

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

<b>DBN: (i.e. 01M001):</b>	<b>31R470</b>
<b>School Name:</b>	<b>CONCORD HIGH SCHOOL</b>
<b>Principal:</b>	<b>CHRISTOPHER ANZALONE</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Concord High School School Number (DBN): 31R470  
Grades Served: 9,10, 11, 12, SE  
School Address: 109 Rhine Avenue  
Phone Number: 718.447.1274 Fax: 718.4426276  
School Contact Person: Diana Callahan Email Address: DCallahan3@schools.nyc.gov  
Principal: Christopher Anzalone  
UFT Chapter Leader: Richard Lipscomb  
Parents' Association President: Dixieann Diamond  
SLT Chairperson: Christopher Anzalone  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Dixieann Diamond  
Student Representative(s): Angelina Mendez  
Sarah Whaley

**District Information**

District: 31 Superintendent: LaShawn Robinson  
Superintendent's Office Address: 1150 East New York Avenue, Room 304, Brooklyn, NY 11212  
Superintendent's Email Address: LRobinson5@schools.nyc.gov  
Phone Number: 917-822-2281 Fax: 718-778-7385

**Borough Field Support Center (BFSC)**

BFSC: Staten Island Director: Kevin Moran  
Director's Office Address: 715 Ocean Terrace, Staten Island, NY 10301  
Director's Email Address: KMoran2@schools.nyc.gov  
Phone Number: 718-556-8367 Fax: 718-556-8375

## 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)
Anzalone, Christopher	*Principal or Designee	
Lipscomb, Richard	*UFT Chapter Leader or Designee	
Diamond, Dixieann	*PA/PTA President or Designated Co-President	
Panzer, Angel	DC 37 Representative (staff), if applicable	
Diamond, Dixieann	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Mendez, Angelina	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Whaley, Sarah	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	
Prescia, Antonia	Staff/UFT	
Steinfeld, Nancy	Staff/UFT	
Nygren, Julie	Parent	
Genco, Karen	Parent	
Nagangast, Sheila	Parent	
Fanning, Thomas	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sobel, Michael	CSA Representative	
Padmawathie Whaley	Parent	
Franceschini, Alexander	Member/ Student Representative	
	Member/	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

Concord High School is the only New York City Department of Education transfer high school on Staten Island. We work closely with all of the high schools on Staten Island to identify students that would benefit from the special atmosphere and approach of Concord.

The mission of Concord High School is to develop the leaders of tomorrow by preparing all students to meet the high academic, technical, civic and workforce challenges of the twenty-first century. We believe that strong leadership throughout our united community of faculty members, students, parents and associates will move us toward our goals. We, therefore, hold in the highest regard the initiative, planning, effort and teamwork that result in academic rigor, in standard setting student performance and in continuous improvement.

Concord High School provides a warm and welcoming school environment for all students. The environment is one in which every staff member knows every student in the school. Concord also has a "Student Adoption" program where every student is "adopted" by a staff member. That staff member becomes the student's point of contact for questions, report cards, and guidance. This has played a key role in the increase in credit accumulation and attendance at Concord.

Concord High School fosters relationships with outside partners to help its students succeed. Students receive educational support through partnerships with Wagner College, College of Staten Island, YMCA, JCC, New York Center for Interpersonal Development, C-Cap Culinary Arts Careers, Sundog Theatre, Council on the Arts and Humanities for Staten Island, Women's Theatre Project, Ramapo for Children, Generation Citizen, Read Alliance, and Generation Ready. Our students also receive social/emotional support from our partnerships with Camelot Peer-Mediation, Department of Mental Health, and the ADL (Anti-Defamation League) Peer Educators. Concord students work to give back to the community through its partnerships with Project Hospitality, GrowNYC, Move this World, and the American Cancer Society.

During the 2014-2015 school year Concord received a Quality Review where the school was rated "Proficient" in all areas. This review highlighted collaborative teachers as Concord's area where the greatest amount of progress was made. To continue to build on this progress, collaborative work amongst teachers will continue to be one of Concord's main areas of focus. The review found Improving overall teacher instruction as the key area of focus. This will be addressed through an increased professional development focus on student questioning and discussion (3b), student engagement (3c), and assessment (3d).

In the 2015-2016 school year, Concord High School will also continue to focus on increasing our students writing ability and capacity to write. We have an instructional focus that is centered on the Common Core Standards for Writing, specifically the College and Career Anchor Standards. Through this focus we will increase students' credit accumulation and transitional readiness.

Concord High School's teachers take part in extensive professional learning activities that lead to increased student success in their courses. Our teachers look for new and innovative approaches to increase student engagement.

