

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q690

School Name:

HIGH SCHOOL FOR LAW ENFORCEMENT AND PUBLIC SAFETY

Principal:

LAURA VAN DEREN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: HIGH SCHOOL FOR LAW ENFORCEMENT AND PUBLIC SAFETY School Number (DBN): 28Q690
Grades Served: 9-12
School Address: 116-25 GUY R. BREWER BLVD.
Phone Number: 718-977-4800 Fax: 718-977-4802
School Contact Person: LAURA VAN DEREN Email Address: lvander@schools.nyc.gov
Principal: LAURA VAN DEREN
UFT Chapter Leader: VANCE GILLENWATER
Parents' Association President: MICHAEL CHANCE
SLT Chairperson: LAURA VAN DEREN
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): RACHEL DEMERVILLE
VINCENT GAO

District Information

District: 28 Superintendent: JUAN MENDEZ
Superintendent's Office Address: 30-48 LINDEN PLACE FLUSHING, NY 11354
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: 718-281-7577 Fax: 718-281-7696

Borough Field Support Center (BFSC)

BFSC: QUEENS SOUTH Director: MARLENE WILKES
Director's Office Address: 82-01 ROCKAWAY BLVD. OZONE PARK, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 718-642-5854 Fax: 718-642-5705

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)
LAURA VAN DEREN	*Principal or Designee	
VANCE GILLENWATER	*UFT Chapter Leader or Designee	
MICHAEL CHANCE	*PA/PTA President or Designated Co-President	
BARBARA FELTON	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
RACHEL DEMERVILLE	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
VINCENT GAO	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
DANIELLE COCCIA	CSA	
CAROLYN THOMAS	UFT	
ELIXE TABERTUS	PARENT	
KAREN COBHAM	PARENT	
BEVERLY MCLEOD	PARENT	
DONOVAN LESLIE	PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

MISSION : To provide students with a challenging standards driven academic program. In collaboration with the school community and various partners, students will be introduced to careers in law enforcement and public safety.

INSTRUCTIONAL FOCUS: Students will develop rigorous habits and higher order thinking skills by engaging in learning experiences that support college and career readiness

The High School for Law Enforcement and Public Safety is an academic comprehensive high school which prepares students for college and careers. We are extremely proud to highlight the theme of our school. We are the only school of its kind in the nation. The central focus of our school is "law enforcement **and** public safety" and this focus is infused throughout our instructional program. Law enforcement and public safety officials make classroom visits and attend speaker forums and career days.

Our number one partner is the New York City Police Department (NYPD). Our students are involved in a range of activities sponsored by the NYPD including trips to the Police Academy, NYPD museum, NYPD Crime Lab, Floyd Bennett Field, and Police Plaza. We are proud of our NYPD Explorers Post, consisting of approximately one hundred of our students, who have won numerous awards in national competitions. We are the only school that is granted the privilege of graduating our students from One Police Plaza. The Honorable Former Police Commissioner Raymond W. Kelly was always our annual keynote speaker at graduation. Last year, Commissioner William Bratton was our keynote speaker. It is with pride that we graduate students who will enter the law enforcement and public safety workforces.

In September 2012, we were one of forty high schools selected in the Department of Education for the Expanded Success Initiative Grant. This grant enabled us to work with our ninth, tenth, and eleventh grade black and Hispanic males toward credit accumulation and college and career readiness . Even though the grant terminated in June 2015, we are working to sustain many of the successful programs that have been in place for the past three years: Hip Hop 4Life, NOBLE (National Organization of Black Law Enforcement Officials), intermediaries, and college and career tours. We have eleven ELLS and over 120 students with IEPs. We hired an Assistant Principal last year who specializes in working with students with disabilities. She has worked to develop our transitional services and post-secondary career and vocational options for students.

Area of Celebration from the Quality Review:

- 3.4: Establish a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve these expectations

The school's current status: **Good Standing**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver.

STRENGTHS:

In the area of Student Achievement on the 2013-2014 School Quality Guide, we are at the Meeting Target Level. Student achievement includes the four and six year graduation rate.

In the area of Closing the Achievement Gap on the 2013-2014 School Quality Guide, we are at the Meeting Target Level. Closing the Achievement Gap measures the extent to which the school serves and succeeds with students in special populations.

CEP GOALS 2014-2015:

Attendance Rate: 2013-2014= 89.7% 2014-2015: 92.9%

CHALLENGES:

- Low 10th grade credit accumulation
- Low passing percentages on the Algebra Common Core Examination
- Increase in daily lateness rate
- Decreasing the number of Level IV and V infractions
- Implementing strategies and programs to increase parental involvement

KEY AREAS OF FOCUS:

- Credit Accumulation
- Regents/ Common Core Results
- Lateness
- Infractions
- Parental Involvement

THE FRAMEWORK FOR GREAT SCHOOLS:

- Our instructional focus is aligned to rigorous instruction. Through a grant we received from Tweed in the Spring of 2014, our ELA teachers were trained on the consultancy protocol which analyzed the rigor of tasks. During the 2014-2015 school year, the ELA teachers turn-keyed the information, learned to all horizontal (departmental) teacher teams. As a result, we saw an increase in rigor across the curriculum. This year, we plan on implementing vertical (grade) teams which will analyze the rigor in instruction and student success by analyzing student work across a target population (bottom third).
- Trust is also an area of celebration. Our administrators, staff, parents, and students have come together to support various programs, such as the Expanded Success Initiative. By maintaining an Open Door policy, parents /guardians can come in without appointments to speak to us about how their children are succeeding. Recognition assemblies for students and celebrating staff have also brought the school community together.
- This year, we are focusing on improving collaboration among teachers. Our newly elected UFT chair has been working hand -in -hand with administration on developing and revitalizing committees, such as the professional development and academic policy committees. More staff are attending professional development opportunities provided by the support center and are being asked to turnkey this information at our Monday professional development sessions.

28Q690 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	608	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	16	# SETSS	4	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
				N/A
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	61.1%	% Attendance Rate	88.9%	
% Free Lunch	62.5%	% Reduced Lunch	7.6%	
% Limited English Proficient	2.3%	% Students with Disabilities	19.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.8%	% Black or African American	66.4%	
% Hispanic or Latino	18.4%	% Asian or Native Hawaiian/Pacific Islander	11.3%	
% White	1.2%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.87	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.24	
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	71.4%	Mathematics Performance at levels 3 & 4	39.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	57.4%	% of 2nd year students who earned 10+ credits	70.4%	
% of 3rd year students who earned 10+ credits	74.3%	4 Year Graduation Rate	74.4%	
6 Year Graduation Rate	85.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
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	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.

