

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X259

School Name:

**H.E.R.O. HIGH (HEALTH, EDUCATION, AND RESEARCH OCCUPATIONS HIGH
SCHOOL)**

Principal:

KRISTIN CAHILL GARCIA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: HERO High/ The Health, Education and Research Occupations High School School Number (DBN): 07x259

Grades Served: 9,10,11

School Address: The Samuel Gompers Campus, 455 Southern Blvd., Bronx NY 10455

Phone Number: 718-585-8013 Fax: 719-585-8019

School Contact Person: Theresa Regina, School Secretary Email Address: tregina@herohigh.net

Principal: Kristin Cahill

UFT Chapter Leader: Deanna Bowman

Parents' Association President: Angela Campbell

SLT Chairperson: Dan Thompson

Title I Parent Representative (or Parent Advisory Council Chairperson): Angela Campbell

Student Representative(s): Keionnie Shine

District Information

District: 7 Superintendent: Fred Walsh

Superintendent's Office Address: 333 7th Avenue, Room 715
New York, NY 10001

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

Phone Number: 212-356-3754 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Affinity Group Field Support Center Director: Alexandra Anormaliza

Director's Office Address: 131 Livingston Street, Room 606
Brooklyn, NY 11201

Director's Email Address: AAnorma@schools.nyc.gov

Phone Number: 917.287.9241 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kristin Cahill	*Principal or Designee	
Deanna Bowman	*UFT Chapter Leader or Designee	
Angela Campbell	*PA/PTA President or Designated Co-President	
Elizabeth Wood	DC 37 Representative (staff), if applicable	
Margaret Seymour	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Keionni Shine	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mimisola Onijoko	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stephanie Gilman	CBO Representative, if applicable	
Dan Thompson	Member/ Teacher	
Katrina Butler	Member/ Parent	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Health, Education and Research Occupations High School, or HERO High, is a new, 9-14, early college, Career and Technical Education (CTE) high school in its third year of operations. Through our partnerships with the City University of New York (CUNY) Early College Initiative, Hostos Community College and Montefiore Medical Center, we are dedicated to helping an unscreened student population achieve high school and college graduation and supported entry to in-demand careers in health care.

Our Mission Statement is below:

The mission of HERO High springs from the commitment of the partners, The City University of New York, Hostos Community College, Montefiore Medical Center and school staff to furthering social mobility for their students and the South Bronx community. To this end, we will work together to build a new kind of institution so that the transformation of adolescence may culminate in professional employment within the field of healthcare. Students will gain a rigorous liberal arts education emphasizing literacy across the curriculum, accelerated math and science, and work-based learning, and a supported entry to college and work through our Associate degree options in nursing and community health. Students will learn to meet the public health challenges of a changing world by working with others to address the needs of their own communities. We pledge to personalize academic and social support so that every student reaches his or her potential and discerns his or her calling for professional work. Graduates of HERO High will act as leaders in their chosen professions, transforming healthcare delivery systems in ways that improve the well-being of diverse communities in the Bronx and around the world.

As an unscreened school, we serve a diverse groups of students that includes many special populations, including: advanced students who have taken multiple Regents courses before entering high school; special education students; English language learners; Title 1 students; students in temporary housing; students who have been impacted by the criminal justice system; students with social/emotional needs not identified on an IEP; students performing in the lowest third on state exams in middle school. Comprehensive academic, health and social/emotional supports are needed in order to adequately prepare our students for early college classes and succeed in high school, college and career.

Our school has made the most progress in the Great Schools Framework elements of collaborative teachers, rigorous instruction and supportive environment. We plan to build on our work of the past two years and continue our work in these areas in the 2015-16 school year.

