Department of Education
Carmen Fariña, Chancellor

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **29Q494**

School Name: **LAW, GOVERNMENT AND COMMUNITY SERVICE HIGH SCHOOL**

Principal: **DONNA DELFYETT-WHITE**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Law, Government & Community Service High School School Number (DBN): 29Q494

Grades Served: 11-12 th grades

School Address: 207-01 116 th Avenue, Cambria Heights, NY 11411

Phone Number: (718) 978-6432 Fax: 718) 978-6749

School Contact Person: Donna Delfyett-White Email Address: DWhite3@schools.nyc.gov

Principal: Donna Delfyett-White

UFT Chapter Leader: Eric Simone

Parents' Association President: Celena Gray

SLT Chairperson: Donna Delfyett-White

Title I Parent Representative (or Parent Advisory Council Chairperson): Sophia Mullings

Student Representative(s): Daniel Farquharson

Onascia Douglas

District Information

District: 29 Superintendent: Michael Prayor

Superintendent's Office Address: 1600 Rockaway Parkway, Brooklyn NY 11236

Superintendent's Email Address: Mprayor@schools.nyc.gov

Phone Number: (718) 290-8675 Fax: (718) 290-8690

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks

Director's Office Address: 82-01 Rockaway Blvd., Queens, NY 11416

Director's Email Address: Mwilks@schools.yc.gov

Phone Number: (917) 520-6743 Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Donna Delfyett-Whtie	*Principal or Designee	
Eric Simone	*UFT Chapter Leader or Designee	
Celena Gray	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Sophia Mullings	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Daniel Farquharson	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Onascia Douglas	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Sharon Hobbs	Member/Parent	
	Member/ Parent	
Clidege Pierre-Casimir	Member/ CSA	
	Member/UFT	
	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Law, Government & Community Service High School is a small theme-based school located in a Campus setting with five other schools. Our school is in its 19th year of operation, but as a Phase Out school we are scheduled to close June of 2016. We opened as an Educational Option high school and selected 50% of our students. Acknowledging that our school is moving into our last year of phase out we will continue to offer our students the opportunity to participate in the College Now programs at Queens and York Colleges. Our students also will continue to participate in community service activities with the Veterans Hospital, NY Cares, the FDNY and NYPD School Safety Explorers programs, and our ROSE program, our female empowerment group, (part of a DOE city wide initiative offered through the office of) offers our girls the opportunity for leadership experiences, teamwork, and community service.through the office of . In addition our new NYPD Explorers program supports our Law & Community Service theme through their career exploration program as well as their community service activates. Blossom,

Our school is moving into year 3 the final year of Phase Out. We currently (as of June 15, 2015) have 121 students enrolled. Our student demographics are:

Percentage ELL: 3.30%

Percentage IEP: 18.18%

Percentage YTD Attendance: 83.06%

Gender Breakdown: 49.57% Female, 50.42% Male

Ethnicity Breakdown:

- 82.05% Black or African-American
- 4.27% Asian
- .85% Native American
- .85% White
- 11.96% Hispanic/Latino
- Percentage Over Age: 24.78%
-

Using data from ATS, Data Dashboard, our Progress Report and the NYS report card we determined the following. During school year 2012-13 our credit accumulation, graduation rate, and attendance rate dropped. Last year, 2013-2014, our first year of phase out, our % of 2 nd year students earning 10+ credits increased **15.1** percentage points percentage points and our lowest third increased by **19.4** percentage points. Our third year students earning 10+ credits

increased by **13.2** percentage points and our lowest third increase by **16.3** percentage points. Our graduation rate has increased 1.4 percentage points, but is still below our AYP.

At the end of the Fall Semester 2015 a total of 76% of our students were on track to earn 10+ credits.

We also increased the number of students passing the regents by the following percentage points:

- English .28
- Mathematics .19
- Science .12
- US History .22

We continue to struggle with increasing our pass rate on the Global History regents, which decreased by 0.7 percentage points. In addition our attendance decreased by 4.6 percentage points.

We will continue to support our students by offering one or more courses during our extended day program, enrolling selected students in our targeted credit recovery program, and holding our Saturday Academy in both the Fall and Spring Semesters for additional support.