The school’s 2014 – 2015 Quality Review provided the following feedback and recommendations with respect to rigorous instruction:

- o The school is in the process of aligning curricula to Common Core Learning Standards across all content areas in order to provide all students with access to cognitively engaging, rigorous academic tasks. However, the school needs to work on its consistency in providing rigorous instruction across all classrooms.
- o In respect to curriculum, the school needs to work specifically on the following:
 - Developing formative and summative assessments that reflect consistent levels of cognitive engagement
 - Using consistent rubrics and criteria on performance tasks and aligning them to Common Core Learning Standards
 - Differentiating or scaffolding instruction to engage a diverse group of learners
- o The schools uses a range of pedagogical approaches that are informed by the Danielson Framework for Teaching that results in high levels of participation for student work products and student discussions.
- o The school uses common assessment to measure student progress. However, the monitoring of student progress through tracking is inconsistent. The school needs to work on improving methods for assessing students so that data can be used to make curricular or pedagogical adjustments to provide rigorous instruction. Specifically, the school needs to work on the following:
 - Using consistent checks for understanding
 - Providing high quality feedback to students

The school’s Regents and scholarship data identified the following trends:

- o The Living Environment Regents pass rate for June 2015 was 52% :
- o The Living Environment course pass rate for academic year 2014 -2015 was 70%.

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.

During the 2015-2016 school year, teacher teams will continue to work together to support the instructional focus: to increase rigor by engaging students in common core aligned learning experiences that require higher order thinking and support college and career readiness so that there is a 5% increase on the Living Environment Regents Examination

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 design curricula aligned to the Common Core shifts, specifically around evidence based arguments. Interdisciplinary writing assignments will require students to use evidence to support arguments in all subject areas, including physical education.</p>	<p>All students / teachers</p>	<p>September – June</p>	<p>All teachers and administration</p>
<p>Teachers will attend off site professional development sessions on ADVANCE and the CCLS provided by the DOE and other academic sources. The administration will provide regular in-house professional development that focuses on rigorous instruction, tracking data, adjusting instruction, and shifting classroom practice to enhance student outcomes.</p>	<p>All teachers</p>	<p>As provided by the DOE / Monday and Tuesday afternoons</p>	<p>Administration</p>
<p>The administration will provide continuous professional development on enhancing student cognitive engagement, student to student discussion, using regular formative assessment, and higher order questioning techniques.</p>	<p>All teachers</p>	<p>Mondays/ Tuesdays PD</p>	<p>Administration / teachers</p>
<p>Teachers will meet weekly during Other Professional work time to collaborate in their teacher teams. Using research based, effective protocols, teacher teams will analyze tasks and student work using rigor as the frame. Teachers will engage in the inquiry cycle of analyzing data, using data to adjust instruction, and assessing students to provide students with cognitively rigorous instruction.</p>	<p>All teachers</p>	<p>Tuesdays</p>	<p>Administration</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>Recruitment of sufficient Saturday school staff (approximately 15 teachers/ per session)/ coverages for staff to attend PD/ prescribed PD schedule on Monday and Tuesday afternoons</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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Part 5 – Progress Monitoring

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

- o Teacher teams will regularly meet to analyze student work, tasks, and lessons. Teacher teams will use data to make adjustments to instructional practices.
- o Supervisors will assist and support teacher through the observation cycle, providing feedback on lesson plans and instructional practices.
- o Teacher teams and administrator will review the Drop Everything and Write Essays for each term for evidence of improved literacy and research skills.
- o During classroom observations, administrators will look for evidence of increased rigor, HOT questions, differentiation, and multiple entry points.

The mid-year scholarship report will be used to project the anticipated pass rate for the Living Environment Regents; this will be the mid-point benchmark that the school will use to indicate progress toward meeting a 5% increase in students passing the Living Environment Regents.

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

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

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

Part 1 – Needs Assessment

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

During the 2014-2015 school year, data from OORS showed an increase in students committing level 4 and 5 infractions (55 total combined level 4 and 5). Collected student written statements indicate that social media and the lack of mediation skills are contributing factors to the infraction violations increase.

Part 2 – Annual Goal

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

During the 2015-2016 school year, we will continue to implement mentoring programs with socio-economic and youth counseling (i.e. Hip Hop 4 Life, ELITE, intermediaries) as well as formulate peer mediation groups comprised of responsible, mature upper classmates. This will result in a projected 5% reduction in level 4 and 5 infractions.

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>Students will be regularly exposed to information which will address anti-bullying, cyber bullying, productive citizenship, internet responsibility, mediation strategies/conflict resolution, and crime prevention. Students will be taught the importance of</p>	<p>All students</p>	<p>October through May</p>	<p>Safety Administrator</p>

how anything written on social media can have repercussions.			
The school community will continue to utilize its partnership with the NYPD to provide instruction on the discipline code, expectations, and citizenship, as well as conduct uniform inspection drills. The NYPD will instill preventative measures in students to increase their comprehension that inappropriate actions will have consequences. This applies to both inside and outside of school. Students' perceptions of the NYPD will improve based on our partnership.	All students	As Needed	NYPD/Administration
The Greater Ridgewood Youth Council will continue to work with ninth grade students on youth development and college and career readiness skills.	9 th grade students	Summer 2015-June 2016	AP Postiglione
The Expanded Success Initiative (ESI) has allowed us to align our black and Hispanic males with one of three mentoring programs: intermediaries, NOBLE, or Hip Hop 4 Life.	Black and Hispanic 9 th , 10 th , 11 th grade boys including ELLs and SWD	Monthly grade and/or parent/guardian meetings	Principal Van Deren

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.										
<ul style="list-style-type: none"> - Assemblies- schedule adjustment - Per session for grade advisors and for staff attending round table conferences for at risk students (grade advisors 70 hours each, guidance counselors 60 hours each). - Hiring an F status assistant principal to track our black and Hispanic males. - NOBLE and NYPD provide services pro bono. 										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 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.
<ul style="list-style-type: none"> - Discussions with mentor supervisors concerning student progress. - Review of teacher referrals and/or removals. <p>Benchmark- OORS suspension data from September-January will be reviewed to show a 2% decrease in the number of infractions in comparison to January 2015.</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.

