops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In humanities and math classes, there is Spanish language support for ENL students in the form of Native language content instruction (Global and Algebra, Geometry). We also have tutoring for Arabic and Haitian Creole. We do not currently have native language support for Bengali.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Paste response to question here:
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).  
Our school has several student clubs and general enrichment/fun activities for students. LACSU, the Latin American and Caribbean Student Union, is a multilingual and cultural group that combines ENL and English students and engages in a number of service projects and field trips throughout the year. They are mentored by a teacher and bilingual social worker and maintain their own website as well as specialize in activities open to the whole school. SYFA, Student Youth Fellowship Association, is a multicultural group comprised mostly of South Asian and Middle Eastern students. They carry out similar work and activities as LACSU.
19. What language electives are offered to ELLs?  
Music, 3D modelling, Photography, Art.
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) ELLs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
A series of trainings is being attended by the ENL teachers on writing for the Common Core English Regents. These training started in October of 2015 and will continue throughout the year. They are organized by the NYCDOE Office of ENL.
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?  
A series of trainings is being attended by the ENL teachers on writing for the Common Core English Regents. These training started in October of 2015 and will continue throughout the year. They are organized by the NYCDOE Office of ENL.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Bilingual School Social Worker provides counseling and all 9<sup>th</sup> grade students have advisory classes.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here:

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
The parent coordinator arranges 2 family nights per semester in which IEP and ENL families and staff conference. These nights are scheduled for October and December as well as March and May. These meetings rely on translations provided by students, staff and CBO representatives.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Parent Association meetings are bilingual (English/Spanish) with a core group of parents that assist with Bengali.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Grace Episcopal Church (Spanish)
5. How do you evaluate the needs of the parents?  
Surveys/questionnaires.
6. How do your parental involvement activities address the needs of the parents?  
We have provided referrals for crisis management, housing, immigrant rights, etc.

## D. Additional Information

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

Paste response here:



School Name: _		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: **28Q328**

School Name: **The High School for Community Leade**  
Superintendent: **Juan Mendez**

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

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

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

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

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

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

Periodic reviews are conducted of RHLA and RPOB reports. These reviews are done in conjunction with hard copy files of the HLIS by the LAC and pupil accounting secretary on a semester basis.

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, Spanish, Bengali, Urdu, Haitian Creole

### 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.)

Newsletters, calendars, letters for progress reports and to provide particular information (e.g. Soft lockdown drills, after school classes).

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.

Our parent-teacher conferences and Curriculum/Family nights are in accordance with the NYCDOE calendar. We provide staff that translate for Spanish (teachers), Haitian Creole (Parent Coordinator). as well as student volunteers to translate for Bengali and Urdu.

### **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.

Spanish and Haitian Creole written translations for documents not already translated by NYCDOE personnel are done by 'in-house' staff

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.

at our school. Bengali and Urdu translations are contracted out to MEJ Personal Business Inc. (245 East 116th street New York, NY 10029).

### **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 guidance counselors have conducted in-house PD to educate staff about the resources provided by the Translation Unit of the DOE, including how to access the service and best practices.

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## 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

There are posters in school that include the Parents' Language Access Guide, there is an attachment included on the school website as well.

## 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)

Parent association meetings often include parent translations of pertinent information. Parents whose preferred language is not English are also surveyed to assess the effectiveness and inclusiveness of disseminated information.