### 31R470 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	161	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	8	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	2	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	57.3%	% Attendance Rate			73.4%
% Free Lunch	58.6%	% Reduced Lunch			4.1%
% Limited English Proficient	1.2%	% Students with Disabilities			27.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			31.4%
% Hispanic or Latino	42.0%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	20.7%	% Multi-Racial			5.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.08	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			24.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			9.62
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	61.7%	Mathematics Performance at levels 3 & 4			62.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District		Focus School Identified by a Focus District			
Priority School					

#### Accountability Status – Elementary and Middle Schools

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

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	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				
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	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

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

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

### Part 1 – Needs Assessment

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

#### Strengths :

##### • According to staff and School Leadership Team review:

- o High standards are set and clearly explained to students at the beginning of each term. These expectations are continually restated by the faculty and conveyed in all feedback to students.
- o Instruction is customized to the needs of each individual student within the classroom.
- o All classrooms have laptop computers to increase student engagement and allow for quick research within classes. The laptops allow for more variety in class activities, increasing differentiation, engagement, and rigor.
- o All classrooms equipped with Smartboards.
- o Science classrooms with built in lab desks in addition to regular classroom desks allowing for quick experiments within the class period.
- o Tailor made student programs to help the student be successful (start time, period placement, double periods, etc.)
- o We utilize double period classes for students taking specific NYS Regent Exams or requiring remediation.

##### • According to 2014-2015 Quality Review:

###### o Findings:

- ♣ Across classrooms, teaching practices are informed by the Danielson Framework for Teaching (DfT) and the instructional shifts.
- ♣ Teachers use questioning and discussion techniques, and provide supports and scaffolds to meet the needs of all students.

###### o Impact:

- ♣ A shared set of beliefs regarding how students learn best ensures that all learners, including students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher order thinking skills in student discussions and work products.

###### o Supporting Evidence

- ♣ The school utilizes double period classes for students taking specific New York State Regents Exams or requiring remediation. Algebra is taught for 93 minute sessions, and the teacher incorporates constructivist lessons in her planning, where the students are actively involved in the process of making meaning as opposed to passively receiving information.
- ♣ Teachers indicated that the lessons are helping keep the students more engaged for the longer period of instructional time.
- ♣ All students have access to a laptop computer to increase student engagement and allow for quick research within classes. The laptops allow for more variety in class activities, increasing differentiation, engagement, and rigor. In the Living Environment science class, students worked on their task of creating a DNA fingerprint in a virtual lab, in pairs and individually using their laptops.
- ♣ Teachers are creating interactive activities and lesson adaptations to provide multiple entry points.
- ♣ Questioning and discussion techniques are used to challenge and push the thinking of all students, including special needs students.
- ♣ Questioning and discussions within all classes require students to explain their response to make their thinking evident.

**Needs:**

- Incorporating the Common Core Writing Standards into all disciplines.
- Continued increase in teacher practice alignment to the Danielson Framework for Teaching.

**Priority Need:**

- Improving overall teacher instruction through an increased focus on student questioning and discussion (3b), student engagement (3c), and assessment (3d).

**Part 2 – Annual Goal**

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

By June 2016, the percentage of teacher observation ratings of “Effective” and “Highly Effective” in Domain 3 (Instruction) will increase by 5%, increasing from a combined 85% to a combined 89.25%.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teaching staff will go through monthly cycles of professional learning around the Danielson Framework for Teaching.	All Teaching Staff	Monthly	Administration, Peer Collaborative Teacher
Teaching staff will engage in professional learning focused on higher order thinking (HOT) question creation and implementation.	All Teaching Staff	Monthly	Administration, Peer Collaborative Teacher
Peer Collaborative Teacher will bring in new technology for teacher use to increase student engagement (3c) and formalize assessments (3d).	All Teaching Staff	Monthly	Administration, Peer Collaborative Teacher
Teaching staff will engage in post-observations conferences with administration with additional focus on Domain 3.	All Teaching Staff	Monthly	Administration, Peer Collaborative Teacher

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• Peer Collaborative Teacher</li> <li>• Laptop Computers</li> <li>• Smartboards</li> <li>• iPads</li> <li>• Schoology Subscription and Website</li> </ul>										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

**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.

By January 2016, the percentage of teacher observation ratings of “Effective” and “Highly Effective” in Domain 3 (Instruction) will increase by 2.5%, increasing from a combined 85% to a combined 87.125%, through curricular instruction and adjustments to meet student needs.

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
N/A

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

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

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

**Section 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.

#### **Strengths:**

##### **• According to staff and School Leadership Team review:**

- o Teacher Teams focused around both student improvement and subject specific instructional improvement.
- o Diverse Professional Learning team that identifies areas of learning need for the staff.
- o School schedule that allows for collaborative time.
- o Weekly meetings (School Implementation Team, Attendance Team, etc.) to discuss and address issues in the school.
- o An instructional focus identified and supported by the staff.