07X259 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	233	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	6	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	4
# Foreign Language	N/A	# Dance	N/A	# CTE	15
School Composition (2013-14)					
% Title I Population		157.9%	% Attendance Rate		85.8%
% Free Lunch		81.8%	% Reduced Lunch		4.8%
% Limited English Proficient		15.1%	% Students with Disabilities		15.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		38.1%
% Hispanic or Latino		57.1%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White		1.6%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		33.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		12.32
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		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		88.7%	% 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			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		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 Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

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

Part 1 – Needs Assessment

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

Strengths: Initially, we can see that strengths include instruction and collaborative work by teachers (pedagogy was chosen as our area of celebration in our Spring 2015 Quality Review and the collaborative culture of the school was cited frequently by our reviewer) and literacy instruction (high ELA and Global History Regents scores and ELA NYC Performance task scores). Another strength mentioned in the Quality Review are comprehensive supports so that all sub-groups of students can engage in challenging tasks and projects. One example of this is the full student community's participation in interdisciplinary projects.

Needs: We hope to make greater progress in offering our students rigorous instruction as described in the Great Schools framework. Our priority needs as demonstrated in initial data from the 2014-15 school year include math achievement, success in early college classes and academic challenges for well-prepared ninth graders.

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, HERO High will address the priority need of improved and more rigorous math instruction through raising its passing rate of the ninth grade Common Core Algebra Regents from 29% in June 2015 to 35%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
HERO High will implement the PERC program in 9 th grade math classes using 10 th and 11 th graders as student teaching assistants. The PERC program is a research-based program that trains 10th and 11th grade marginal passers of math and science Regents to act as small group tutors in 9th grade classes. Research has shown this program to have a positive effect on achievement of 9th grade students and the 10th and 11th grade teaching assistants. The PERC program involves professional development for teachers and students in the summer and throughout the school year.	9 th grade students	June 2015- June 2016	Assistant Principal, 9 th grade math teacher
Continue working with SPED and ESL co-teachers to improve delivery of instruction in co-taught classes. 10th and 11th grade tutors will also support ESL and SPED students.	9 th grade students	August 2015-2016	Assistant Principal, 9 th grade math teacher, ESL and SPED teachers
Improve messaging to families around importance of achieving college-ready Regents scores through events and marketing materials.	Families and student	August 2015- August 2016	Principal, Parent Coordinator, Advisors

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.											
Teachers will spend four periods per week instructing student teaching assistants. Professional development time will be devoted to co-teaching. Funds from the school budget will be spent on marketing materials. The Principal and Assistant Principal will devote time to supervising these efforts.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

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

By mid-March, students will take a mock Regents exam that will show that 35% of students are on track to pass the June Regents by passing sections of the mock Regents that address topics in the course already taught.

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

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

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

Part 1 – Needs Assessment

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

Strengths: Initially, we can see that our advisory program is a strength, with students and families reporting in the School Environment Survey and the Quality Review feeling well-connected to school staff as a result current implementation. Students generally feel safe and known in school, and believe that conflict is addressed quickly. Suspensions were much lower in year 1 than year 2. Credit accumulation among 9th graders remained high at 85% earning 10 credits or more.

Needs: Conflicts at school should be further reduced. A more systematic approach to traditional and restorative justice approaches is needed in order to minimize disruption to learning for involved students and the school community as a whole. Credit accumulation among 10th graders should improve as it fell to 76% earning 10 credits or more.