School and course attendance is a strong predictor of academic success. In order to assist our struggling students we must first ensure they are attending school regularly. We have a dedicated staff member working directly with students to increase their daily attendance. As of June 15, 2015 our Attendance Rate has increased by 6.2% points

29Q494 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**09,10, 11,12**	**Total Enrollment**	**137**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**7**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**3**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**6.0%**	**% Attendance Rate**	**77.4%**
% Free Lunch	**56.0%**	**% Reduced Lunch**	**6.9%**
% Limited English Proficient	**4.7%**	**% Students with Disabilities**	**19.5%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.7%**	**% Black or African American**	**81.2%**
% Hispanic or Latino	**13.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**4.0%**
% White	**0.4%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**4.63**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**10.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**N/A**	**Average Teacher Absences (2013-14)**	**6.43**
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	**46.0%**	**Mathematics Performance at levels 3 & 4**	**35.1%**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**66.7%**
% of 3rd year students who earned 10+ credits	**63.2%**	**4 Year Graduation Rate**	**50.0%**
6 Year Graduation Rate	**66.1%**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing	**X**	**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
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	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
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	**NO**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**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	**NO**		

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

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

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data. • Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
Analysis of our MOTP Danielson data from last two year has identified some growth in common areas however, while gains have been made for most staff members, there is a lack of consistency. This information along with our credit accumulation data, regents pass rate and graduation rate, will be used to drive our Professional Learning for the coming school year. These areas of growth will be targeted at both our Monday Professional Learning meetings as well as during common planning time.

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.
In order to increase student achievement by at least 2% (93%), teachers will continue to focus on rigorous instruction by focusing on ongoing assessment and data analysis to drive instruction, In school year 2013-2014, 67% of our 2nd year students (Cohort R) accumulated 10+ credits, and 63% of our 3rd year (Cohort Q) students accumulated 10+ credits. As of school year 2015-2016, 91% of our *remaining* Cohort R earned 10+ credits. We will monitor progress via scholarship reports and credit accumulation in January and June to ensure students accumulate 10+ credits

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
PLC's will continue to focusing on Danielson components 3B, 3C, 3D, as well as 1E to ensure cohesion. Calendar created. We will revisit the calendar throughout the year for revisions and updates.	Teachers	September - June	PLC, Admin Team
Cycles of Professional Learning will be between 4 and 6 weeks.	Teachers	September - June	PLC, Admin Team
Teachers will meet weekly on Mondays to focusing on the topic for the specific cycle of professional, and then work collaboratively with each other on Tuesdays.	Teachers	September - June	PLC, Admin Team
Teachers will engage in Assessments and Data Analysis in order to ensure student mastery of subject matter which will lead to credit accumulation.	Teachers	September	PLC, Admin Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We will utilize Monday and Tuesday afternoons to meet weekly to work on our action plan.

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		**21st 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.
Credit Accumulation

Credit Accumulation will be monitored each marking period by Administration by analyizing scholarship data. This data will be shared with the teachers as a group and with teachers individually. This will take place three times in the Fall term and three times in the Spring Term.

Data Analysis

September, Mid-November - December, January, Mid-April, Late May – Early June Teachers will create, administer and analyze assessments to assess student mastery of content.

PLC will meet to reflect on Monday PLC sessions, results from tuning protocol and feedback from staff to revise calendar as needed.

PLC will schedule classroom intervisitation to monitor progress after each cycle of Professional Learning

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.

After comparing data from the NYC School Survey for years 2006-2007 through 2013-2014 (though the metrics and some of the categories have changed with the 2013-2014 report) as well as the NYC DOE Three Year Incident & Suspension Report) we have determined students' perception of their safety has improved slightly overall but it still lags behind the students city-wide satisfaction even though the data shows the number of incidents and the severity of incidents has continually decreased over the last three years.
Our students' perceptions of support has either remained flat or declined slightly over the last year and lags behind students' city-wide satisfaction.
After reviewing the last 2 year's MOTP data and our survey data we have determined we must continue to increase student engagement both academically as well as socially and emotionally. This will be done by focusing on Instruction utilizing the Danielson Framework specially Domain 3.
In order to increase student satisfaction with our school socially and emotionally as well as to continue to address their safety concerns and reinforce the theme of the school we will provide opportunities for additional student engagement.

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.

