

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q525

School Name:

TOWNSEND HARRIS HIGH SCHOOL

Principal:

ANTHONY D. BARBETTA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Townsend Harris High School School Number (DBN): 25Q525
Grades Served: 9-12
School Address: 149-11 Melbourne Ave., Flushing NY 11357
Phone Number: 718-575-5580 Fax: 718-575-1366
School Contact Person: Anthony Barbetta Email Address: Abarbet@schools.nyc.gov
Principal: Anthony Barbetta
UFT Chapter Leader: Franco Scardino
Parents' Association President: Penny Stern and Elizabeth Sadik
SLT Chairperson: Anthony Barbetta
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Eriseida Cuni
Caitlin Cassidy

District Information

District: 25 Superintendent: _____
1 Fordham Plaza
Bronx, NY 10458
Superintendent's Office Address: _____
Superintendent's Email Address: ELindse@schools.nyc.gov
(718) 741-7098
Phone Number: 718) 741-3157 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Long Island City, 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: (917) 225-2020 Fax: N/A

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)
Anthony Barbetta	*Principal or Designee	
Franco Scardino	*UFT Chapter Leader or Designee	
Penny Stern Elizabeth Sadik	*PA/PTA President or Designated Co-President	
Paul Sforza	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Eriselda Cuni	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Caitlin Cassidy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
John Cassidy	PTA/SLT	
Susan Karlic	PTA/SLT	
Kerry Rosen	PTA/SLT	
Elizabeth Mompalao	PTA/SLT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Veronica York	CSA	
Jonathan Owens	UFT	
Philip Porzio	UFT	
	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.

Townsend Harris High School (THHS) is a selective academic institution with an outstanding history that dates back to the 1800's. Now located on the Queens College campus, it was designated a National School of Excellence in 1989. The student body is comprised of approximately 1,100 academically gifted and culturally diverse individuals who have been selected from the entire City of New York based on demonstrated evidence of high academic motivation and achievement.

Our unparalleled academic program stresses mastery in the Humanities, Math, and Science, with an emphasis on Classics, and demands of our students the leadership skills, discipline, and work-ethic required to excel in the most rigorous of colleges and careers.

Described as "a crown jewel of the city's public high schools" by insideschools.org, Townsend Harris is recognized nationally as a paradigm of secondary-school education:

- ♣ #8 on The Best Schools in the Northeast; #40 on U. S. News & World Report's 2014 List of Best High Schools in America; #36 Newsweek's America's Top Schools; #12 Newsweek's High Schools Beating the Odds!
- ♣ All Townsend Harris classes are honors level. Accelerated coursework, a rigorous homework regime, and grading policies challenge our students to excellence. Our syllabus requires at least one major research project each year in each academic subject; literature courses require three such projects each semester.
- ♣ Senior Bridge Year with Queens College: In each semester of their senior year, THHS students enroll at Queens College in a Great Books Humanities Colloquium, as well as one additional course of their choice. Through this unique program, our students complete a 12 on-campus college credits which are fully accredited and exceed the curriculum requirements of THHS. Queens College of The City University of New York enjoys a national reputation for its liberal arts and sciences and pre-professional programs.
- ♣ Language Requirements: All students, in addition to studying at least three years of modern language, complete two years of Latin or Classical Greek.
- ♣ Research Programs: Sophomores, juniors and seniors may participate in independent original research programs in Science or Social Science. These programs culminate in entries to the Intel Science Talent Search, NYC Science and Engineering Fair, Siemens-Westinghouse & Jr. Science, Humanities Symposium, the International Science & Engineering Fair, National History Day, and NYC Quality of Life competitions.
- ♣ Commitment to Service: Upon entering high school, our students recite the Ephebic Oath, pledging "to leave our city greater than we found it." Each student engages in 40 or more hours of community service each year.
- ♣ National Honor Society: On average, twenty-five percent of our student body is admitted to the National Honor Society, which requires a 90% academic average and 50 hours per year of community service.

Extracurricular Program: Participation in extracurricular activities is actively encouraged and supported. Eighty percent of the students participate in 26 interscholastic athletic teams and over 35 clubs and activities

OUR MISSION

The mission of THHS is to foster a love of learning, to instill the habit of inquiry, and to promote an awareness of beauty in nature and in the arts. We expose our students to multiple perspectives so that they will be able to appreciate various points of view. We enable our students to achieve their potential and to become articulate and responsible adults who respect others and are productive members of our society.

In order to prepare our students for ethical and intellectual challenges, we provide a rigorous curriculum with an emphasis on the humanities and classics, complemented by our outstanding mathematics and science programs and bolstered by the integration of technology. Our instructional program promotes respect for people and ideas, critical and creative thinking, and precision of language. We encourage our students to strive for excellence, to make sensible decisions, and to develop an enduring commitment to serving the community.