Part 2 – Annual Goal

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

Implementation of Restorative Justice practices by new disciplinary staff and advisors will result in a 10 credit or more accumulation improving from 85% among 9th graders and 76% among 10th graders in June 2015 to 87% among 9th graders and 78% among 10th graders in June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers, administrators and community-based staff will participate in Tier 1 and 2 Restorative Justice trainings. Advisors will build preventative relationships with students through running circles in advisory. Deans and administrators will address incidents using harm and conflict circles as well as suspension, detention and other traditional disciplinary measures.	All students	July 2015- June 2016	Principal, AP, advisors, community-based staff
Additional staff will be devoted to managing student behavior and promoting a positive school culture. School staff will participate in PD every three weeks that focuses on Restorative Practices. Advisors will monitor grades, attendance, community grades and incident reports for advisees and create individualized interventions for individual students as well as SPED and ELL students,	All students, students with multiple disciplinary incidents and SPED and ESL students	July 2015- June 2016	Principal, AP, advisors, community-based staff
Develop a comprehensive plan for advisory that includes strategic implementation of lessons around school values and positive non-academic skills, academic counseling, family outreach, incentives.	All students	July 2015- June 2016	Principal, AP, advisors, community-based staff
Develop a comprehensive plan for positive school events and activities managed by a teacher leader with a reduced schedule that includes assemblies, Friday trips, all day trips, Fall retreat, dances and a December holiday celebration.	All students	July 2015- June 2016	Principal, AP, advisors, community-based staff, teacher leader

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.
The school will pay per session for Restorative Justice training. We are utilizing human resources by hiring a community coordinator and social worker. We will spend professional development time on strengthening advisory practices. One teacher leader will work a reduced schedule in order to manage positive school events. Other teachers will lead grade team advisory groups. Instructional coaching will be provided around running circles in advisory and content area classes.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>The Leadership team will analyze student report card data in February 2016. 85% of 9th graders and 78% of 10th graders will have earned 5 credits or more in Semester 1. The Leadership team will adjust student supports in response to Semester 1 report card data by mid-March of 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 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: Teacher collaboration has been an emphasis of school-wide work since the school was in the planning process. Teachers co-plan curriculum together throughout the year, plan school-wide literacy work, team teach classes, and work together to improve instructional, assessment and advisory practices. In our 2014-15 Quality Review, pedagogy was noted as an area of celebration, largely because of the collaborative work as teachers. Collaboration of teachers has resulted in high credit accumulation among 9th grade students.

Needs: Teacher collaboration should be harnessed to address additional student needs, especially success in the college classes. Early College Initiative initial data reports indicate that only 14 10th grade students successfully completed two Early College classes in 2014-15.

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, teachers will improve collaborative planning of support of early college students through planning advisory and study hall activities so that the number of students completing two college classes in 10th grade will increase from 14 in June 2015 to 20.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Study halls tied to the college classes have been added to teacher and student schedules. Teachers will give students support around college study skills.</p>	<p>Students participating in early college classes.</p>	<p>July 2015- June 2016</p>	<p>Principal, AP, 10th grade teachers and study hall providers</p>
<p>Academic counseling around success in college class will be more fully integrated into advisory routines.</p>	<p>Students participating in early college classes.</p>	<p>July 2015- June 2016</p>	<p>Principal, AP, 10th grade advisors</p>
<p>Professional development time will be devoted to implementing school-wide routines around college level study skills. These routines will be implemented through advisory.</p>	<p>All students</p>	<p>July 2015- June 2016</p>	<p>Principal, AP, teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Study halls have been added to teacher and student schedules. Professional development time will be devoted to improving advisory practices and teaching college study skills. Per session will be paid to teachers who collaborate with college professors on integrating college study skills into high school classes.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Assessments designed to measure the progress of student learning in college study skills will be performed twice yearly. The results will be analyzed with the Leadership Team in February 2016 and adjustments made to student supports by mid-March.</p>

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

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

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

Part 1 – Needs Assessment

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

Strengths: As noted in the Quality Review, the principal has created a collaborative culture in which professional development and high expectations for students and staff are emphasized.