The school’s 2014-15 Quality Review indicators are committed to improving instructional practices this is indicated from the following feedback:

- The school has been working to align curriculum to common core learning standards.
- Teachers use effective pedagogical approaches that are informed by the Danielson Framework for Teaching to support students in producing cognitively rigorous work products and engage in high level of discussions.
- While still inconsistent in all classrooms, the school has worked to use uniform rubrics to assess common core aligned tasks.
- The majority of teachers are engaged in structured professional development connected to school-wide goals. Teams analyzed student work, but it results in inconsistent adjustments to curricula and teacher practice.
- The work of the teacher teams has resulted in some improvement in pedagogical strategies, curricula modifications, and student progress in some content areas.
- Teacher teams are organized by content and grade level, teacher leaders rotate weekly to lead sessions. However, the teacher teams are inconsistent with analyzing student assessment data and using benchmark results to effectively change instructions.

The school’s data, for the 2014-15 academic school year, indicates a 42% pass rate for Integrated Algebra Regents / Algebra 1.

STARS scholarship reports showed 49% of students passing Regents Integrated Algebra classes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

During the 2015-16 school year, ongoing professional development will be provided to the math department to improve instructional practices which will lead to a 10% increase in the students’ passing percentage on the Common Core Algebra 1.

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 teacher-parent collaborations to improve student achievement. 	<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>Teachers will attend off site professional development sessions on the Algebra CCLS. In effect, students will be exposed to common core aligned tasks on a regular basis.</p>	<p>All teachers</p>	<p>Sept -June</p>	<p>Administration</p>
<p>The administrators will provide regular in house professional development which will focus on revising curriculum maps, lesson adjustments, shifting of classroom practice to enhance student outcomes, and Regents preparation.</p>	<p>Administration</p>	<p>Sept - June</p>	<p>Administration</p>
<p>Teachers will be provided with calculator training which will help the students utilize them more effectively.</p>	<p>All math teacher</p>	<p>Sept - June</p>	<p>Administration</p>
<p>Teachers will meet weekly during Other Professional work time to collaborate in their teacher teams. Teams will analyze rigor in instruction and the resulting student work. They will adjust curriculum, lessons, units, and classroom practice accordingly</p>	<p>All teachers</p>	<p>Sept - June</p>	<p>Administration</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>Topical Review Books in Algebra (\$4.00 per book, \$640 total)/software(Eduware)/Mock Regents Exams/MOSL predictive in Algebra (20 hours total)//F-Status math teacher or AP (cost pending)/ Saturday school per-session (15 teachers / one supervisor)</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	X	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

<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>
<ul style="list-style-type: none"> • In January 2016, students will take Mock Regents exams. These results will be analyzed and used to further shift instruction and classroom practice. • By February 2016, the teachers will have been provided with over 1000 minutes of professional development and/or time to meet collaboratively with their departments.

- In May 2016, students will take additional Mock Regents exams. These results will also be analyzed for evidence of instructional shifts and changes in classroom practice.
- Curriculum maps and unit plans will be reviewed for CCLS alignment and evidence of instructional shifts. Administration will provide feedback on curriculum maps/unit plans.

Throughout the year, teachers will be observed and will be provided with feedback about lesson plan adjustment and shifts in classroom practice.

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

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

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

Part 1 – Needs Assessment

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

- o The school’s 2015 – 2016 Quality Review highlighted the way in which school leaders consistently convey high expectations to staff via the Danielson Framework for Teaching in trainings and teacher feedback on observations, which then helps to nurture the professional growth of teachers and staff.
- o Review of the 2014 – 2015 School Snapshot and School Quality Guide indicates that 65% of year two students obtained ten or more credits. This indicates that year one students need additional supports to transition and acclimate to the rigorous expectations of high school.
- o Review of ESI data shows the need to close the achievement gap for tenth grade black and Hispanic males earning ten plus credits.

The school data revealed that many students consistently struggled to accumulate credits in Algebra and English.

Part 2 – Annual Goal

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

During the 2015 – 2016 school year, the school leader will organize resources for academic intervention services and credit recovery (i.e. tutoring, Saturday school, iLearn, grade advisors) to improve tenth grade credit accumulation by 10%.

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) 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>Teachers will work collaboratively to plan, assess, and adjust instruction to increase students' academic achievement.</p>	<p>All 10th Graders</p>	<p>September - June</p>	<p>Administration</p>
<p>10th Grade teachers will work in teacher teams to identify 10th grade students at risk, using scholarship data, attendance data, and observations, and develop individualized intervention plans.</p>	<p>At risk 10th graders</p>	<p>September - June</p>	<p>Administration/teachers</p>
<p>Students who fail multiple classes will be placed on academic probation. They will be closely supervised and monitored with respect to academic progress. The school will provide additional academic supports during after school and Saturday school. Students on academic probation will be assigned a mentor who will support them in acquiring credits. Mentors will work on building trusting relationships with their students and students will have an adult in the building that they can turn to for help.</p>	<p>All 10th graders including ELLs, students with disabilities, and overage and under credited students.</p>	<p>September - June</p>	<p>Administration</p>
<p>The school will organize roundtable conferences to discuss specific student's progress. Parents/ guardians, teachers, guidance counselors, and the student will be invited to engage in the conversation to discuss strategies for academic and behavioral improvement.</p>	<p>All 10th Graders</p>	<p>September – June</p>	<p>AP Post/ Guidance Counselors</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>										
<ul style="list-style-type: none"> o Per session for 9th, 10th, and 11th grade advisors (two teachers/ 140 hours/ from November – June) o Funding for iLearn site licenses for on-line credit recovery program (\$40 per license/ 100 licenses) o Per- session for Saturday School, Extended Day Tutoring and iLearn (15 teachers and 1 administrator) 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>		<p>Title III, Immigrant</p>

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

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

In January 2016, 10th grade students will take Mock Regents Exams. These results will be used to indicate their progress in navigating the school’s rigorous course curriculum. Teachers will analyze and use student data to shift instructional practices to help 10th grade students to obtain 10+ credits. By February 2016, teachers will have had over 1,000 minutes of professional development and/ or time to meet and collaborate with their departments. During this time, teachers will review 10th grade student scholarship reports and identify projected credit accumulation percentages. Teachers will use this data to identify at risk students and develop academic intervention plans.

The school will use multiple forms of assessments, such as uniform midterms and finals, and in class formative and summative assessments, to identify progress for 10th grade students accumulating 10+ credits. Scholarship Reports for the end of the second marking period will show that over 50% of the 10th graders will be on track to obtain 10 credits by June.

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

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

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

Part 1 – Needs Assessment

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

School Snapshot Attendance Data:

- 2012 - 91%
- 2013 - 89%
- 2014 - 89%
- 2015 – 92%

The school’s communication with and notification to parents/guardians has increased the attendance rate. The priority needs are now focused on lateness percentages and increasing punctuality.