We seek to graduate talented and motivated students who reflect the diversity of our city, become lifelong learners, and make meaningful contributions to the world.

THE BRIDGE YEAR PROGRAM

A Collaboration between Queens College and Townsend Harris High School

A Unique Learning Opportunity

Since 1984, THHS, through the offices of College Preparatory Programs, has been involved in numerous pioneer collaborative projects with Queens College. THHS students have access to the campus library, athletic facilities, and computer laboratories. As part of this innovative collaboration, Queens College provides graduate interns, undergraduate student teachers, faculty mentors for science and social science research projects, counselors for specific faculty and student programs within THHS, and opportunities for members of both institutions to cross the boundaries between secondary and higher education. Often referred to as “the jewel of the City University of New York system,” Queens College enjoys a national reputation for its liberal arts, sciences, and pre-professional programs.

One of the highlights of the Queens College/THHS collaboration is the Bridge Year Program. During their fourth year at THHS, all seniors are enrolled at the college as non-matriculated Queens College students, taking up to six credits per semester of college-level courses on campus with other Queens College students. These courses are accredited and are beyond the usual Townsend Harris curriculum requirements. THHS offers fewer Advanced Placement classes than other high schools because of this opportunity. Three of each semester’s QC credits are earned in college electives of the student’s choice. The other three are earned in the Freshman Honors Humanities Colloquium- a “great books” honors course that is team-taught in a seminar setting by a member of the Queens College faculty and a member of the THHS faculty. The classes are supplemented by an eight-lecture series presented by QC professors from the Division of Humanities and Social Sciences to the entire senior class and Colloquia faculty. The seminars emphasize reading, writing, and student-led discussion. They are patterned on Queens College’s honors program seminar, as well as the seminar programs at St. John’s (Annapolis) and the University of Chicago.

Honors in the Humanities (HTH) 101, 102

Reading List

First Semester

The Bible: I & II Samuel and I Kings Chapters 1 and 2

The Gospel according to Matthew

(may include other selected readings)

Sophocles, *Oedipus Rex*

Plato, *Euthyphro*; *Apology*; *Crito*

Chaucer's "General Prologue" and "The Wife of Bath's Prologue and Tale" in *The Canterbury Tales*

Sir Gawain and the Green Knight

Machiavelli, *The Prince*

Shakespeare, *Macbeth* and *Othello* (sometimes substituted with *Richard II*)

Second Semester

Shakespeare, *Hamlet*

Voltaire, *Candide*

Dostoyevsky, "The Grand Inquisitor" from *The Brothers Karamazov*

Marx and Engels, *The Communist Manifesto*

Conrad, *Heart of Darkness*

Freud, *Civilization and Its Discontents*

Woolf, *A Room of One's Own*

A Unit of Poetry (Shakespeare, Donne, Wordsworth, Keats, Yeats, Auden, and others)

*Each semester also includes at least one other major work selected by the individual instructors.

Writing Assignments

1. Students are assigned approximately 5,000 words (twenty double-spaced typewritten pages or the equivalent) of written work, which are corrected and graded. This work will be divided into four or more individual papers held to a very high standard. At least one of these papers will be an in-class essay. The papers (including the in-class essay) are based entirely on the assigned readings, detailed with one particular work or with a comparison of two or more works.
2. In addition, each student will write regular journal entries in a "portfolio." Entries may include, for example, reactions to each reading assignment, concluding with questions; comments on the evaluations of the discussion; and paragraphs on specific topics or questions in the readings. Portfolio entries are not be graded or corrected. Students may be asked to read them in class and hand them in for spot-checks. It is suggested that particular portfolio entries may be used as starting-points for formal papers.

2. We have a small group of students who struggle with the challenging course work and load. At times they feel overwhelmed and often fall behind their peers. Our school provides a supportive environment to these students. We

have adjusted their programs to provide for services and academic support that includes tutoring and a before and after school enrichment program. We involve our teachers and the parents to help our student's succeed.

3. Our school has made great strides with building strong family and community ties. We have an on line system that allows for students and parents to retrieve information detailing the students' progress and receive updates, weekly bulletins and any school function occurring at the school. Our PTA (Parent Teacher Association) had an increase in attendance at their monthly meetings. I, as principal, also hold a monthly parent breakfast. Our partnership with Queens College has also expanded during the school year, offering more opportunities for our students to be part of the college. Queens College has signed articulation agreements with our Biotechnology, Robotics and New Media Programs. They help fund a music teacher and assist with our school play and publications.

This year there will be a focus on the teacher teams aspect of the Framework for Great Schools. Teachers will work together to look at student work, best practices in the classroom, Domain 3 of the Framework for Teaching and review and improve curriculum.