Needs: Administrators should deliver written feedback aligned with the Danielson framework more promptly after classroom observations. Advisory supervision and support should occur more regularly. As identified in last year's Principal Performance Observation, communicating timely written feedback to teachers after observations is a priority need and area for 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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that builds teacher capacity to use formative assessment techniques, resulting in a 4% increase in teachers improving one performance level reflected in component 3d Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Administrators will work with the Leadership team to plan professional development that addresses teacher needs in formative assessment.	Instructional staff.	September 2015-May 2016	Principal, AP, Leadership Team members
Administrators will work with the instructional coach to help teachers create and utilize formative assessment routines and materials that support the Reading Apprenticeship approach to instruction.	Instructional staff.	September 2015-May 2016	Principal, AP, Instructional Coach
Administrators and instructional coach will work with co-teachers to develop routines for formative assessment in co-taught classrooms that support the learning needs of SPED and ELL students.	Instructional staff.	October 2015-May 2016	Principal, AP, Instructional Coach, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administrators will leverage the time and expertise of the instructional coach provided by the Affinity group to help meet this goal.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	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.
In February of 2016, administrators will analyze teacher performance on 3d Assessment. By mid-March, administrators will adjust professional development to meet the needs of teachers as demonstrated by ratings on Advance.

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

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

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

Part 1 – Needs Assessment

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

Strength: The school has strong ties to primary partners Hostos Community College, Montefiore Medical Center and The Early College Initiative. As mentioned in the Spring 2015 Quality Review, the strength of the partnerships leads to high expectations for the entire school community.

Need: Increased participation by additional partners and families to improve supports for students and make learning environment more positive. This is a priority need because of the high needs of the student body.

Part 2 – Annual Goal

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

By June 2016, the school will add supports for students through additional community and family partnerships so that students are provided with additional support and the attendance rate improves from 84.2% in June 2015 to 85.2%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The school will grow partnerships with additional CBOs to support most needy students. The school will work with Community Connections for Youth, Hostos Community College,</p>	<p>High-needs students</p>	<p>July 2015- June 2016</p>	<p>Principal</p>

Montefiore Medical Center and Book Health to add additional supports for high needs students.			
An additional Social Worker and Community Coordinator will be added to the school staff.	High-needs students	July 2015-June 2016	Principal and hiring committee
A bilingual parent coordinator will be added to the school staff.	All students	July 2015-June 2016	Principal and hiring committee
School staff will participate in Tier 1 and 2 Restorative Justice trainings.	All students	July 2015-June 2016	Principal, AP, teachers, community positions
Community Connections for Youth will provide specialized programming for SPED students with regular disciplinary incidents. Hunter College will send tutors for ELL students.	SPED and ELL students	September 2015-June 2016	Community partners, teachers, deans

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.											
The Principal will lead efforts to build partnerships. School funds will be used to hire an additional Social Worker, a new parent coordinator and a community coordinator. School funds will be used to pay per session for Restorative Justice training.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	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.
Attendance team will monitor attendance during weekly operations meetings. The Leadership Team will analyze attendance trends in February and make adjustments to school systems by mid-March that better 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 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYSESLAT scores - Class grades - benchmark assessments - Prior year State tests - Teacher recommendations - IEPs	Wilson Reading Program - SIOP (Sheltered instructional observational program) - ICT targeted alternate teaching - vocabulary walls - graphic organizers - flexible regrouping	pull-out SETSS - push-in SETSS to social studies and health - ICT - Tutoring - One-on-one tutoring with Hunter tutors - Tier I scaffolds	ESL tutoring 3x per week after school ICT in core classes after school tutoring SETSS push-in; stand-alone as study hall; Saturday School
Mathematics	NYSESLAT scores - Class grades - benchmark assessments - Prior year State tests - Teacher recommendations - IEPs	ICT Targeted interventions - small-group targeted pull-out - vocabulary walls - flexible regrouping - graphic organizers	pull-out SETSS - push-in SETSS to social studies and health - ICT - Tutoring - Small group tutoring with peers and college students - Tier I scaffolds	ICT in class Pull-out SETSS (from elective) After-school tutoring 2x per week Push-in CUNY tutors (2 per class in 10th grade algebra class) Peer tutors (4 per class in 9th grade math) Saturday school
Science	Class grade - benchmark assessments - Teacher recommendation - IEPs	ICT Targeted interventions - small-group targeted pull-out - vocabulary walls - flexible regrouping	ICT - Tutoring - Tier I scaffolds	ICT in class After-school tutoring 2x per week Saturday School
Social Studies	Class grade - benchmark assessments - Teacher recommendation - IEPs	ICT Targeted interventions - small-group targeted pull-out - vocabulary walls - flexible regrouping	push-in SETSS - ICT - Tier I scaffolds	ICT in class SETSS (push-in) After-school tutoring 2x per week Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-IEP -assessment of advisors and content area teachers	-individual counseling -group counseling -restorative circles	-one-on-one -small group -advisory	-during the school day -after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recruited by activating all personal, school and early college initiative-based networks. The most highly qualified applicants are invited to interview and perform a demonstration lesson. Offers of employment are made to the most effective educators of this group. Once hired, teacher assignment is made in order to make the best use of teachers' subject area expertise and professional preference. Paid time within the work week is devoted to professional development, including development of individualized professional goals, coaching by principal, and cooperative work with peer and mentor teachers. Teachers are encouraged and supported in attending and presenting at conferences for educators.