In order to provide a school culture where students feel supported by their school, community and peers, we will continue our partnerships with outside organizations to support at least 10% of our African-American, Caribbean and Latino male students and/or Female students (including ELLS & SWD) increasing their satisfaction by 2% as measured by the NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Continue partnership with NYPD School Safety Division's NYPD Explorers post at our school.	Students-co-ed	October - June	NYPD School Safety, Boy Scouts of America, School Admin.
Continue our Service Learning through our partnership with NY Cares.	Students-co-ed	October - June	NY Cares Staff, Admin
Continue our partnership with the NYCDOE Gang Prevention Intel Unit "ROSE" our female empowerment program targeting girls to provide girls with Leadership & Community Service opportunities.	Female Students	September - June	NYC DOE Gang Intel Unit
To strengthen our partnership with Project Hype in order to provide academic support, SAT prep, college advisement, and male mentoring targeting African-American, Caribbean and Latino males	Male Students	October - June	Project Hype; St. John's University

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.											
Advisors, Classrooms, Special Program Metrocards, notebooks, fees covered so all students have the opportunity to participate											
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		**21st 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.
February 2016 - Students will be survey to ensure program(s) are meeting needs and expectations. Program(s) will be assessed to determine if they are providing leadership & community service opportunities.

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.

Our PD calendar will reflect areas identified by the PLC as common areas for development. This is based up 2013-2014 , and 2014-2015 MOTP details; Teacher's self-identified goals on their TIPs or IPC, NYC Survey results, and Data dashboard, etc. We are utilizing our extended time for professional development on Mondays to address these goals. In addition we are using the Tuning Protocol by the National School Reform to look at student work, teacher lesson plans, etc., to provide teacher feedback. We will also develop a cycle of data analysis in order to assess the impact of our professional developments activities on student achievement.

The PLC and Administration will continue to reflect and revise our professional learning activities and calendar to ensure we are meeting our goals, and thereby strengthen student achievement.

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.

To improve Teacher practice, Teachers will be provided with the opportunity to participate in professional collaboration activities at least 1x a week throughout the school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
PLC will update PD calendar to reflect staff members who will facilitate topics aligned to our instructional focus. PD calendar will be revisit and revise PD calendar to ensure we are meeting our goals.	Teachers	September - June	PLC
Principal and AP will attend Teacher Team meetings to ensure collaboration among teachers by ensuring Teacher Teams are working together to address our instructional focus utilizing NSR to look at student work, lesson plans, curriculum, etc.	Teachers - Admin	September - June	Admin
PLC and facilitators will utilize formative assessments to check for understanding during PL meetings.	Teachers – Admin	September - June	Admin

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.											
Schedule adjustments											
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		**21st 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.
November 2015, February 2016, April 2016 PLC will meet to determine progress made and report out to staff. Based upon feed back from staff, PCL may make some adjustments to PD calendar.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
Principal and Assistant Principal have facilitated and co-facilitated Monday PL sessions targeting areas identified by the PLC's review of previous progress reports, MOTP data, etc., modeling the facilitation of the Tuning Protocol to examine student work and teacher instructional strategies. Administrators will attended various external professional development workshops in order to provide ongoing support to teachers and the school community. Administrators have sought to improve the social-emotional needs of our students by increasing the number of opportunities for students to engage with each other and the surrounding community by bringing outside organizations to provide students with these opportunities. We will continue our partnership with the same organizations this year. This is especially important because our school is entering its last year of phase out.

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.
Conduct walk-through of at least 1-2 teachers per week and provide actionable feedback within 24 hours and revisit the teacher(s) within two weeks for the first visit for follow up.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Establishment of Walk-through calendar with actionable, expedited feedback	Teachers	September - June	Administrators Teachers
Calendar will also designate Admin to handle administrative matters while other Admins are conducting walk-throughs	Designated Admin	September - June	Principal
Secretary to maintain calendar to ensure Administrators are not double book	Admin	September - June	Administrators Secretary

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.
Administrators, calendar adjustments

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		**21st 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.
November, 2015, February 2016, May 2016 revisit calendars, adjust, and provide and receive feedback on effectiveness
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.

Based upon our NYC School Survey, 43% of our responding parents are very satisfied with their child's education compared to 29% 2013-2014. However the amount of dissatisfied parents has increased from 7% to 14% the level. We had no *very* dissatisfied parents. Our parents are satisfied with the schools responsive to their outreach with all parents either very satisfied 42%, or satisfied 58%. Our parents overall satisfaction for keeping their child on track for college, career, and success in life after high school rose 9% and their dissatisfaction dropped 11%.

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.