25Q525 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1132	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	2	# SETSS	4	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	36	# Drama	N/A
# Foreign Language	56	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.4%	% Attendance Rate			97.2%
% Free Lunch	36.1%	% Reduced Lunch			14.8%
% Limited English Proficient	N/A	% Students with Disabilities			0.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			6.0%
% Hispanic or Latino	12.6%	% Asian or Native Hawaiian/Pacific Islander			58.1%
% White	22.1%	% Multi-Racial			0.8%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.18	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			8.43
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	99.6%	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	100.0%	% of 2nd year students who earned 10+ credits			100.0%
% of 3rd year students who earned 10+ credits	99.7%	4 Year Graduation Rate			100.0%
6 Year Graduation Rate	100.0%				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Our teachers and students have had little exposure to the new Common Core Regents Examination.
 - Our teachers have begun to introduce Common Core activities into their curriculum and lessons.
 - Over the past five years we have had a 100% passing rate on the English Regents. The Common Core exam is a new and more challenging test.
 - Our teachers in grades 9-11 will infuse the new standards to ensure all of our students are prepared for the exam.

Part 2 – Annual Goal

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

By June 2016, 100% of our students will pass the new Common Core based English Regents Examination. Our students will attain a mastery level Of 85%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will work in teams to infuse the Common Core Standards into their curriculum and lessons.</p> <p>Teachers will have students complete specific tasks that will help students master the skills to succeed in the class and on the exam.</p>	<p>Students in grades 9-11.</p>	<p>September 2015-June 2016</p>	<p>All English teachers and the Assistant Principal.</p>
<p>We will have a specific teacher working with students who are in need of support through a push in or pull out model. These students will also be part of a before or after school program that will focus on the necessary skills to be successful.</p>	<p>Students who are struggling in their English classes.</p>	<p>September 2015-June 2016</p>	<p>The Assistant Principal and a specific teacher from the English department.</p>
<p>We will continue to educate families through meetings and literature about the common core and the requirements for their child to be successful.</p>	<p>The families of our children.</p>	<p>September 2015-June 2016</p>	<p>The Assistant Principal and the Principal.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Our school will use tax levy dollars for a before school or after school program. Our teachers and Assistant Principals will use some of our professional development time to carry out the action plan.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Throughout the school year, our teachers will require students to complete common core tasks. During teacher team meetings, department meetings and faculty meetings, we will review the students' progress and address any needs or concerns.

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

<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 100% of our students attend college. • All of our students apply, on average, to 10 to 12 colleges. This takes an enormous amount of time and energy from our Counselors. • Although the application process takes time, all of our other students in grades 9-11 must also be served. • The amount of students with disabilities and those requiring counseling has increased so there is a need for additional guidance services.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, we will increase guidance support to all of our students by adding an additional Guidance Counselor.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our Guidance Counselors will hold more counseling sessions especially to those students with required counseling sessions and to those in need of services.</p>	<p>Guidance Counselors and Assistant</p>	<p>8/15-6/16</p>	<p>Principal, Assistant Principal, PPS</p>

	Principal, PPS, students		
To lessen the caseload of our Guidance Counselors, our Assistant Principal, PPS also has taken on a student caseload.	Assistant Principal, PPS, students	8/15-6/16	Principal, Assistant Principal, PPS
Special attention will be offered to the college process. There are several college oriented workshops presented by the Guidance Department.	Guidance Counselors and Assistant Principal, PPS, students	8/15-6/16	Assistant Principal, PPS
Guidance Counselors will be available during the school day for students and parents. We will hire our F-status Guidance Counselor to full time status.	Guidance Counselors and Assistant Principal, PPS, students and parents	8/15-6/16	Principal, Assistant Principal, PPS

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.										
<p>The Parents Association will assist us with additional funds. The staff will attend professional development workshops to address specific needs. The department’s schedule will allow for flexibility to ensure students are served.</p>										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>The Principal and the Assistant Principal will monitor the progress on a monthly basis to evaluate meeting this goal. They will also meet to plan and communicate with the parties involved to ensure all supports are in place to be successful.</p> <p>The administration will conduct a survey with the Guidance Counselors to measure the amount of of time and support given to the students and parents.</p>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - Based on our school data, 65% of our teachers worked in teams last year.
 - Our school scored a Well-Developed on our Quality Review for teacher teams.
 - The evaluator did make some recommendations on how to further improve our teacher teams.
 - Our teachers have worked collaboratively in the past. Our teacher teams will be more formal and meet at a specific time with a stronger focus for more meaningful and productive results.
 - Many of our teachers teach six periods and there will be a challenge to securing the appropriate time needed to have an effective teacher team.