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).
In addition to the strategies mentioned above, teachers are supported in spending significant times developing and honing instructional units aligned with the CCSS. Consultants with subject area expertise, coaches from the Early College Initiative, and professors from our partner college are engaged in providing and participating in professional development that helps all staff to support students in meeting the CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
TA program resources will assist participating children to meet proficiency through funding after school tutoring, professional development for staff, counseling within the school day and after school and educational software.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Differentiated learning tasks are planned within all instructional units so that students participating in the TA program may receive additional support without leaving the regular classroom. Hands-on, interdisciplinary projects focused on the career theme are also integrated into each content area allowing all students, including those served by TA program, additional ways to access rigorous content.

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Planning and analyzing results from multiple forms of student assessment is included in August pre-service professional development for teachers, weekly professional development during the school year, and inquiry meetings in department meetings.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	247,705.00	x	x
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	2,526,641.00	x	x
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¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. HERO High, 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. **HERO High** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 259
School Name HERO High		

B. Language Allocation Policy Team Composition

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

Principal Kristin Cahill	Assistant Principal Susanna Tenny
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Judith Nysenholc	School Counselor type here
Teacher/Subject Area Crystal Santiago / Spanish	Parent Angela Campbell
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	346	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	11
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	9		0	11	5	1	14	1	10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	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										21	6	6		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										4	1			0
Emerging (Low Intermediate)										2	2			0
Transitioning (High Intermediate)										4		1		0
Expanding (Advanced)										12	2	3		0
Commanding (Proficient)										3	5	6		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	9		5	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>CC Algebra</u>				
Chemistry				
Earth Science				
Living Environment	10		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	9	1	0	0
Geography				
US History and Government				
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.
 Because HERO is an early college high school, we align our assessments for ELLs to the English curriculum, thus preparing them for the college English classes they will start taking in 11th grade. The ESL teacher (who is also certified in English 7-12 and has a Ph.D. in English) is an integral part of the planning team for the English curriculum. Our ELLs are assessed through individual conferences; periodic formative and summative reading and writing assessments that are aligned with the Common Core Standards and include appropriate ELL scaffolds. In particular, to make instructional and placement decisions, we look at the MOSL and a teacher-created writing diagnostic.
 Our 9th grade has the highest number of ELLs who require support in listening comprehension. In all grades, students score lowest on reading comprehension and writing. Analysis of last year's formative assessments reflects that ELLs show particular progress in writing fluency and organization.
 We use the data to inform our instructional plan both through developing our offerings and hand-programming students. We offer ELL support in our most reading and writing rich content classes. We hand-programmed students for single or multiple content classes depending on where we had seen them requiring support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 More than half of our ELLs placed out of ESL on the NYSELAT in the Spring: 5 (out of 9) 9th graders and 6 (out of 11) 10th graders passed the NYSESLAT. Our students' reading and writing lags behind their speaking and listening.
 We have not had students that required the NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Looking at the AMAO tool, the majority of our students did not make AMAO 1 or AMAO 2. Since the majority of our ELLs are 9th graders, this is more revealing about our students' needs than about their growth at our school.
 We noted that students who did not make AMAO 2 at our school align with students with low test scores on Regents., but not with

students who get low grades. We infer that these students struggle with independent reading and writing, even when they are able to demonstrate understanding when there are scaffolds, peer contact and other supports. We are working on specifically teaching into independent skills.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