##### **• According to 2014-2015 Quality Review:**

- o All teachers meet once a week with a focus on increasing and improving writing using the Common Core Learning Standards anchor standards for writing and the alignment to the Danielson Framework for Teaching. These professional collaborations also engage teachers in subject specific teams where they focus on creating writing tasks for their disciplines.
- o Teacher team time is used for reviewing student work, the creation of monthly culminating assignments, and preparing materials and resources.
- o Subject specific teams look for trends within the disciplines and discuss the specific scaffolds they will use in the classroom to meet students’ needs. The impact of his work has been an increase in the teachers’ skill in identifying and addressing student academic challenges quickly as well as identifying current trends and next steps for the school as a whole.
- o The focus of the teacher team work has been connected to the school’s comprehensive educational plan’s goal to increase students’ writing capacity.
- o Teacher teams analyzed where their students were struggling the most with their writing. With those findings, teachers have been adjusting the instruction to improve student writing.
- o To support students, a resource list of transitions as part of writing across the curricula was developed to provide the students with phrases or words that they can use to connect one idea to another.

o Social studies teachers reviewed students' Regents exam and essay scores, samples of student work and the Regent's rubric for essays, and identified that students were having problems with their Regent's essay writing. To support students, they developed outlines to help scaffold essay writing and identified their next instructional steps of breaking down the tasks for the students.

o A combination literacy coach and technology coordinator position was created for this school year to help teachers increase their writing instruction and to support teacher teams with reviewing the students' writing. The school uses Schoology as their online student progress monitoring system, to increase engagement and provide instant feedback. Students are able to use Schoology to respond to the teacher and to provide feedback to other students. This increased use of technology in the classroom has impacted student thinking, learning, and participation through an increased level of student engagement.

**Needs:**

- Staff identified a need for increased subject specific professional learning. They would like additional time built into the day to allow them to meet in subject discipline teams to learn from one another and share best practices.

**Priority Need:**

- Staff identified a need for increased assistance in creating writing tasks in their discipline and formalizing how it is reviewed/evaluated to increase student progress. Teachers outside of ELA require training in incorporating and properly evaluating writing and growth.

**Part 2 – Annual Goal**

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

By June 2016, 90% of teachers will engage in 6 cycles of professional learning around reviewing and evaluating student writing tasks.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Establish Professional Learning Teams and a Peer Collaborative Teacher position to work with teams in creating and evaluating student writing.</p>	<p>All Students</p>	<p>September</p>	<p>Administration</p>
<p>Create three writing cycles per semester in each discipline – benchmark, mid-semester assessment, end of semester assessment.</p>	<p>All Students</p>	<p>September/February – Benchmark  November/April – Mid-Semester Assessment  January/June – End of Semester Assessment</p>	<p>Administration, Peer Collaborative Teacher, All Teaching Staff</p>
<p>Review each assessment in Professional Learning Teams to collect data, find trends, and make adjustments as necessary.</p>	<p>All Students</p>	<p>September/February – Benchmark  November/April – Mid-Semester Assessment  January/June – End of Semester Assessment</p>	<p>Administration, Peer Collaborative Teacher, All Teaching Staff</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Professional Learning Teams</li> <li>• Peer Collaborative Teacher</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

By January 2016, teachers will complete 3 cycles of professional learning around creating, reviewing, and evaluating student writing tasks.

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
N/A

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

**Part 3 – Action Plan**

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

**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.

N/A

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

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

**Part 5 – Progress Monitoring**

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

N/A

**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**

<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
N/A

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

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
N/A	N/A	N/A	N/A

**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.

N/A

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

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

**Part 5 – Progress Monitoring**

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

N/A

**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.)
<b>English Language Arts (ELA)</b>	1) 8 <sup>th</sup> Grade English Language Arts (ELA) State Exam Score  2) New York State Regent Exam Score  3) Teacher Observation	1) Double Period of instruction in ELA  2) Interactive reading programs: a) Read 180 b) Achieve 3000  3) Remediation Work Through iLearn Foundation Courses  4) Tutoring	1) Small group  2) One-to-One	1) During and After the School Day
<b>Mathematics</b>	1) 8 <sup>th</sup> Grade Math State Exam Score  2) New York State Algebra Regent Exam Score  3) Teacher Observation	1) Double Period Common Core Algebra Regent Class  2) Remediation Work Through iLearn Foundation Courses  3) Tutoring	1) Small group  2) One-to-One	1) During and After the School Day
<b>Science</b>	1) New York State Living Environment Regent Exam Score	1) Double Period Living Environment and Earth Science Regent Class	1) Small group  2) One-to-One	1) During and After the School Day