Part 2 – Annual Goal

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

By January 2016, 100% of our teachers will be actively participating on at least one teacher team.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will work collaboratively to improve instruction and curriculum, review student work and share best practices. Teachers may also work with subject, grade, or across discipline teams.	All students.	September 2015 to June 2016	The school administration.
Teacher teams will be involved in inquiry for our struggling and high need students. They will also work on strategies to help our students succeed.	All students especially struggling and high need students.	September 2015 to June 2016	The school administration.
Teachers will issue progress reports at least four times a year in addition to the six report cards. There is professional time built into the school calendar to ensure that teachers are in communication with parents.	All students.	September 2015 to June 2016	The school administration.

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.											
<p>Our teachers and administrators will work together to achieve this goal. We will work with the teachers to set up schedules for the teams.</p> <p>If per session is available, teachers will be compensated for the work they conduct after school hours. Teachers will attend professional development workshops paid by our alumni association.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

During the school year there will be several check points to evaluate this goal. In November, January and April, teachers will submit the progress and results of working with their teams.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

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

Part 5 – Progress Monitoring

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

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

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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.
 - Parents play an important role in their children’s education.
 - Our school understands and values the partnership with parents.
 - Our school has an abundance of valuable data that can help parents understand how their children are performing in their classes.
 - eSchoolData is our new web based program, gives parents a timely update on their child’s progress.
 - In today’s technological world a parent can be one click away on reviewing their child’s progress.
 - According to our data, 85% of our parents are on our old web based program. We need to make certain that our parents remain on our new web based program.

Part 2 – Annual Goal

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

By June 2016, 85% of our parents will have an active eSchoolData account. They will have access to their child’s academic records and receive daily and weekly updates. For those parents without access to eSchoolData, they will receive the information from their children (backpack) and by mail.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>At parent meetings and through parent outreach, ample opportunities will be given for parents to sign up to our web based student information program called Daedalus.</p>	<p>All parents.</p>	<p>September 2015 June 2016</p>	<p>Parent Coordinator and Assistant Principal.</p>
<p>We will provide training and “hands on” workshops for our parents.</p>	<p>All parents.</p>	<p>September 2015 June 2016</p>	<p>Parent Coordinator and Assistant Principal.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Our parent coordinator will play a vital role to ensure our parents will register for eSchoolData. We will pay teachers and administrators per session (if it is available) to provide the necessary training.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will monitor our progress on a bi-monthly basis to see if we are meeting our goal. We will made a concerted effort by January 2016 to ensure we are on track for our goal.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 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)	Students who are failing the course or receive under a 70%.	A Wilson reading program after school.	Small group and one-to-one tutoring.	During the school day and after the school day.
Mathematics	Students who are failing the course or receive under a 70%.	Math skills, review and reinforcement program.	Small group and one-to-one tutoring.	During the school day and before the school day.
Science	Students who are failing the course or receive under a 70%.	Repeated readings and science labs.	Small group and one-to-one tutoring.	During the school day and before the school day.
Social Studies	Students who are failing the course or receive under a 70%.	Repeated readings.	Small group and one-to-one tutoring.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who are failing the course or receive under a 70%. Students that are required to receive counseling services.	Counseling.	Small group or one-to-one counseling.	During the school day.

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 25	Borough Queens	School Number 525
School Name Townsend Harris High School		

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 Anthony Barbetta	Assistant Principal Veronica York
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Justine Singer
Teacher/Subject Area Paola Sierra/French	Parent Penny Stern
Teacher/Subject Area Wen Yu Liu/Math	Parent Coordinator Dpfne Manhart
Related-Service Provider N/A	Borough Field Support Center Staff Member Ying Ying Jenny An
Superintendent Elaine Lindsey	Other (Name and Title) N/A

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)	1140	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

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

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

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>00</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

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

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

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Paste response to questions here:
 We currently do not have any ELL students. However, we would use an in-house assessment to determine the literacy level of our ELL students. We would also use a reading placement assessment, a NYSESLAT exam and a K-12 skills assessment to assess ELLs. The assessments would indicate students overall strength and weakness in Phonemic Awareness and reading comprehension. This data would help inform our school's instructional plan by indicating that a significant portion of instructional time should be dedicated to phonemic awareness as well as letter and word recognition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We currently do not have ELL students. We would analyze the data to make proper adjustments to students programs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We currently do not have ELL students. However, we would work develop assistance for our students including tutoring before and after school as well as a Saturday program.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
We currently do not have ELL students.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
There are a number of ways in which the students' second language development would be considered in instructional decisions. These include: (1) dictionaries in the students' native languages, (2) downloaded glossaries from the students' native languages with a direct translation into English, (3) use of strategic homogeneous linguistic grouping. In addition, a number of students are guided through content area classes with the assistance of a bilingual paraprofessional who assists them by translating concepts into their native language when necessary. Additionally, the ESL teacher/coordinator is attempting to acquire content area texts that mirror the books that the ELL's use during the course of their school day.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Paste response to questions here:

N/A

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

Paste response to question here:

The success of our ELL program would be determined by scores on the NYSESLAT. The movement a students make from one performance level to another over several years would be an indicator of the effectiveness of the ELL program. We would be clearly focused on the students' scale score and performance level on the ELA Regents and Math Regents exams. In addition, classroom progress and student's participation would be another indicator of the success of the programs for ELL.