To increase parent engagement by providing parents with the opportunity to receive ongoing information about their child's academic and college application progress at least 8x a year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Parent Workshop and Presentations	All Parents		Guidance and Admin

College Fair College Week Financial Aid Night College Scholarship and transitioning to college Parent Association Meeting Social & Academic Celebrations Scholarship Opportunity		September October November January Monthly Spring	Parents Parents & Staff Admin
Small or one on one parent meetings for at risk students to determine action plan to ensure high school graduation	Parents	Nov December February May	Guidance
Academic Progress Reports mailed home 4x's school year	Parents	September - June	Admin
Reports cards mailed home 5x a year in addition to giving to students	Parents	September - June	Teachers & Admin

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.
Administrators, Teachers, Guidance Counselor, School Aides, Automated phone Dialer, Library, classrooms, Cafeteria, Auditorium

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		**21st 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.
Calendar will be created with specific dates and will be reviewed monthly for compliance.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Regents Scores; NYSESLAT	Castle Learning, APEX Target Credit Recovery, Tutoring, Saturday School, Targeted Credit Recovery	Small Group; one on one tutoring	Castle Learning: in class and at home APEX: after-school class and at home Regents Prep: Saturdays Extended time: after-school
Mathematics	Regents Scores	Castle Learning, APEX Target Credit Recovery, Tutoring, Saturday School, Targeted Credit Recovery	Small Group; one on one tutoring	Castle Learning: in class and at home APEX: after-school class and at home Regents Prep: Saturdays Extended time: after-school
Science	Regents Scores	Castle Learning, APEX Target Credit Recovery, Tutoring, Saturday School, Targeted Credit Recovery	Small Group; one on one tutoring	Castle Learning: in class and at home APEX: after-school class and at home Regents Prep: Saturdays Extended time: after-school
Social Studies	Regents Scores	Castle Learning, APEX Target Credit Recovery, Tutoring, Saturday School, Targeted Credit Recovery	Small Group; one on one tutoring	Castle Learning: in class and at home APEX: after-school class and at home

				Regents Prep: Saturdays Extended time: after-school
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	At risk services provided by Guidance Counselor, SAPIS worker, social worker and mandated counselor. Jamaica Hospital Clinic provides social workers and psychologists for additional support Students Referred by Parents, Teachers, Staff, Administration, Students and self.	Counseling: individual & group; short term family counseling; referrals to SBHC Jamaica Hospital for more intensive counseling; referrals to outside organizations; conflict resolution; mediation	One-to-one, small group	Castle Learning: in class and at home APEX: after-school class and at home Regents Prep: Saturdays Extended time: after-school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Title I funds will be allocated for professional development activities both in and out of the school. Funds will be utilized to bring in coaches to work with struggling teachers as well as to enhance the practice of other teachers in order to increase student outcomes

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).
Title I funds will be allocated for professional development activities both in and out of the school. Funds will be utilized to bring in coaches to work with teachers to develop lessons and activities aligned to common core standards

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Together the Teachers reviewed data from previous years. Based upon the data they reached a consensus regarding their professional learning activities. Over the past two years teachers also used the data to help them reach a consensus regarding their MOSL decisions. Teachers were all afforded the opportunity to select their MOSL on an individual basis too. This will be continued in school year 2015-2016.

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[1]. 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[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$48,451		
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

[1]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.

[2]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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Law, Government and Community Service High School, 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. Law, Government and Community Service High School, 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 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 st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

• schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

• translate all critical school documents and provide interpretation during meetings and events as needed;

• conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

• holding an annual Title I Parent Curriculum Conference;

• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

• supporting or hosting Family Day events;

• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

• encouraging more parents to become trained school volunteers;

• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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

School-Parent Compact (SPC) Template

Law, Government and Community Service High School, 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 st 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.

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 29	Borough Queens	School Number 494
School Name Law, Government & Community Service High		

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 Donna Delfyett-White	Assistant Principal Clidege Pierre
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Elaine Bancone
Teacher/Subject Area Jennifer Wexler/English	Parent Celena Gray
Teacher/Subject Area Eric Simone/Spanish	Parent Coordinator N/A
Related-Service Provider Joyce Weingarten	Borough Field Support Center Staff Member n/a
Superintendent Michael Prayor	Other (Name and Title) Teresa Alvarez/ESL Coordinator

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

D. Student Demographics

Total number of students in school (excluding pre-K)	45	Total number of ELLs	1	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☒

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes☐	No☒	If yes, indicate language(s):
Dual language program (DL)	Yes☐	No☒	If yes, indicate language(s):
Freestanding ENL	Yes☒	No☐	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	**Newcomers** (ELLs receiving service 0-3 years)		**ELL Students with Disabilities**	1
SIFE		**Developing ELLs** (ELLs receiving service 4-6 years)		**Long-Term** (ELLs receiving service 7 or more years)	1

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: ___

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish													1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)													1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Former ELLs Based on Revised Exiting Criteria Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