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.

During the 2015-2016 school year, the school’s attendance team will share data with students and parents, promote dialogue, and provide resources to continue to support student learning so that there will be a 5% decrease in student lateness to school.

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>Parents/Guardians will receive monthly letters indicating not only their child’s absences, but their child’s latenesses.</p>	<p>All students/families</p>	<p>Monthly</p>	<p>Administration/ attendance team</p>
<p>Circular 6 assignments will be distributed to teachers to make absence and lateness calls</p>	<p>Absent and late students</p>	<p>Daily</p>	<p>Teachers</p>
<p>ENGRADE will be utilized by teachers to have an improved grading and attendance system. This web based system allows parents to log on and monitor the students’ grades and attendance in real time</p>	<p>All students</p>	<p>Daily</p>	<p>Attendance team/Attendance teacher/Guidance counselors</p>
<p>The school will conduct weekly attendance meetings to address lateness, absence, truancy, and planning interviews.</p>	<p>All students</p>	<p>Every Monday</p>	<p>Attendance team</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>											
<ul style="list-style-type: none"> - Increased number of home visits - Phone messenger contract (\$_850) - SKEDULA support Recognition assemblies (_3/year, \$ 400 each). 											
<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	X	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

<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>
<ul style="list-style-type: none"> - Review of attendance data from ATS reports (i.e. RSNS, RCUA, RYMA) - Assessment of planning interview completion and approvals.
<p>Benchmark- In February, the attendance rate will have increase by 5% and lateness decreased by 3%.</p>

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Ninth grade students who earned a one or two on the eighth grade ELA Common Core State Exam have been scheduled for literacy lab.</p> <p>Also, for students who need to take/retake the ELA Regents exam/</p> <p>Students who are failing English based on scholarship report data/ students who need help with completing their Argumentative essays or need to develop their research and/or writing skills .</p> <p>Also, students who need additional preparation for the AP English Composition Examination.</p> <p>Students who need to take/ retake the ELA Regents exam/</p> <p>Students who are failing English based on scholarship report data/Students who need help with completing their Argumentative essays or need to develop their research and/or writing skills</p>	<p>Mandated AIS</p> <p>Literacy Lab</p> <p>General tutoring on argumentative writing, grammar, and research</p> <p>Saturday School</p> <p>Mock ELA Regents Exam</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays)</p> <p>During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays)</p> <p>Offered in December, January, May, and June (9am – 1pm)</p>

<p>Mathematics</p>	<p>Ninth grade students who earned a one or two on the eighth grade Algebra Common Core State Exam have been scheduled for numeracy lab. Also, for students who need to take/ retake the Algebra Regents exam/ Students who are failing Math based on scholarship report data . Students who need to take/ retake the Algebra Regents exam/ Students who are failing Math based on scholarship report data</p>	<p>Mandated AIS Numeracy Lab General tutoring on solving equations Saturday School Mock Algebra Regents Exam</p>	<p>Small group Small group Small group</p>	<p>During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays) During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays) Offered in December, January, May, and June (9am – 1pm)</p>
<p>Science</p>	<p>Students who need to take/ retake the Living Environment, Earth Science, and/or Chemistry Regents exams/ Students who are failing science based on scholarship report data. Students who need to take/ retake the Living Environment, Earth Science, and/or Chemistry Regents exams/ Students who are failing science based on scholarship report data/ students who are missing labs. Students who are not meeting the science lab requirement to qualify to take the Science Regents examinations.</p>	<p>Mandated Tutoring Saturday School Mock Science Regents Exams Laboratory Makeups Laboratory makeups and assistance with writing laboratory reports</p>	<p>Small group Small group Small group and one-to-one in the science laboratories</p>	<p>During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays) Offered in December, January, May, and June (9am – 1pm) Afterschool Mondays- Fridays from 2:20 – 3:30 pm (lab specialist) Lunch periods (Periods 4,5,6)</p>
<p>Social Studies</p>	<p>Students who need to take/ retake the Global and/or United States History Regents exams/</p>	<p>Mandated Tutoring Saturday School Mock Regents Exams</p>	<p>Small group Small group</p>	<p>During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays)</p>

	<p>Students who are failing social studies based on scholarship report data/ Students who need additional preparation for the AP US History examination</p> <p>Students who need to take/ retake the Global and/or United States History Regents exams/</p> <p>Students who are failing social studies based on scholarship report data</p>			<p>Offered in December, January, May, and June (9am – 1pm)</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Program services and recommendations in SESIS, as per student's individual IEPs</p> <p>Review of scholarship report/ ARIS/ Item Analysis Data/ teacher referrals</p> <p>Parent request/ review of scholarship and ARIS data</p> <p>For all 9th, 10th, and 11th grade black and Hispanic males / review of scholarship reports, ATS, and ARIS data</p> <p>Review of ninth grade girls scholarship and ARIS data</p>	<p>Mandated related service counseling as mandated by the student's IEP is divided between our two guidance counselors</p> <p>Round table conferences to address academic and behavioral concerns / conduct sheets assigned to students and progress reports given to staff for completion</p> <p>Initial evaluations</p> <p>Mentoring services provided to our black and Hispanic ninth, tenth and eleventh grade males through our intermediary program, NOBLE, and Hip Hop 4 Life.</p> <p>ELITE – mentoring for 9th grade girls</p>	<p>1:1 / small group</p> <p>Parent/ guardian/ teachers/ guidance counselor/ student</p> <p>Social worker / SBST</p> <p>1:1 / small group/ whole group/ F-status AP</p> <p>Whole group</p>	<p>As per IEP mandate (frequency)</p> <p>During extended day/ upon parent/guardian request or school request</p> <p>Upon request / during school day</p> <p>Daily</p> <p>Tuesdays and Thursdays</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrators attend hiring fairs seeking new teachers, including teaching fellows and experienced teachers (including ATRs). We provide New York state required mentoring. New and untenured teachers are provided with professional development. Administrators review resumes/cover letters submitted on the DOE online Open Market/ New Teacher Finder system to find highly qualified teachers. Administrators provide information to teachers regarding programs that are affiliated with local colleges and universities so teachers can earn the required number of credits for their permanent certification or to make themselves 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).
All staff will participate in ongoing professional development opportunities and programs within and outside the school building to support their continued professional growth. Many of these professional development activities are facilitated by our Support Center. Our 9 th grade math teachers are receiving training on the implementation of the Math CC State exam through John Jay College. Principals attend The utilization of assessments both inside and outside the classroom is discussed during teacher team meetings and Professional Work/Learning conferences. Our testing coordinator / data specialist distributes and discusses data, including scholarship reports, so instructional shifts can be made. meetings facilitated by the Borough Center.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

n/a

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.