Part IV: ELL Identification Process

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

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

Paste response to question here:

When a student is admitted to the NYC school system, parents are actively involved in all aspect of the decision making process. When a parent registers their child in the New York City School District for the first time, the principal, or the Assistant Principal administers a Home Language Identification Survey (HLIS) to the parents to fill out in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about the child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the NYSITELL. The NYSITELL has to be administered within the first ten days of enrollment in the school. The exam would administered by a qualified Assistant Principal or teacher. Students who score below proficiency on the NYSITELL, are then administered the Spanish LAB. The Spanish LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the Assistant Principal, guidance counselor, parent coordinator, and possibly with other parents.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
If during the ELL Identification process there are indicators that the student may be SIFE, as described in the ELL Policy Guide, the student tis administered the SIFE questionnaire and the LENS within thirty days of enrollment. In addition, the ESL teacher evaluates the students' performance, written work and interaction with text in the home language and in English. The student's work is monitored for a year, and the initial decision is modified and the SIFE status is removed if the student sores transitioning or above on the NYSESLAT
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The ELL identification process is followed with new or reentering students with IEP's . The Language Proficiency Team determines NYSITELL eligibility, considering the result of the process up to that point as well as information provided by the CSE committee. The Language Proficiency Team determines whether the student has indeed English language acquisition needs or whether the student's disability does not allow the student to demonstrate proficiency in English. If the Language Proficiency Team determines that the student has English language acquisition needs, the student is administered the NYSITELL. If not, the decision is sent to the principal for review. Based on the principal's decision, the student is administered or not administered the NYSITELL.

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

The school informs parents of the results of the NYSITELL and ELL status using one of the NYCDOE standard parent notification letters (entitlement or non-entitlement) in the parent's preferred language. One copy is given to the student in a sealed envelope, and one copy is mailed home. In addition, we include a tear-off section that the parent must sign and date and return to the student's ESL teacher. The ESL teacher files copies of those receipts, and places the original in the student's cumulative file. If the parent neglects to return the letter, we follow up with phone call to the home with the help of our paras and other bilingual personnel.

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).

Parents are informed of their right to appeal ELL status within 45 days of enrollment. If they believe that their child was misidentified as an ELL, they must make their request in writing to have the identification process repeated.

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

Paste response to question here:

All parents of students identified as ELLs would be contacted and students would be tested within 10 days. Parents would also be given a date to attend a parent's orientation with the Assistant Principal, parent coordinator, and possibly with other parents. The orientation would take place within the week of the parents being notified of the child's availability into the ESL program. Parents would have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native language. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The guidance counselor also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the guidance counselor or the Assistant Principal is obligated to help parents to find a school that offers the program. The guidance counselor or the Assistant Principal informs the parents that the school could place them on a waiting list until they have 15 or more students with the same language and grade to open up a bilingual class. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The guidance counselor would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

We would send letters in the parent's preferred language and retain copies for our records.

We would include a tear-off section with each letter that is to be signed, dated, and returned with the student.

We would reach out to the parents through the ESL teacher, the Guidance Counselors, and our bilingual paras and other bilingual personnel.

A copy of each letter sent would be placed in the student's cumulative file.

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

We would send letters in the parent's preferred language and retain copies for our records.

We would always include a tear-off section with each letter that is to be signed, dated, and returned with the student.

We would reach out to the parents through the ESL teacher, the Guidance Counselors, and our bilingual paras and other bilingual

personnel.

A copy of each letter sent would be placed in the student's cumulative file.

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

We would send letters in the parent's preferred language and retain copies for our records.

We would include a tear-off section with each letter that is to be signed, dated, and returned with the student.

We would reach out to the parents through the ESL teacher, the Guidance Counselors, and our bilingual paras and other bilingual personnel.

A copy of each letter sent would be placed in the student's cumulative file.

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

We would send letters in the parent's preferred language and retain copies for our records.

We would always include a tear-off section with each letter that is to be signed, dated, and returned with the student.

We would reach out to the parents through the ESL teacher, the Guidance Counselors, and our bilingual paras and other bilingual personnel.

A copy of each letter sent would be placed in the student's cumulative file.

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

Paste response to question here:

A schedule would be made to administer the exam during a two week period. Parents would be notified by mail and phone that their child will be taking the NYSESLAT exam. Each day students would be given a different section of the exam. Students who missed any exams will be given additional days to make it up.