Former ELLs that Tested Out within Previous Two Years and Continue to Remain Entitled to English as a New Language														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total													2	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	1			
Integrated Algebra/CC Algebra	1		1	
Geometry/CC Algebra	1			
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science	1			
Living Environment	1			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1			
Geography				
US History and Government	1			
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
   N/A for High Schools
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
   The overall NYSESLAT scores indicate that 0% of our ELL population is perfroming at the Beginner/Entering Level , 0% is performing at the Low Intermediate /Emerging level, 0% performs at the Intermediate/Transitioning Level, 0% is at the Advanced/Expanding level and 2% has reached the Proficient/Commanding Level.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Our school uses the Annual Measureable Achievement Objectives data to determine the students that are making progress in ENL- and the percentage of students that have attained English Language Proficiency. The data reveals that……
4. For each program, answer the following:
   a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
   b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
   c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency non the NYSESLAT. Few students take Regents exams in their native language, but some use them for linguistic support.

b. School leaders analyze the results of Periodic Assesment on STARS and the NYC Performance Assesment (MOSL) to work with teachers to ensure the students' individual needs are used to inform and plan instruction. Furthermore, content area teachers receive a memorandum identifying ELLs at the beginning of each semester. These enables mainstream teachers to recognize student's linguistic needs. They consult with an ESL specialist and avail themselves to the services of the Interpretation and Translation Unit.

c. The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a comprehensive and challenging education program that takes into account the academic needs as indicated by the data.

Native language is used as a bridge to the target language - it is regarded as essential to transition from one language to the other. Students are permitted to complete assignments in their native language and take the Regents exam in their native language. Students who speak the same native language are encouraged to cooperatively support one another in colloborative tasks and projects. Home language supports the acquisition of the English language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]
   N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
   Children's second language development is diagnosed on an on-going basis. Their progress and needs are considered in planing instruction and choosing instructional materials what while appropriate to their command of the English language allows room for progress as we build on skills they know.
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).
   As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.

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.
   In accordance with admittance procedures, our Guidance Counselors, Ms. Bancone requests the parent/guandian admitting the student to fill out the Home Language Survey. This document indicates whether the student is eligible for NYSITELL testing. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, and an interview with the parent and student indicate a language other than English are administered the NYSITELL before being programmed. If the parent states on the Home Language Survey that English is the only language but the informal interview reveals that there is another language spoken in the home, the school must give an in-depth intervew which entails reviewing the student's work , interviewing the student using grade appropriate, culturally sensitive school-based assessments to determine if the child is eligible for the NYSITELL. A copy of the Home Language Survey is given to the ESL Coordinator, Mrs. Alvarez, who administers the NYSITELL in English. Our ESL Coordinator is a licensed ESL teacher. If the new entrant's home language is Spanish and he/she does nor meet the proficiency level on the English NYSITELL, the Spanish LAB is administered as evidence of literacy in the native language. The new entrant is programmed based on the NYSITELL score and the informal oral interview. The informal oral interview with both the parent/guardian and student is given by the Assistant Principal Administration, the Guidance Counselor and the ESL Coordinator in both English and the student's native language with the help of the Translation and Interpretation Unit , if necessary. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video and upon receiving the results of the NYSITELL, the parent completes the Parent Survey and Program Selection Form indicating the program preference. The initial parent choice is recorded in the ELL Parent Choice update screen (ELPC) in ATS. Parents have the option to op-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the NYSITELL test, he/she is mandated to receive ESL instruction until he/she test out of the program. If a parent requests the bilingual program and the school does not have sufficient numbers to open the program, the principal sends the student and parent's name and information to ELLProgramTransfer@school.nyc.gov requesting a site with a bilingual program. All eligible ELLs are NYSITELL tested and programmed within ten days of being admitted in accordance with the score obtained on the NYSITELL, twenty days for students entering with IEPs, as determined by the Langyage Proficiency Team. In August, our ELLs are programmed according to their most recent NYSESLAT score as indicated on the RLAT ATS report.