	2) Teacher Observation	2) Remediation Work Through iLearn Foundation Courses  3) Tutoring		
<b>Social Studies</b>	1) New York State Global History and/or US History Regent Exam Score  2) Teacher Observation	1) Double Period Global History and US History Regent Class  2) Remediation Work Through iLearn Foundation Courses  3) Tutoring	1) Small group  2) One-to-One	1) During and After the School Day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1) Teacher Observation  2) School Implementation Team  3) Parent Observation	1) Tutoring  2) Counseling	1) Small group  2) One-to-One	1) During and After the School Day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• <b><u>Recruitment:</u></b> <ul style="list-style-type: none"> <li>o Work with colleges and NYCDOE recruitment programs to identify highly qualified teachers to staff any current or future vacancies.</li> </ul> </li> <li>• <b><u>Retention:</u></b> <ul style="list-style-type: none"> <li>o Work with staff to identify concerns that could lead to their leaving and work to address them together.</li> </ul> </li> <li>• <b><u>Assignment:</u></b> <ul style="list-style-type: none"> <li>o Work with the school's program chair and guidance counselor to assign staff to classes they are qualified to teach and have data supporting their effectiveness.</li> </ul> </li> <li>• <b><u>Support:</u></b> <ul style="list-style-type: none"> <li>o All staff will attend professional learning activities to further their professional development and increase student outcomes</li> </ul> </li> </ul>

#### 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).
<ul style="list-style-type: none"> <li>• Teacher Teams focused around both student improvement and subject specific instructional improvement.</li> <li>• Diverse Professional Learning team that identifies areas of learning need for the staff.</li> <li>• Weekly and/or monthly meetings to address issues in the school:             <ul style="list-style-type: none"> <li>o School Implementation Team</li> </ul> </li> </ul>

- o Attendance Team
- o Teacher Teams
- o Professional learning around Danielson Framework for Teaching with administration

**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).

Not Applicable

**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.).

Not Applicable

**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.

Not Applicable

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	75,789.00	X	Section 5A  Section 5C  Section 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,496,560.00	X	Section 5A  Section 5C  Section 6

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

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

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

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

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

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>470</b>
School Name <b>Concord High School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Christopher Anzalone</b>	Assistant Principal <b>Michael Sobel</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Kimberly Russell</b>
Teacher/Subject Area <b>Richard Lipscomb</b>	Parent <b>Dixieann Diamond</b>
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Paul Rotondo</b>	Other (Name and Title)

### C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <b>not</b> 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 <b>not</b> 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)	150	Total number of ELLs	1	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**Freestanding English as a New Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												1		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

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

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government	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:**

- 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.
  - Read 180 assessment test
  - NYC DOE Performance Assessments
  - Teacher made Local assessments

We use the data from the test results to adjust student schedules, groupings, and assure that students have access to the curriculum. Student supports are individualized as needed
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

Concord does not have a large enough ELL population to base data patterns (currently only one ELL student who is an LTA). We analyze each student's data individually and look for ways of improvement.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

Concord uses the AMAO tool to analyze the effectiveness of our ELL program in terms of percentage of students making progress in English, percentage of students attaining English language proficiency, and Adequate Yearly Progress (AYP). We do not have a large enough ELL population to base data patterns (currently only one ELL student who is an LTA) so we analyze each student's data individually and look for ways of improvement.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

For the past few years our ELL population has opted to take their exams in English only. We have not used the ELL Periodic Assessments.

Concord does not have a large enough ELL population to base data patterns (currently only one ELL student who is an LTA). We analyze each student's data individually and look for ways of improvement.

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 review data from students' LAB-R exams, NYSESLAT, classroom grades, Regents grades, and teacher anecdotal information to help us understand each student's language ability and to inform our instructional decisions. Our ENL teacher collaborates with content area teachers to appropriate supports for second language development. These supports include: bilingual glossaries, graphic organizers, print materials in student's native language (when available,) translation services, etc.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Success of our ELL program is evaluated through a thorough data review of our ELL Students results including:  
Attendance rates  
Graduation rates  
Credit accumulation  
Regents exam scores  
NYSESLAT results  
Career and College readiness  
Progress report data  
College enrollment and retention

## 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.  
All new admits to Concord High School meet with either the Principal or the Assistant Principal before student begins their first day of classes. During this meeting we hold the informal interview with the students and their parents. If necessary a translator will be provided to assist with native language support. Students new to the New York City Department of Education are given a Home Language Identification Survey (HLIS) to elicit information regarding the language spoken in the student's home. If the HLIS (Home Language Survey) indicates a language other than English, then we administer the LAB-R to assess English proficiency. For all students whose home language is Spanish, we assess students using the Spanish LAB-R. Students who need to take the LAB-R are all tested within the mandated 10 days of being admitted to our school. The ESL teacher administers the NYSITELL. At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. At the conference we will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ENL programs. Upon admission to Concord High School, parents will be given a parental choice letter and provided with the choice of picking a program that best serves their child's needs. The Principal or Assistant Principal conducting the informal interview is responsible for distributing and collecting the survey forms and Program selection forms. These forms are maintained in the student's cumulative records file folder.  
  