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

Paste response to question here:

Once all LAB-R and LAB exams are administered to students within the first ten day of registering, parents will be mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents will be also given a date to attend a parent's orientation with the Assistant Principal, guidance counselor, the parent coordinator, and possibly with other parents.

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

Paste response to question here:

The ESL program offered at our school would be aligned with parent's requests. The program that would be available embraces all different types of language. Many of the programs that the students use offer information in their native language. We would work on preparing the students for the 21st century. We would provide information to our ELL parents through newsletters, during Parent-Teacher Conferences or individual meetings. We have an open door policy to our ELL parents to come and visit our classrooms to see what's taking place, to get a better understanding of their options.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Paste response to questions here: Currently we do not have any ELL students. However, if we did instruction would be delivered in a collaborative fashion where the teachers work together with the general education and other subject area teachers to plan instruction in a differentiating matter to meet the needs of all English Language Learners in the school. Teachers work together to differentiate instruction so that all students are able to understand the lesson being taught. The organizational model for instruction is pull out method. Instruction in this class would be differentiated and students will be grouped based on their levels, their understanding of the English language, and skill that is being taught that period. Teachers work closely with the ESL students to make sure that they understand what is being taught in the class. During the pull out sessions, students work on reading, writing, and communicating in English. Focus is also placed on preparing the students for the NYSESLAT and the different assessment that the students will be required to take that school year.
 - b. TBE program. *If applicable.*
Paste response to questions here:
N/A
 - c. DL program. *If applicable.*
Paste response to questions here:
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here:
All staff members in the building will be given a schedule that notifies the teachers of all ESL students, their proficiency levels, how many hours they are required by the law to be serviced based on their proficiency level, and when they will be serviced. Students labeled as beginners and intermediate receive 360 minutes of instruction per week in pull out method. Advance students receive 180 minutes of instruction in pull out method.
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.
Paste response here:
Teachers will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here:
A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
Paste response to questions here:
A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting. The ELA mandated units will be provided by the certified teacher.
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

Chart (6 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Students will continue to follow the program that has been assigned to them. They will be enrolled in the English as a Second Language classes and will follow the prescribed curriculum for all students.

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

In addition to working closely with the ISS/Life Skills teachers, the ESL teacher will use various materials and strategies to provide access to academic content area as well as accelerate English language development. This includes a class subscription to Easy English News as well as Scholastic's Action magazine. The ELL students will be working on a Common Core project, entitled "Are trendy brands worth high prices?" For this project as well as other tasks, graphic organizers are included in the lessons. Additionally, the students participate in Achieve 3000; this program will be included in the ELLs' summer assignments. Rosetta Stone will be utilized this year for the Beginner students. Various strategies will also be included by the instructor in the ESL classroom. This would include careful scaffolding as well as the use of the paraprofessionals to assist students when necessary as well as pairing struggling students with those who are adept in various academic areas.

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?

ELL-SWDs will be programmed for the same ESL classes and general education ELLs, as per their proficiency level. SWDs are expected to complete the CCLS-aligned tasks that general education ELLs also complete. SWDs will be supported through various methods: flexible grouping (heterogeneous and homogeneous), assistance from paraprofessionals or general education peers, scaffolding using a variety of graphic organizers, as well as teaching specific skills (i.e. citing textual evidence, quoting, paraphrasing, and summarizing) in preparation for completing a research-based task, and differentiation for content (usually text complexity), process (or a variety of graphic organizers) and product as appropriate.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL (Chart 154-2.1(a)(1)(ii)(A) (MINIMUM))	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