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).
A review of the admitting student's documentation and the informal interview with the parent and student often reveals that the has had interrupted or inconsistent education. The SIFE questionnaire is administered by the ENL teacher to further assess and provide the necessary academic support.
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).
Upon registering a ELL studnt with an IEP the Language Proficiency Team must make a determination within 20 days of admission as to whether the student should take the NYSITELL. They will provide information as to whether the student's disability is a determinant factor affecting whether the student can demonstrate proficiency in English. If the Language Proficiancy Team determines that the student may have English language acquisition needs, the student must take the NYSITELL and appropriately programmed withn 20 days of admission. If the Language Proficiency Team determines that the student does not have English language acquisition nneds and should not take the NYSITELL, the recommendation is sent to the Principal for review. If the Principal accepts the recommendation as to not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. the final decision is made by the supperintendent or superintendent's designee. The form titiled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student'd cumulative folder. The Language Proficiency Team is comprised of Ms. Clidege Pierre A.P. , the ENL Teacher, Ms. Deborah Joyce, A.P. ISS Services and the student's parent or guardian.
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.
Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the students address of record, in English and the home language, within the first 5 days of the school year or as soon as the student is NYSITELL is scanned and the results are known. If the student is 18 years old or older, the student is also given a copy of the letter. The letters provide parents with their student's current ESL proficiency placement level. Copies of the letters a kept in the students' cumulative folder in the Guidance Office.
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).
School informs parents, in English and the home language within 5 school days , the results of the NYSITELL and ELL determination using the NYCDOE standard parent notification letter. Parents are also informed that if they believe that their child has been mis-identified as an ELL or non-ELL that they have the right to request (within 45 days of enrollment) that the ELL Identification process be administered a second time.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents of all enrolled ELLs are invited to an orientation session within the first month of each semester. They view The Orientation Video for Parents of Newly Enrolled English Language Learners. Features of our Free Standing ENL and Push In Content Area ESL , Bilingual and Dual Language programs are explained. Eligibility and exiting regulations are discussed. Parents also receive orientation on the Common Core State Standards, credit accumulation, Citywide Standards of Intervention and Discipline Measures and all other pertinent graduation requirements. Information on immigration services, health clinics and immunizations are also handed out. If not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. The completed Parent Survey and Program Selection Forms are stored in the students comulative record folders. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Upon registering an over-the counter ELL students, the parent views The Orientation Video for Newly Enrolled English Language Learners and completes the Parent Survey and Program Selection form. This is accomplished during the intake process. The parents of List-Noticed students are invited to the Parent Orientaion Meeting where the video is viewed and the forms are filled out.
The Parent Survey and Program Selection form and literation explaning the ENL, Transitional Bilingual and Dual Language Programs are mailed to the parents who were not present at the Parent Orientaion Meeting with the request that they be returned to the ESL Teacher within five days indicating their choice of program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A roster of all newly admitted ELLs is generated and checked as forms are completed.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are mailed to the student's address of record within five days of admission.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Home Language Surveys, Parent Survey and program Selection forms, placement, entitlement and non-entitlement letters are filed in the students cumulative folders in the Guidance Office.

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

The RLER ATS report is reviewed to verify that all NYSESLAT eligible ELLs are identified. Letters are sent to the parent/guardian at the home addresss of record, in English and in the student's home language, informing them of the dates in which the test will be administered. The administration of the different sessions of the NYSESLAT are adhered to as outlined in the NYSESLAT State administration memorandum. Ofter the scheduled administration of the test, the ESL teacher, ESL coordinator and/or Attendance teacher contacts the student and/or parent and makes every effort to ensure that all ELL students are administered all four components of the NYSESLAT.

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

Letters are mailed to the parent/guandian within five days of the school year.

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).

Trends in parent's choices indicate that 99.9% prefer the Free Standing Self Contained ESL Program. The ESL Free Standing program in our building is aligned with the parents' request according to the selection indicated on the Parent Survey and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form and have been programmed accordingly.

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.

   ELL are programmed according to their grade (9th/ 10th graders and 11th/ 12 graders) and are homogeneously programmed according to their proficiency level on the NYSESLAT and the NYSITELL.

   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)?

   All students are provided with appropriate ESL classes based on scores attained on the NYSITELL and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher. Our program fully addresses compliance with CR Part 154 for English as a New Language by providing our ELL student population with the required units of ENL instruction:

   Beginner/Entering Level Classes: 180 minutes of Standalone ENL and 360 minutes of integrated ENL/ELA or content area
   Low Intermediate/Emerging: 90 minutes of Standalone ENL and 270 minutes integrated ENL/ELA or content area
   Intermediate/Transitioning: 90 minutes integrated ENL/ELA and 90 minutes content area
   Advanced/Expanding: 180 minutes integrated ENL/ELA or content area
   Proficient/Commanding: 90 minutes integrated ENL/ELA or content area

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Core content is delivered through a licensed content area instuctor with support services from the ENL and ISS teachers. Students are given support via strategies in vocabulary, writing and reading interventions. Teachers provide scaffolding and additional resources in order for students to make progress. Students receive additional support in ENL through Test Wizard/Game. Specific emphsis is placed upon students' abilities to determine importance in the texts that they read. Additional focus is given to test-taking strategies as well as student writing in response to specific prompts. Periodic Assessment tools assist the teacher in gauging the progress being made the students and students' readiness to move onto higher levels of comprehension. The activities are tiered to reflect the various levels of student achievement that may exist in one class. The lessons are differentiated in terms of the various difficulty levels of the text including vacabulary presented.