The utilization of assessments both inside and outside the classroom is discussed during teacher team meetings and Professional Work/Learning conferences. Our testing coordinator / data specialist distributes and discusses data, including scholarship reports, so instructional shifts can be made.

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	242,397.00	x	Sections 5/6/7
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,525,970.00	x	Sections 5/6

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)

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. **High School for Law Enforcement and Public Safety**, 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. **High School for Law Enforcement and Public Safety** 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;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- 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)

High School for Law Enforcement and Public Safety, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will 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 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 28	Borough Queens	School Number 690
School Name HIGH SCHOOL FOR LAW ENFORCEMENT AND PUBL		

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 LAURA VAN DEREN	Assistant Principal DANIELLE COCCIA
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher	School Counselor IVETTE ECHEVERRIA
Teacher/Subject Area JENNIFER BRICOURT/ELA	Parent MICHAEL CHANCE
Teacher/Subject Area VANCE GILLENWATER/SOCIAL S	Parent Coordinator N/A
Related-Service Provider DWAYNE PARKER	Borough Field Support Center Staff Member n/a
Superintendent JUAN MENDEZ	Other (Name and Title) type here

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	1	Number of certified bilingual teachers <u>not</u> 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 <u>not</u> 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)	597	Total number of ELLs	17	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 checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	6
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	8

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	5	2		4		2	8		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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										10	1	0	1	0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic														0
Haitian												1	1	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	0			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)										2		0		0
Emerging (Low Intermediate)										3		1		0
Transitioning (High Intermediate)										1			1	0
Expanding (Advanced)										7	1		1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2		1	
Integrated Algebra/CC Algebra	4		1	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	1		0	
Living Environment	5		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3		1	
Geography	1		1	
US History and Government	1		0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Most of our ELLs have been receiving services for at least two years. Even though our students have been progressing successfully, it is time for many of them to be able to pass the NYSESLAT and their English Regents/Common Core examinations. We have nine expanding ENL students. Our ELLs take the same formative assessments provided by the Department of Education (i.e. Acuity, ELA performance assessments) as non-ELLs.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The following strategies have been implemented for those students who have been unsuccessful on the listening/ speaking components of the NYSESLAT:

- * Review of test-taking strategies during tutoring
- Work with students on a more individual basis to build confidence on one on one and public speaking

The following strategies have been implemented for those students who have been unsuccessful on the reading/writing components of the NYSESLAT:

- The ENL teacher will continue to use common core aligned materials with scaffolding
- The reading of more novels, non-fiction, document based texts, and short stories will be incorporated
- Students will be encouraged to attend tutoring and our Saturday program
- Additional writing strategies such as utilizing diagrams and graphic organizers will be implemented
- Consistent review of basic writing components, essay review, and sentence framing

During the 2014-2015 school year, we did not have any students who took the NYSITELL. So far this school year, we only administered the NYSITELL once and that student tested commanding.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Use of the AMAO tool in process.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a) Many of our ELLs are also students with disabilities. They are struggling learners. Two ELLs have taken the English Regents and only one was successful. Our ENL students are working hard to become commanding students.
 - b) We do not issue ELL Periodic Assessments - these are optional.
 - c) We do not issue ELL Periodic Assessments - these are optional.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
We believe that we have a small, growing, but successful program. Our ENL teacher is doing a great job providing the students with the skills they need to progress. Instruction is differentiated for our ENL students across the curriculum. The ENL teacher groups the students according to their native language. The most proficient student in each group, when necessary, may lead a discussion in the native language so the least proficient student can comprehend and conform to the task. They also receive additional time on task and have the option of utilizing glossaries and dictionaries. NYSESLAT results showed that the ENL students struggle the most with writing. Therefore, this year, we are applying strategies focused on improving their writing skills. The administration reviews the CCLS aligned curricula to ensure that second language development is considered in instructional decisions. Teachers and support staff are provided with a list of current and former ENLs so that teachers can meet to discuss and plan targeted strategies to ensure each student's success.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
In ELA and Math, we did not have enough ELLs to make an AYP determination for the NY State Accountability Report 2012-2013. We analyze NYSESLAT and biographical data reports. We also review scholarship reports from STARS. In the future, we plan to meet AYP by establishing reading and writing tasks and benchmarks so that students can be exposed to the Common Core ELA exam.

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.
When students come for over the counter registration, the parent/ guardian is issued a copy of the home language identification survey for completion by the AP Guidance. The parent/guardian and the child are also interviewed. If the student is identified as a possible English Language Learner, our ENL teacher is summoned to assist. The ENL teacher also interviews the family and administers the NYSITELL to the student. If the NYSITELL score indicates that the student is a candidate for ENL services, the parent/guardian reconvenes with the ENL teacher, watches the ELL video, and is issued a parent survey and a program selection form. This process must be completed within ten school days. If an interpreter is needed, our guidance counselor, spanish teachers, and inclusion teacher speak Spanish, our ENL teacher speaks Polish, our physical education teacher Ms. Tompa speaks Greek, our math teacher Mr. Timbol speaks Tagalog, and Principal Van Deren speaks French. The DOE translation /interpretation unit will be contacted, if necessary, for

any other languages. The parent is informed that the NYSESLAT is given annually in the spring; the results will determine whether or not the student has tested out of ENL services. Since we are a small learning community, orientations are held on an individual basis.

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).

Review of any educational documents / parent-student interviews / student work/ If the ENL admission team deems that the student has a gap of two or more years in their formal education, the SIFE Oral interview Questionnaire is administered.

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).

Review of student information in SESIS/ report card data / scholarship reports/ For Students with IEPs, the Assistant Principal- Special Education, as part of the LPT, oversees the admission of ELLs. The members of the LPT are the principal, AP - Pupil Personnel Services, AP- Special Ed, the ENL teacher , a guidance counselor, the parent, and the student. Interpretation is available upon request. The team's recommendation for services must be accepted or rejected within twenty days. Immediately after a decision is made, the student is programmed appropriately.

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.

A letter will be provided via mail and a copy will be given to the student to take home in English and the appropriate language.

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).

After the LPT's decision, the ENL teacher mails the Entitlement Letter and provides a copy of it to the student to take home in English and the appropriate language. The ENL teacher maintains a copy of the letter and all pertinent files in the ENL file cabinet in Room 503.