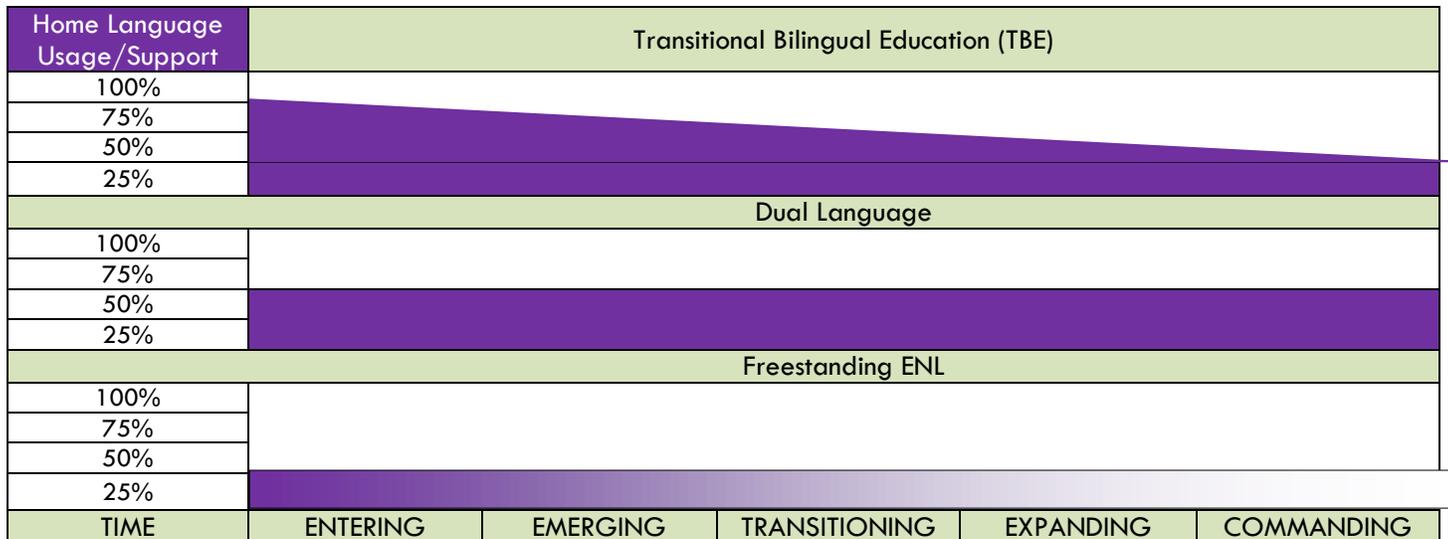


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We currently do not have ESL students.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
We currently do not have ESL students.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
There are no ELL programs that have discontinue in the school this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: All students would be given equal access to the different programs that are offered in the school. They would be able to participate in everything that is available to any student in their grade level. Students would be able to attend the after-school program where they will work on ELA, Math, Science, Social Studies and communication.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here:
Technology plays a big role in our school. The teacher has access to IPADS, computers and SMARTBOARD to support ELL students. The NYSESLAT and Beyond is another program that is used to build students in the different modalities.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
The Native Language of our students would be embraced in the ESL program. Different activities celebrating the students' native langugue would also be used in the ESL program. Dictionaries and thesauruses in the students' native language and English arwill provided to assist the students in the class where appropriate.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Various resources would be incorporated into the ELLs' school day. Aside from the support given by the ESL teacher a, the ELL population would be exposed to a number of resources such as Achieve 3000 or Rosetta Stone. These materials are specifically designed to enhance the ELLs' lexile range as the pre-assessment determines the course of readings that will be presented to the students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: There would be a parent workshop series offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.
19. What language electives are offered to ELLs?
Paste response to question here:
Spanish, French, Japanese are the only language electives that is offered in the school.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- Paste response to question here:

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1) Professional development is strongly encouraged for all ELL personnel as well as the entire staff.. The Assistant Principal attended a professional development session for the LAP document. In addition, as well as a professional development session on May I have attended meetings with the Superintendent that focused on ESL students..
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?

2)Professional Development is encouraged for all personnel in the school.
Professional Development will be planned into the school year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
P3) There are many programs offered to help the ELL student transition to the high school. These include student participation in orientation, orientation to Edison High School for the parents and students, as well as inviting families to learn more about the ESL Programs. In addition, students are strongly encouraged to participate in tutoring sessions that are held during the lunch periods and a strong Saturday School program.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here:
We currently do not have ESL students. However, The Assistant Principal and myself have attended several meetings with the Network and the Superintendent that had a focus on ELL students. Our guidance counselors also plan on attending professional development offered by the Queens Borough office.

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?

Contact with parents will be an ongoing process. Parents will be informed of their individual child's progress through the Progress Reports, which would be sent out in their native language, as well as report cards. In addition, the teachers would contact the parents or guardians on a need-be basis. Also, parents would have daily access to their child's latest grades through eSchoolData. In the upcoming school year, time will be set aside for parent contact, in which the parents will be welcomed to the school and encouraged to sit with the teachers to discuss his/her child's progress.

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.

Teachers will be encouraged to log their parental contact in eSchoolData. Also, through eSchoolData referrals can be made to the Guidance Office and/or the Dean's Office. In addition, through parents can monitor their child's progress throughout the school year.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
All parents would be encouraged to attend monthly PTA meetings at the high school. In addition, they would be contacted on a daily basis regarding attendance, cuts, discipline, etc. Additionally, they would be invited to attend special workshops to promote their child's education.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Through the Office of English Language Learners, communication regarding professional development workshops would be provided to the parents of ELLs. Parents will also be encouraged to participate in workshops offered throughout the city such as the upcoming workshop on parental involvement with Common Core, which will be held in the coming weeks. This was announced at the last general PTA meeting at the school. Progress Reports are sent to the students' parents. These reports are translated into the parents' native languages. In addition, during Parent-Teacher Interviews, translators are provided for the parents.