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

At registration, the Guidance Counselor, Ms. Bancone, and the ESL Coordinator, Ms. Alvarez, (native Spanish speaker) interview the parent and student to determine fluency in the home language. In the event that the student to be registered speaks a low incident language, the Interpretation and Translation Unit assist with the evaluation. Spanish language speakers are administered the Spanish language LAB to further determine students' level of literacy.

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

The Spring NYSESLAT modality results are not available on the RNMR at this time

6. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

We serve SIFE students by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less than three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring during their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed and instruction is provided to meet their individual deficiencies. One to one tutoring is also available to all of our ELLs (Newcomers and Developing ELLS) where the student's proficiency level needs in reading and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC school six years or more), the following program/services are available to ensure that our long term ELL population meets the Common Core Learning Standards for English Language Arts & Literacy in history/social studies, science, and mathematics

- Small class size
- ICT classes which provide content area and ICT methodology
- One-on-one small group instruction during students' lunch periods and extended day with content area teachers
- Study Island
- Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker
- Referral to HAUP (Haitian Americans for Progress). This organization provides cultural and academic support.
- All of our ELLs are further supported with the following resources:
  - Bilingual glossaries and dictionaries
  - Beginner Level students are paired with a student translators
  - Increase Number of ELLs taking PSAT and SAT Exams
  - Continued implementation of the Continuum for Academic Rigor and Excellence Document
  - Extended time and separate location during the administration of Regents Exams
  - Translations of the content area Regents exams

We continue to support Former ELLs students who have reached proficiency on the NYSESLAT through tutoring and Regents preparatory classes. Regents testing accommodations have been extended to former ELLs. The testing accomodations for former ELLs include separate locations, extended time, dictionary and glossaries and home language versions of the Regents exams.

Furthermore, ELLs who require more than four years to graduate are provided with extensive Academic Instructional Support:

small
group instruction and tutoring by content area teachers and independent study under content area teachers' supervision.

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.

Schools, parents and students who believe that they have been mis-identified as an ELL or non-ELL may request, within 45 days of enrollment, to to be re-administered the Identification process. A written request to initiate the review of the Ell status must be provided in writing by the parent/guardian or students of 18 years of age or older. Tthe re-identification process is completed
within 10 day of receipt of the written notice, by the Guidance Counselors and ENL Coordinator, upon review of the student's work
in English and in the home language. The school principal, Mrs. Delfyett-White, determines whether to change the ELL status and the
parent/guardian or student if 18 or older are sent wrtten notifucation of the determination made. The parent/guardian or student
if 18 or older must sign and return the principal's recommedation which is then sent to the superintendent for review and final determination. All notifications are filed in the student's cumulative folder.

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?

All students, especially ELL-SWD's are provided opportunities to practice active participation in their learning. Through conversations and discussions in class with teachers and other students ELL-SWD's develop language skills as well as broaden their
knowledge and understanding of subject matter. Students are encouraged to collaborate with peers and utilize cooperative learning strategies. Teachers model how to pose questions and make comments in small discussion groups which ultimately organizes
student directed discussions. Overall, teachers use a variety of strategies when teaching literacy to access their student's needs and
determine how to proceed with instruction in the advancement of literacy. Materials include:

- Springboard Engage New York
- Apex
- Audio/Video recordings
- Manipulatives
- Graphic Organizers
- Tables/Charts/Index Cards
- Kaplan Regents Prep Books

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?

When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. Our ELL - SWD students are programmed in Colloborative ICT classes where they are mainstreamed with the general population. They are
provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to
afford greater opportunities in meeting their long and short term annual goals. Utilizing the Individualized Educational Plans teachers become familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of
skills and attainment of knowledge without being limited due to the effects of their disability.

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 per week (360 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (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 *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA *or* Content Area, *or* 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.

NYSED.gov

*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 per week (540 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (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 *or* INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* 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.

NYSED.gov

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

Chart 5.3

Home Language Usage and Supports

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

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

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

    We offer the following targeted intervention programs for ELLs in ELA, math, science and other content areas. All targeted intervention is offered in English:

    One to one tutoring in the content area with targeted intervention in ELA, math, science and social studies

    Students programmed for Regents Prep Classes in their daily program

    One-on one small group instruction during students' lunch periods

    Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker

    Referral to HAUP(Haitian Americans for Progress). They provide cultural and academic support.