We offer a Freestanding ENL program to meet our students needs. We describe the three programs offered at the Department of Education schools to parents.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
All ENL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE questionnaire and review of student work is used to identify issues.

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).

All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. The guidance counselor will review the records of all ELL-SWD's to make sure they receive all services mandated on their IEP, as well as spending the maximum amount of time spent with non-disabled peers. Each student is programmed individually according to his/her instructional needs.

All instruction for ELL-SWD includes literature and content-based instruction which is aligned explicitly to Common Core Standards. Explicit ENL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.
- Appropriate grade level materials will be made available as needed.

#### LPT Members

- Christopher Anzalone, Principal
- Michael Sobel, Assistant Principal, I.A.
- Kimberly Russell, Guidance Counselor
- Leslie Chow, Teacher & ESL Coordinator
- Faye Price, Teacher & Instructional Support Coordinator

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

The pedagogue conducting the informal interview is responsible for distributing and collecting the survey forms and Program selection forms. These forms are maintained in the students cumulative records file folder.

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).

Our ESL coordinator contacts the family and explains their right to appeal ELL status. She then mails them an explanation letter in their preferred language, notifies administration, and puts a copy in the student's file.

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.

At this initial meeting, students and their families, who are eligible for ELL services, are given an individual orientation. During orientation the materials found in the EPIC School Kit will be presented to the parents and student. This includes viewing the video. At the conference we will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ENL programs. Upon admission to Concord High School, parents will be given a parental choice letter and provided with the choice of picking a program that best serves their child's needs. If a Transitional Bilingual or Dual Language program become available, we will send a letter to the family in both English and the native language to inform parents of their options.

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.

The pedagogue conducting the informal interview is responsible for distributing and collecting the survey forms and Program selection forms. These forms are maintained in the students cumulative records file folder.

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

Our school support staff keeps a log of what parents have returned their forms and follows up with parents who have not weekly to retrieve missing forms.

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

All parent notification letters are distributed and explained at the time of the student intake meeting (the meeting every student goes through with their parent prior to beginning at Concord - this is a mandatory individual meeting between the student, parent, and administration).

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

Our school support staff gathers and secures all ELL documentation in the student's official file.

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

During the school we run the RLAT and RELC to make sure all students who are eligible for the NYSESLAT exam are scheduled to take the exam. The school testing coordinator schedules the exam, based on the testing dates central provides, and selects the staff to administer the exam. We provide training for our teachers to administer the exam following the mandated testing procedures.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our school support staff follows up with parents to explain the forms that will be mailed, then mails them an explanation letter in their preferred language along with the form, notifies administration, and puts a copy in the student's file.
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).

We describe the three programs offered at the Department of Education schools to parents. We offer a Freestanding ENL program based on parent choice. All of our parents for the past several years have selected the Freestanding ESL. The parents of our only current ELL selected Freestanding ENL as their program of choice.

## 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.

Concord High School provides all eligible ELL students support through a freestanding ENL program, where students receive all instruction in English, emphasizing English Language acquisition. We use a self-contained ENL instructional model.

Students in Beginning (B) ENL classes receive 3 periods per day of ENL instruction. Students in Intermediate (I) ENL classes receive 2

periods per day of ENL instruction. Students in Advanced (A) ENL classes receive 1 period per day of ENL instruction. The Advanced (A) ENL students also receive 1 period per day of English language arts instruction.

Students' proficiency levels are determined by their scores on the Lab-R or NYSESLAT exam. These students are split into three

categories, beginner, intermediate and advanced. The following chart breaks down the proficiency levels by grade.

In accordance with the New York City Department of Education, the goals of the ENL program are to:

- Provide academic subject area instruction in English using ENL methodology and instructional strategies
- Incorporate ENL strategic instruction
- Assist students to achieve the state-designated level of English proficiency for their grades
- Help each ELL meet or exceed New York State and City Standards

Based on each student's NYSESLAT or Lab-R scores, we place students in one of the three ESL levels: Beginning, Intermediate, or Advanced.

The Beginning ENL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research

skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar.

Listening,

reading, writing, and speaking are the four components of an ENL lesson.

All ENL and ELA instruction includes literature and content-based instruction which is aligned explicitly to Common Core State Standards. Explicit ENL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.

#### Content Area Instruction

All content area courses are taught in English using ENL and ELA methodologies and are aligned with the Common Core State Standards. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the Common Core State Standards. Our certified ENL

teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided

with native language glossaries to support content area instruction. Our ENL teacher works individually with each student to support

content area instruction.