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

3) The needs of the parents would be evaluated by a number of measures: (1) Input received by the teacher, most notably the ESL teacher. (2) Guidance counselors are aware of the parents' needs. (3) Translators are available during the school day if needed. (4) Parents' needs and concerns would be discussed at the Parent Teacher Interviews held during the school year.

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

Paste response to question here:

In our school parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowledge about school events, activities and important information as well as strategies to assist their child with homework. Every effort is made to communicate in the parent's native language. Our goal is to encourage families to be actively involved in the learning community of our school. The principal, staff and outside agencies will provide multiple workshops throughout the year to engage parents in the education of their children. We currently do not serve ELL students, however, if we have parents of newly enrolled ELL students, they will be provided with two orientation sessions. These sessions include the necessary information regarding their choices for the Transitional Bilingual, ESL or Dual Language Programs. These orientation sessions are separated and apart from regularly scheduled parent meetings and are conducted by the staff and the principal. Some topics that are covered: State standards, assessments, school expectations and general program requirements. Parents would be invited to attend these workshops during the second week of September and/or June. A plethora of workshops would be provided for the parents in English, Chinese and Spanish. We would evaluate parental needs by having parents fill out surveys indicating the type of workshops and/or services they would like us to offer.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: Townsend Harris High School

School DBN: 25Q525

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)
Anthony Barbetta	Principal		1/1/15
Veronica York	Assistant Principal		1/1/15
Dafne Manhart	Parent Coordinator		1/1/15
N/A	ENL/Bilingual Teacher		1/1/15
Penny Stern	Parent		1/1/15
Paola Sierra	Teacher/Subject Area		1/1/15
Wen Yu Liu	Teacher/Subject Area		1/1/15
N/A	Coach		1/1/15
N/A	Coach		1/1/15
Justine Singer	School Counselor		1/1/15
Elaine Lindsey	Superintendent		1/1/15
Ying Ying Jenny An	Borough Field Support Center Staff Member _____		1/1/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q School Name: Townsend Harris
Superintendent: #INGEST ERROR!

Before you begin, please check the following:

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

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

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

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

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

We use the following to assess written and oral language preferences of our parents:

1. For parents of students newly admitted to NYC schools we use information from the Home Language Identification Survey, including what languages are spoken or written at home by parents.
2. For all students we use the RPAL report in ATS to identify the languages in which parents prefer to receive written and oral communication.
3. We are also able to obtain some information regarding parents' language from the Blue Emergency Contact cards.

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

ALBANIAN
AMOY (A.K.A.FUKIE
ARABIC
BAMBARA
BENGALI (BANGLA I
CANTONESE
CHINESE/ANY
DARI/FARSI/PERSIA
ENGLISH

FRENCH
 GREEK
 GUJARATI
 HEBREW
 HINDI
 ITALIAN
 KOREAN
 MANDARIN
 PASHTO (A.K.A. PU
 PHILIPINO (A.K.A.
 POLISH
 PUNJABI (A.K.A. P
 RUSSIAN
 SPANISH
 URDU

Part B: Creating a Communications Calendar

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

1. Principal's newsletter letter to parents. These letters include dates for upcoming PTA meetings, Parent-Teacher conferences, College Night, Transition Night, Regents Exam dates, etc.
2. Our parent coordinator sends out a weekly newsletter to all of our parents.
3. Monthly Calendars
4. We utilize our school's website to disseminate information to our parents.

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

September 1, 2015	Parent Orientation Night
November 19 and 20, 2015	Parent-Teacher Conferences
March 10 and 11, 2016	Parent-Teacher Conferences

Part C: Providing Language Assistance Services

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

Monthly letters are translated by in-house school staff or through the Department of Educations Translation and Interpretation Unit . We provide these staff members with documents to be translated ahead of the expected distribution date.

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

We contract with an outside vendor to hire interpreters for and American Sign Language for Parent-Teacher Conferences. We use in house staff as Spanish, Chinese, and Polish interpreters. We have not had a great need for interpreters of other languages.

For meetings that take place during the school day, we use in house staff members to intrepret.

Part D: Training Staff on Policies and Procedures

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

We notify staff members via email of available translation services.
The parent coordinator and main office staff have the Language Palm Card available to use.
We would hold a professional development session with a focus on translations and interpretation services.
WE will ensure that all teachers ans staff receive the "I speak..." card which includes the phone number for over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Welcome Poster is visible upon entry into the building as is the Language ID Guide.
The Parents' Bill of Rights is posted on our website and distributed to students to take home to parents.

Part F: Monitoring and Quality Control

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

We informally survey parents regarding their need for and use of interpreters and translation as we meet with them throughout the year.
We could schedule a focus group of parents inclusive of all cultures and languages represented in the school to gather feedback and best practices of what their children need to succeed.