    Project Prize

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.

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

    In order to meet CR154 requirements, the push-in model in content area classes will be implimented. Students programs will be blocked based on proficiency and grade level in both ENL and Content area classes. ENL and content area teacher will have co-planning time.

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

    The Campus Magnet Complex ESL model whereby one standalone, self-contained ESL program served all ELLs in Q 492, Q494, Q496 and Q498 will be discontinued.

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

    All ELLs are encouraged to participate in all after school activities and events. Even though our school does not qualify for Title III funding, the school invites all students, including ELLs, to participate in all extra-curricular activities through flyers, information that back-packed, phone calls, and direct intervention of ENL, physical education, and performance and visual arts teachers. ELLs participate in PSAL teams, ARISTA (the National Honor Society), Penny Harvest.

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.

    All ELLs are being supported by Castle Learning in their content area classes. Their listening and reading comprehension needs are addressed through the use of articles, novels, movies and documentaries. Student progress is monitored by administration each marking period.

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

    Since we provide a standalone, self contained, ENL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.

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

    All required support services and resources are targeted for grades 9-12, thus they correspond to our ELLs age and grade level.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

    Prior to the beginning of the school year, incoming students and their parents/guardians are invited to attend the school's open house and orientation. They are introduced to Donna Delyett-White, Principal; Clidege Pierre, AP; Eileen Bancone, Guidance Counselor. They are given a tour of the building and an introduction to our specialized programs in Law and Community Service.

19. What language electives are offered to ELLs?

    Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced Regents Diploma.

20. For schools with dual language programs:
    a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
    b. In which language(s) is each core content area taught?
    c. How is each language separated for instruction?
    d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

    N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
   Work in progress. Will be finalized in September.
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?
   All teachers will engage in professional learning activities around the common core learning standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
   Our school is in its last year of phase out and is not receving new students.
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.

Teachers engage in professional learning weekly. Agendas are generated along with attendance sheets. Teachers are also encourgae to attend PD out side of the school. School verifies attendance and teacher brings back materials from workshops.

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?

   Schools meets with the parents or guardians of ELLs once every semester, in addition parent -teacher conferenceand parent orientation meetings, to discuss their childs language development progress, their Periodic Assessment results and the child's language development in all content areas. School records attendance and provides intrepretation/translation services.

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.

   Our school organizes parent workshops that foster parent involvement. Examples of our workshops are:
   Title I
   Preparing for college
   Common Core Standards
   Transitioning into high school
   Citizenship

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

   Parents are encouraged to attend citywide forums that focus on the needs of immigrant students and their families. At Law, Government and Community Service High School, we partner with Queens College, Queensboro Community College, Cambria Heights Civic Association, Explorers Club with the Police Department, Urban Embassadors, Blossom, New York Cares, Bottom Line, Y-MVP Teen Fitness Challege and Project H.Y.P.E. (mentoring and tutoring program for young men), ASCEND (mentoring and college prep program for students provided by Alpha Kappa Alpha Sorortiy, Inc., HAUP(Haitian American for Progress) offers both family support and family assistant services as well as educational programs. Their educational program includes beginners, intermediate and advanced ESL, citizenship classes, parenting ans survival skills, after-school tutoring, computer classes, literacy classes and career development seminars.

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

   The primary language spoken by the parents of each student enrolled in the school as well as the parent's primary language are identified upon enrollment through the Home Language Identification Survey and entered on ATS and on the student's emergency card. The initial intake interview with the parent determines whether the parent requires language assistance in order to communicate effectively with the school. Translated documents are available to parents determined to be in need of language assistance services, via in house staff fluent in the predominently identified languages as indicated on the Home Language Aggregation Report (RHLA) and th rough the use of translation/interpretation school fundingas set forth in SAM No53, FY13 and the Department of Education translation services. The Guidance Counselor also informs parents of the availability of documents in their native languages on the DOE website. The school sends home translated report cards to communicate periodic student progress in the home language.

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

   ELLs parents are provide with the interpreter/translators of native speakers of French, Haitian Creole and Spanish. Parents are encouraged to be actively involved in their child's education and academic progress by attending:
   - Open School Parent-Teacher Conferences
     - Individual student conferences
   - PTA Meetings
   - ESL Parent Orientation Meetings
   - Parent Forums

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.

Response to question 2, section C above : Teachers and Guidance Couselors keep a log documenting all meetings and communications as well as what is discussed and agreed upon solutions.

Part VI: LAP Assurances

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