Support for Newcomers (ELLs in US schools less than three years). - At the core of our ENL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills

with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs

administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with

the same ENL information that was stated above, and will be given the option of choosing the most appropriate program for their

child. All new students participate in our Ambassador Program. This program matches each new student with a current student who

will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

Concord High school offers a smaller learning environment than the traditional high school setting. Our school culture and learning

environment gives use the opportunity and flexibility to differentiate instruction for all of our ELL students . The learning and social

emotional needs of our students are met on an individual level, whether that student is a new ELL, 4 to 6 years ELL, or LTE.

#### Support for long term ELLs and Extension of Services

- After school tutoring services;
- Scaffolding of instruction;
- ESL Library;
- Professional development for staff in the use of ENL instructional strategies and differentiated instruction;
- Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
- Use of "Workshop Model" and "Balanced Literacy" strategies in ENL and content area classes;
- Interns from St John's University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
- Additional Resource Room classes are available to support content area instruction and language development;

Special Education - At this time Concord High School has no special education ELL students. However, all support and instructional

programs available for ELL students and Special Needs students are available for students identified as both ELL and Special

Needs. The guidance counselor will review the records of all ELL-SWD's to make sure they receive all services mandated on their

iep, as well as spending the maximum amount of time spent with non-disabled peers.

All instruction for ELL-SWD includes literature and content-based instruction which is aligned explicitly to New York State learning

standards. Explicit ESL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.
- Appropriate grade level materials will be made available as needed.

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)?

Students in Beginning (B) ENL classes receive 3 periods per day of ESL instruction. Students in Intermediate (I)

ENL classes receive 2 periods per day of ENL instruction. Students in Advanced (A) ENL classes receive 1 period per day of ENL instruction. The Advanced (A) ENL students also receive 1 period per day of English language arts instruction.

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.

The Beginning ENL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar. Listening, reading, writing, and speaking are the four components of an ENL lesson.

All ENL and ELA instruction includes literature and content-based instruction which is aligned explicitly to the Common Core State Standards. Explicit ENL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.

Content Area Instruction

All content area courses are taught in English using ENL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ENL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction

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

Our certified ENL teacher works collaboratively with the content area teachers, to provide support for the ELL population. ELL's are provided with native language glossaries to support content area instruction and assessments and evaluations are translated to the student's preferred language when needed.

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

A variety of assessments are used to evaluate all four modalities of English acquisition throughout the year. The ENL teacher is continually assessing students progress in all four modalities through classroom observations of students, teacher made tests, review of student work and portfolios. In addition, formative and sumative assessments are administered within all classrooms by the content area teacher in collaboration with the ENL teacher.

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

Support for Newcomers (ELLs in US schools less than three years). - At the core of our ENL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

Support for Students with Interrupted Formal Education(SIFE) - All ENL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE students are provided with opportunities to attend tutoring sessions to provide targeting interventions as determined through ongoing assessment.

Concord High school offers a smaller learning environment than the traditional high school setting. Our school culture and learning environment gives use the opportunity and flexibility to differentiate intruction for all of our ELL students, whether that . The learning and social emotional needs of our students are met on an individual level, whether that student is a new ELL, 4 to 6 years ELL, or LTE.

Support for long term ELLs and Extension of Services

- After school tutoring services;
  - Scaffolding of instruction;
  - ENL Library;
  - Professional development for staff in the use of ENL instructional strategies and differentiated instruction;
  - Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
  - Use of “Workshop Model” and “Balanced Literacy” strategies in ENL and content area classes;
  - Interns from St John’s University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
  - Additional Resource Room classes are available to support content area instruction and language development;
- Former ELL's are provided with any supports deemed necessary by our instructional staff. All former ELL's will receive their test modification for two years.

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 school works with the student, their family, and the teaching staff to provide all the supports needed for the child to be successful.

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?

At this time Concord High School has no special education ELL students. However, all support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. The guidance

**Chart** counselor will review the records of all ELL-SWD's to make sure they receive all services mandated on their IEP, as well as spending the maximum amount of time spent with non-disabled peers.

All instruction for ELL-SWD includes literature and content-based instruction which is aligned explicitly to Common Core State Standards. Explicit ENL instruction is delivered in the following ways:

- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.
- Appropriate grade level materials will be made available as needed.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWD's will receive instruction in the least restrictive environment as determined by the school assessment team, giving them the opportunity to maximize time spent with non-disabled peers. All students are individually scheduled, allowing us the flexibility to meet their individual needs and help them to achieve their IEP goals.