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.

After the student takes the NYSITEL and the results have been tabulated, the parent/guardian is resummoned by the ENL teacher Ms. Lovasz. The three program choices are explained by Ms. Lovasz, the parent watches the video, questions are solicited, and the parent/guardian is given a parent survey and a program selection form to complete. The bilingual program is the default placement when a parent does not return the survey. At this point, we do not offer a bilingual program because we do not have enough students speaking the same language in the same grade to create a stand alone program. If the program selected by the parent is not available at our school, the parent /guardian will be called and a letter in the preferred language will be sent if and when the program becomes available. This is done within the week the child enters the building so the child can be properly programmed. The student is administered the NYSITEL. The student will be placed within 10 days of enrollment, based on the student's results and the parent's choice of program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Based on the previous year's NYSESLAT results (and the review of RNMR, RLAT, REXH), our ENL teacher Ms. Lovasz, under advisement by administration, completes the continued entitlement letters. A copy of the letter is mailed home to the parents and a hard copy is given to the students by Ms. Lovasz to take home. A copy is also placed in the student's cumulative records. We have been successful in retrieving our Parent Survey / Program Selection forms. These forms are collecting during the admission process and copies are stored in their permanent record (Room 102). We work hard to ensure that our families come in and complete them on-site. Entitlement letter records are kept in the ENL file cabinet in Room 503. If the program selected by the parent is not available at our school, the parent/guardian will be called and a letter in the preferred language will be sent if and when the program becomes available.

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

The Parent Survey and Program Selection forms are administered and collected during the admission process. Ms. Lovasz, ENL teacher, works with the family to ensure its return.

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

Parent notification letters in the preferred language are mailed and a copy is given to the student to take home. The ENL teacher is responsible for distributing and collecting this form.

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

The documentation is kept both in the student's permanent record and in the ELL coordinator's files. The pupil accounting secretary maintains ENL documentation in the students' permanent records. The ENL teacher maintains the ENL files. Administration, the testing coordinator, the guidance counselors, and the ENL teacher have access to these files.

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

Planning for the NYSESLAT administration begins in late winter/early spring. Our testing coordinator Mr. Ruddy and ENL teacher Ms. Lovasz meet regularly to ensure that all students are familiar with the NYSESLAT examination format and testing schedule. The testing schedule is reviewed by the Assistant Principal - Organization Ms. Coccia. The ATS eligibility report (RLER) is printed and reviewed so that all eligible students are accounted for. The listening and speaking sections are administered in April. For the speaking component, the students are taken out of the class individually to a separate location. The ENL teacher administers the test. Another teacher grades this component. During the listening component, the students listen to an audiotape and respond to questions. The reading and writing components are administered in May. Make-up sessions are also scheduled for those students who miss the initial administration. Subsequently, the writing and reading sections are issued and make-up sessions are also scheduled. Parents are notified via letter informing them of when their child is scheduled to sit for all four modalities tested on the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Parent notification letters in the parent's preferred language are mailed and a copy is given to the student to take home. This is overseen by the ENL teacher.
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).

Based on a data analysis of the Parent Survey and Program selection forms for the past few years, the trend has been that all parents have selected an ENL program. The parent requests have been aligned to our ENL program. In grades 9-12, if 20 or more students who speak the same language in the same grade existed then we would have been required to open a bilingual program.

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.

There are five students in our freestanding ENL program. These students are entitled to stand alone and integrated instruction by the ENL teacher Ms. Lovasz. The other twelve students ranging from transitioning to commanding have integrated instruction in core classes provided by the ENL teacher contingent upon their mandates. Students are grouped according to proficiency and grade levels.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering students receive 540 minutes per week of ENL instruction both integrated and stand alone. Emerging students receive 360 minutes per week of ENL instruction both integrated and stand alone. Transitioning students receive 180 minutes per week of integrated instruction. Expanding students receive 180 minutes per week of only integrated instruction. Commanding students receive 90 minutes per week of integrated instruction. Both the integrated and stand alone instruction is provided by the ENL teacher.
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.

All classroom instruction is delivered in English. Basic English is the only common language among our ENLs. In the ENL classes, the development of listening, speaking, reading, and writing skills is emphasized. The ENL teacher also works on test taking strategies with the students to improve their results on the NYSESLAT, Regents, or Common Core examinations. Research suggests that native language development accelerates literacy gains in both the native language and English. As such, the ENL teacher provides native language support in all content area classes. Students have access to bilingual glossaries, translation programs, translated texts (where available), and bilingual libraries. In content classes, ENL students are grouped with mainstream students who speak the same language for native language support. Also, the ENL teacher supports the ENL students during integrated instruction. The ENL teacher modifies the task to conform to the student's proficiency levels. The ENL teacher also scaffolds for vocabulary acquisition. The ENL teacher works collaboratively across content areas to share ENL strategies to ensure that all ENLs will have full access to rigorous common core aligned curricula.

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

The ELLs are evaluated by the ENL teacher and our Spanish speaking guidance counselor (Spanish LAB, alternative language editions of the Regents.).

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

Students are provided with formative and summative assessments. During the ENL classes, the ENL teacher provides students with various assessment tasks which incorporate reading, writing, listening, and speaking. Students are assessed on their discussion skills during classtime. Writing and reading assignments are aligned to the Common Core Learning Standards. For example, when students give a speech, the ENL teacher assesses the student's writing and speaking ability. Differentiated instruction is provided based on the ENL subgroup.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a) Currently, we have two SIFE students. Our approach to supporting SIFE students is to provide additional support. Teachers across all content areas use research based instructional strategies, technology, oral translations, and audio/translated texts. In addition, students are invited to attend one-on-one tutoring during their free periods during the school day to further strengthen their academic areas of need. We also increase our social and emotional support for these ELLs through our guidance department. The ENL and content area teachers also increase their communication with the parent of the identified students.

b) Students who have been in the US schools for less than three years receive support in the native language through the translation of thematic units of study in the content areas, classroom buddies, classroom libraries, and bilingual glossaries. Students are taught language functions as well as basic and Tier II vocabulary. They are provided print rich materials to support their content knowledge and oral language development. All students are offered tutorial services during and after the school day.

c) For ELLs receiving service for 4 to 6 years, the focus is an explicit Tier II and Tier III vocabulary instruction, idiomatic expressions, intensive academic literacy skills building, and developing reading and writing stamina. Teachers across content areas incorporate building foundational skills for reading and analyzing informational texts, as well as writing opinions and arguments in their instruction.

d) Instruction for Long Term ELLs includes: expanding on figurative language study, building academic language skills, focusing on reading and analyzing non fictional texts and writing opinions/arguments in response, strengthening notetaking skills, and working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs as well as increased outreach to their parents.

e) Former ELLs are entitled to testing accommodations for years one and two after testing commanding. The ENL teacher also provides 90 minutes per week of integrated instruction in a core class for each student. Accommodations include extended time, use of bilingual glossaries, small group settings, and additional readings of the listening component of state tests.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The student's former placement as an ENL is identified by his/her permanent record and ENL file. ATS reports are also reviewed.