### 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)
<b>ENL INSTRUCTIONAL TIME (MINIMUM)</b>	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	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.)	
<b>FLEXIBILITY</b>		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
<b>TOTAL</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

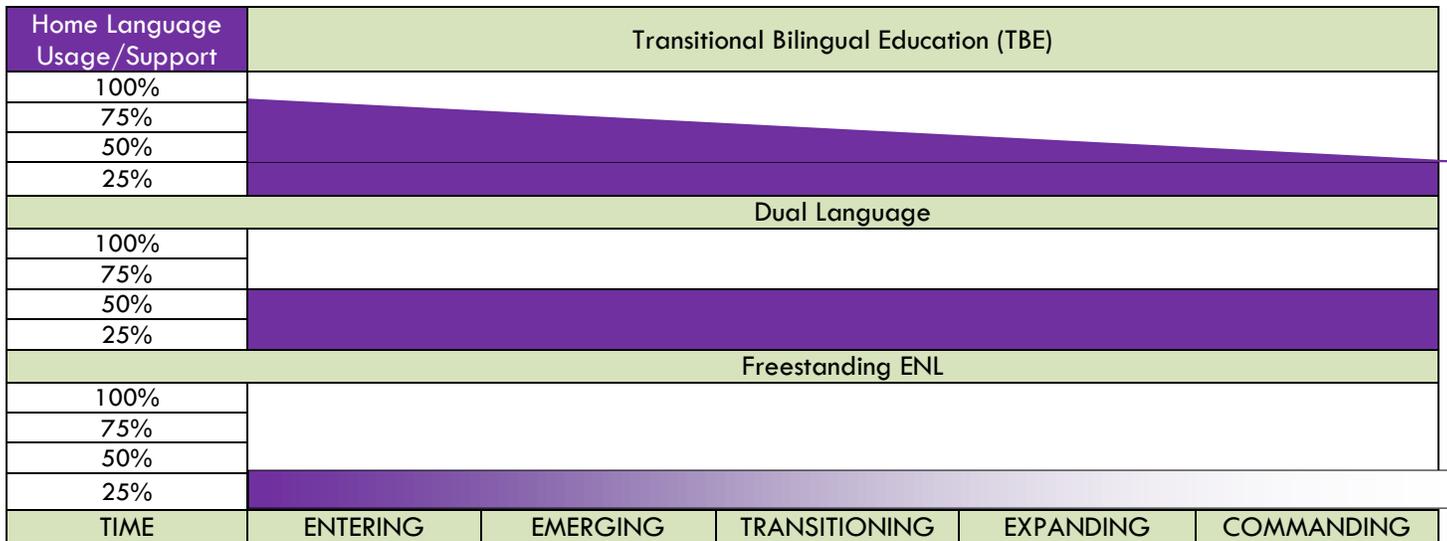


\*Note: “other approved services” does not apply to New York City at this time.

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.  
Content Area Instruction is aligned directly to the Common Core State Standards  
All content area courses are taught in English using ENL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL's are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction
- Targeted intervention for all subject areas (ELA, Math, Social Studies, and Science,) is delivered in English though a variety of methods:
- After-school and lunchtime tutoring
  - Teachers scaffold academic language and complex content to support student participation in content areas
  - Language functions and structures are taught within the context of the lesson.
  - Teachers use a wide range of visuals and print materials to develop English language proficiency
  - Teachers model the use of the language in ways in which the students are expected to participate.
  - Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
With an extremely small ELL population, we focus on providing instruction designed to meet the needs of each individual student. This works extremely well, because it allows each content area teacher and our ENL teacher to work together, to get to know each student's individual strengths, weaknesses and design specific strategies, and instructional supports to meet the students' needs.
12. What new programs or improvements will be considered for the upcoming school year?  
Programs will be considered on an as needed basis based on ELL enrollment.
13. What programs/services for ELLs will be discontinued and why?  
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All content area courses are taught in English using ENL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards.
- After school and supplemental programs:
- After-school and lunchtime tutoring
  - Teachers scaffold academic language and complex content to support student participation in content areas
  - Language functions and structures are taught within the context of the lesson.
  - Teachers use a wide range of visuals and print materials to develop English language proficiency
  - Teachers model the use of the language in ways in which the students are expected to participate.
  - Teachers use stories that are based on the students' culture that will connect to the students' prior experiences.
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.  
Textbooks with lower level vocabulary to provide students with access to curriculum.  
Content specific bilingual glossaries are provided to all ELL students.  
All students are provided with an Apple Macbook to support instruction, language acquisition and academic discourse.  
Smartboards are used in classrooms to provide students with visual cues to support learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Instructional materials are available in students' native language as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The school works with the student, their family, and the teaching staff to provide all the supports needed for the child to be successful.
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).  
At the core of our ENL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also

important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ENL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Advisory program. This program matches each new student with an advisor who will serve as a mentor. The advisor and other advisory class members help the new student acclimate to the school environment and culture.

19. What language electives are offered to ELLs?

Spanish

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.)  
All teachers receive PD in the use of ENL instructional strategies, designing Common Core units of study, effective teaching practices, differentiated instruction, multiple intelligences, scaffolding of instruction, etc.
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?  
PD is provided via weekly Friday meetings, after-school workshops as well as through on-going support provided by the DOE.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As a transfer High School, students do not transition to us from middle school, they transfer from other high schools. In order to support the transition for all students, including our ELL population, we provide an advisory class for all new admits.
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.  
PD is provided via weekly Friday meetings, after-school workshops as well as through on-going support provided by the DOE. Logs of attendance and agendas are kept on file in the school.

### 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 new admits to Concord High School meet with either the Principal or the Assistant Principal. At this meeting we encourage parents to take an active role in the PTA and School Leadership team. In addition, parents needs are evaluated at this initial conference as well as through parent surveys. Based upon the needs that parents describe, we design and offer workshops for parents throughout the year.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
The parent of our only current ELL student has not attended any PTA or SLT meetings. She has however come up for the guidance meetings that we encourage our parents of ELL's to attend each marking period/semester to review her child's progress.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Community based organizations and colleges, such as the YMCA, The College of Staten Island and St John's University provide ESL services for parents of our students.
5. How do you evaluate the needs of the parents?  
We review feedback from all NYCDOE and school made surveys. We also welcome all parents and ask for feedback on how their child could be better served by the school.
6. How do your parental involvement activities address the needs of the parents?  
We hold guidance meetings each marking period/semester for all parents of ELL's to review their child's progress, explain their rights, review available programs, and address any other issue that could prevent their child from being successful.

### 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.

Concord High School is dedicated to using a comprehensive approach to provide services for our ELL population from the very beginning stages of language acquisition to English language proficiency. Many students who have been turned away from large high schools because of their age and level of English skills, find a home at Concord who help them acquire language skills and credit accumulation in a safe, friendly, and academic rigorous curricula. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ENL and ELA methodologies and professional development for our staff, we are working on assisting all students in completing their high school diploma requirements.

## Part VI: LAP Assurances

School Name: <b>Concord High School</b>		School DBN: <b>31R470</b>	
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)
Christopher Anzalone	Principal		
Michael Sobel	Assistant Principal		
	Parent Coordinator		
	ENL/Bilingual Teacher		
Dixieann Diamond	Parent		
Richard Lipscomb	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Kimberly Russell	School Counselor		
Paul Rotondo	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 31R470      School Name: Concord High School**  
**Superintendent: LaShawn Robinso**

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

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

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

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

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

---

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.

Concord High school identifies the primary language spoken by the parent of each student through personal interviews upon enrollment. A Home Language report (RHLA) is run is ATS to to identify any information that may not have been captured at interview. This information is kept on file,maintained in ATS and recorded on the child's emergency contact card.

We have translated many of our school letters into Spanish. The Translation and Interpretation unit will assist us in translating any additional information as needed.

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

English  
Spanish

## 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.)

School Handbook  
School Calendar  
Parent-Teacher Conference Announcements  
Assessment Calendars  
Student Curriculum  
SLT & PTA Information

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.

Intake Interview: August/September  
Parent-Teacher Conferences: October/March  
Attendance Phone Calls: Weekly  
Guidance Meetings/Phone Calls: Monthly

## Part C: Providing Language Assistance Services

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

We will maintain an appropriate and current record of the primary language of each parent in ATS and on the student's emergency card.

We identify all school letters and other written forms of information that need to be translated.

All letters and important information will be translated into the parent's primary language. We will use the Translation and Interpretation Unit of the Department of Education when needed. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting written translation.

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.

Through the initial admission interview process, we identify parents who are in need of translation services. Oral interpretation services are provided immediately at the intake process and written services are available as well. This information is recorded and maintained in the student's records and the HLIS is included in the student's file folder. In addition, our school messenger phone system will send messages in English, as well as Spanish for those parents who need the interpretation.

On-site Bilingual staff members will translate when parents come in for conferences. If an appropriate staff member is unavailable, we will use over-the-phone interpretation services communicate with a non-English speaking parent with the assistance of an interpreter on the phone. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting oral interpretation services.

#### **Part D: Training Staff on Policies and Procedures**

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

Our ESL Coordinator will conduct A professional learning meeting around interpretation services and language access twice per year.

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

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

##### Checklist of Notification Requirements

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

Concord High School will send written notification to each parent whose primary language is a covered language and who requires assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and on how to obtain such services. In addition, we will post a sign, in the covered languages, indicating where in the school they can go for translation and interpretation services.

## **Part F: Monitoring and Quality Control**

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

Parent Survey  
Parent-Teacher Conferences  
Parent-Staff Interactions