After the student has been appropriately placed, the student receives academic intervention and support services as needed. Parent notification is immediately made. If the parent chooses to appeal the decision, the appeal would be denied

Chart because there are no other programs available. The ENL teacher has attended trainings and professional development sessions provided by both the Network and the Office of English Language Learners.

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?

The ELL teacher meets with the ELA Special Education teacher and the AP- SWD to modify lesson plans and make curriculum adjustments. The AP -SWD monitors that all mandated services both for ENL and SWD are met. Grade and age appropriate materials are provided to students. Students' IEP goals in math and ELA are discussed. The ENL teacher differentiates instruction by providing the SWEDs with graphic organizers and glossaries . The ENL teacher utilizes technology daily and a computer is available in her classroom for the students to access information, translate information, and type their reports/ essays. Visual aids and a word wall are posted in the classroom. Native language glossaries are in the classroom library. Our school library also has a native language book collection.

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?

The ENL teacher utilizes common core materials/reading selections and a newspaper for English Language Learners to accelerate English language development. The ENL students are placed in the least restrictive environment. For integrated instruction, the ENL teacher pushes into the General Education classroom to serve the ENL students in core classes. The LPT made the determination (where flexibility is allowed) to have our emerging and transitioning students have more integrated instruction in lieu of stand alone instruction. ENL students are placed in ICT classes as per their IEP mandate in SESIS.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
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.

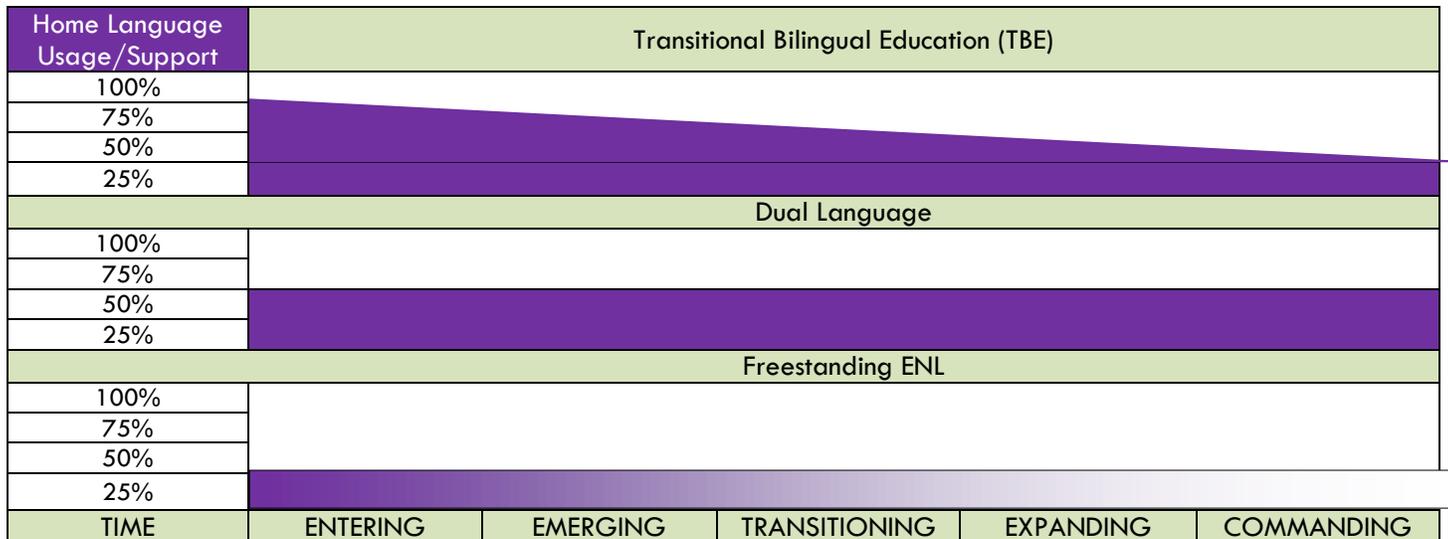


*Note: “other approved services” does not apply to New York City at this time.

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. After school tutoring in English is available in all core subject areas for those ELLs in need of additional support. We also hold a Saturday program in December /January and in May/June to assist students with preparation for Regents / Common Core/ NYSESLAT examinations. Tutoring is also available in all subject areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is effective based on our NYSESLAT scores and our students proficiency on Regents/ Common Core examinations. During professional development on Mondays, the teachers are informed that they are all teachers of ENLs. The ENL teacher's programs is shared with the staff. During teacher team meetings, the ENL and ELA teachers share language acquisition successes and discuss student performance.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we would like to work on strategies to improve parental involvement. We want to offer a workshop regarding the ELL curriculum and graduation requirements. Also, for those students who remained at the expanding level after the NYSESLAT results, we are initiating a lunchtime tutoring component to assist these students with their reading and writing.
13. What programs/services for ELLs will be discontinued and why?
No programs/ services for ENLs will be discontinued at this time. Some of these programs include tutoring and Saturday school.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs including honors and advanced placement classes. ELLs are encouraged to attend tutoring, enrichment, athletic, and general school activities. Their participation is monitored by the ENL teacher who reviews attendance records and checks SKEDULA on a regular basis. Our ELLs participate in various extra curricular activities such as art, basketball, baseball, theater, and dance events. Notifications of all offerings are distributed to ELL parents and students in English and in the students' native language.
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.
The ENL teacher utilizes the classroom computers and regularly utilizes technology in her classroom. The ENL teachers follows the ELA, Common Core, and Engage NY curricula. Glossaries and native language books are utilized according to the subgroup's needs. Scaffolded texts are utilized when students are reading novels and non-fiction texts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our ELLs receive instruction exclusively in English, however native language support is provided across content area classes. Resources used include bilingual glossaries, bilingual textbooks, as available, translated texts, bilingual libraries, peer translators, and bilingual audio/visual materials. Students are permitted to respond in their native language in classroom assignments as well as on state assessments.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Support services and resources are subject specific. They are not divided by age and/or grade levels . The resources are adapted according to the ELL's proficiency level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Before ELL students begin at HSLEAPS, they are invited to attend a Meet and Greet in June and a New Student Orientation in August to learn about the school, our programs, and our services. Translators are available upon request.
19. What language electives are offered to ELLs?
Spanish is the only language elective offered at HSLEAPS.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
In prior years, our ELL teacher has attended professional development provided by the Children First Network (Cluster 603). She has attended trainings on instructional strategies and performance assessments. She also attends our weekly professional development sessions on Mondays. In September, the ENL teacher and Principal provided professional development training to all staff including the guidance counselors and SBST on the new ENL mandates. In October, the ENL teacher attended the first in a series of workshops provided by Queens South on enhancing literacy and vocabulary acquisition. She also attended an ELA Unpacking the Data professional development session.
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?
Last year, our ELL teacher attended workshops on ELLs and the Common Core. In October, the ENL teacher attended the first in a series of workshops provided by Queens South on enhancing literacy and vocabulary acquisition. She also attended the second in a monthly series of ELA Common Core Unpacking the Data professional development sessions. This information is turnkeyed to the ELA department during teacher team meetings on Tuesdays.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our ENL teacher has been trained with our entire school staff on assisting students to successfully make the transition from middle to high school. The guidance counselors organize round table conferences for the families of ENL students. Interpretation services are available upon request.
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.
Professional development sessions on Mondays regularly address strategies for assisting ELLs in their classes including teaching additional literacy skills and analyzing NYSESLAT data. Copies of all professional development agendas and attendance sheets are maintained in the Principal's 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?

All parents are invited to attend our monthly PA meetings. Monthly newsletters are also sent home; many are translated into Spanish.

Our school has not partnered with any agencies or CBOs to provide workshops to ELL parents.

Our ENL teacher keeps in direct contact with our ELL parents and provides them with flyers/ information re. DOE sponsored activities. We are holding our mandatory ENL parent meeting in November.

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.

The ENL coordinator keeps a log of all meetings with ENL parents. Sign-in sheets are filed. Translation services are available upon request. SKEDULA also has the capacity to send notifications / emails to parents in their native language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We are working on strategies to increase parental involvement. We do not have a parent coordinator. The Parent Association General Membership Meetings monthly agenda is mailed home in multiple languages (the DOE prescribed multi-lingual template is utilized). An annual parent/guardian meeting for ELLS is held in November. All ENL parents are invited to the Title I parent meeting in October. Documentation is translated and translators in French and Spanish are available on site.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are partnered with the Police Athletic League and also the NYPD. ENL families are invited to these programs and/or workshops.

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

We keep the translation/interpretation unit information readily available. Spanish translators (school staff) are available upon request. All ENL related workshops/activities are publicized by the school. At our monthly parent association meetings, the parents are surveyed on their needs and on ways to improve parent involvement across all constituencies at the school.

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

Translators are available upon request. Our ENL parent meeting takes place in November. At our monthly parent association meetings and during round table conferences, the parents are surveyed on their needs and on ways to improve parent involvement across all constituencies at the school.

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.

n/a

Part VI: LAP Assurances

School Name: HS LAW ENFORCEMENT AND PUBLIC		School DBN: 28Q690	
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)
Laura Van Deren	Principal		10/30/15
Danielle Coccia	Assistant Principal		10/30/15
N/A	Parent Coordinator		
Alina Lovasz	ENL/Bilingual Teacher		10/30/15
Michael Chance	Parent		10/30/15
Jennifer Bricourt	Teacher/Subject Area		10/30/15
Vance Gillenwater	Teacher/Subject Area		10/30/15
N/A	Coach		
N/A	Coach		
Ivette Echeverria	School Counselor		10/30/15
Juan Mendez	Superintendent		
	Borough Field Support Center Staff Member _____		
Dwayne Parker	Other <u>related services</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q690** School Name: **HS Law E**
Superintendent: **Mendez**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.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.

Home language / ethnicity reports from ATS are analyzed (RHLA). Information is pulled from the Home Language Surveys. Emergency blue cards are distributed in English and Spanish. DOE literature and school documents are regularly provided in both languages. Annually, all families receive a language preference sheet indicating the language they would like to receive written and oral communication from the school. The pupil accounting secretary regularly updates this information in ATS. Home language information is shared with the faculty. In Skedula, there is an option for messages being sent to families to be translated.

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.

Of the 589 families at our school, 67 families require written and oral translation services in Spanish, (1) afrikaams, (1) Bambara, (3) Bengali, (1) french/haitian, (6) haitian creole, (2) hindi, (1) indonesian, (1) krio, (1) mandarin, (2) tagalog, (1) polish, (1) urdu, (3), unknown according to ATS report RHLA.

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.)

Parent-teacher conference announcements(i.e. September 30th , November 19th and 20th , March 10th and 11th) / letters, flyers, and memorandums created and distributed by the Department of Education/ As needed, documents that must be translated by the Translation Interpretation Unit will be delivered at least two weeks in advance of their distribution.

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

Parent-teacher conferences (9/30, 11/19, 11/20, 3/19, 3/20) / round table conferences/ monthly parent meetings/ orientations/ meet and greet / Title I meetings/ ELL parent meetings/ PA/ SLT

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.

Written translation is provided by the DOE Translation/ Interpretation Unit at least two weeks in advance of the distribution date. Our Spanish speaking staff is also provided with per-session to translate documents. Templates for school holidays, parent-teacher conferences, and other DOE notices are available in translation at the Translation and Interpretation Unit intranet site. Bilingual staff have been identified and are available upon request.

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.

Oral translation is also provided by the DOE Translation / Interpretation Unit. Our Spanish speaking staff (which includes our guidance counselor and Spanish teachers) regularly translate at parental conferences and speak at Open School and Orientation. Translation funding is kept on reserve in case of the need for a translator for a language which no staff member is fluent .

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.)

The ELL coordinator informs the staff during professional development of the available translation services. The ELL coordinator distributed "I speak..." cards to all staff which include the phone number for over the phone interpretation. The information for the translation unit is also available at the security desk.

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

Parents/ Guardians have been notified of the Translation and Interpretation Unit's intranet site to find documents in multiple languages. This information has been shared at parent teacher conferences and is also available in the guidance offices.

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)

The school will gather feedback during our monthly PA meetings. Also, we will work in consultation with the parent association to create a survey which will poll parents/guardians on the translation/ interpretation services available at the school. The survey will be mailed home to parents.