With few exceptions, our ELLs opt to take Regents and other tests in English rather than their home language. We infer that they have developed the subject-specific academic language in English but not in their native language.

We did not opt to administer ESL periodic assessments in addition to other periodic assessments. Looking at the performance of ELLs on our ELA MOSL, we noted that their growth exceeded the growth of the general population. Analysis of the student work reflected increase in the volume of the writing they could produce. Based on the results of formative assessments, we see a need for more practice with on-demand writing tasks.

In order to better support native language development, we have opened a Spanish native language arts class.

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?
Our teachers use research based strategies to promote students' second language development: Cooperative learning, communicative activities, balanced literacy, integrative learning environments, guided reading, test taking strategies, teaching of the writing process, meta-cognitive learning, graphic organizers, access to books, rich print environment, and collaborative teaching. In particular, our school-wide focus on reader's apprenticeship supports metacognitive reading strategies across disciplines. Content teachers have weekly common planning time with ESL co-teachers to analyze student and tailor instruction to the language development needs of individuals and groups in the class. This time also allows them to plan around teaching into academic readiness skills for SIFE students and other students whose educational history has not adequately prepared them for academic readiness expectations.

We have instituted a Spanish native language arts class.

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).
We evaluate the effectiveness of our programs for ELLs primarily on their persistence and success in academic classes. We set as a target that students will pass at least 11 credits per year, in addition to the required regents. We have noted that meet the credit accumulation benchmark more frequently than the Regents benchmark, and have implemented some strategies across classes (such as reader's apprenticeship metacognitive strategies for independent reading comprehension), as well as special programs (the PERC program) for students who struggle on Regents exams.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
When the parents of first-time admits come into the school to register their child, the assistant principal, Ms. Tenny, informs the ESL Coordinator, Ms. Nysenholz, that a Home Language Survey (HLIS) must be completed within 10 days. The ESL Coordinator conducts the process of administering the HLIS in the parent's preferred language. If the responses indicate a home language situation in which student may not be proficient in English and therefore will benefit from ESL services, she will elect to conduct an in-person oral interview at the school. There are several staff members, such social workers, Ms. Andujar and Ms. Massey, and our , who can accommodate Spanish-speaking parents throughout the interview; otherwise, we use DOE phone translation services to accommodate parents during the interview. Eligibility for the NYSITELL is determined by the responses to the HLIS survey and an informal interview.

Ms. Nysenholc conducts the informal interview based on the parent's responses to the HLIS questions. As a result of this interview, Ms. Nysenholc determines if the student is eligible for testing and, in addition, if it is appropriate to administer the SIFE oral interview. Then she completes the school staff related sections of that document and signs it.

The NYSITELL is administered to students with a home language other than English within the first ten days of initial enrollment. In addition, if the home language is Spanish, the student also takes the Spanish LAB exam. The Spanish LAB listening section and the instructions for all parts of the test are recorded by a licensed Spanish teacher, Ms. Santiago.

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).

Ms. Nysenholc, our ESL coordinator, administers the SIFE questionnaire if appropriate per the responses to the HLIS. Our push-in model of ESL ensures that our ESL teachers Ms. Nysenholc and Mr. Sorensen have the opportunity to monitor the student work in content classes as well as in English classes. Connecting teachers to grade levels ensures that ESL teachers are able to communicate with teachers across their students content areas.

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).

When the parents of first-time admits with IEPs come into the school to register their child, the assistant principal, Ms. Tenny, informs the ESL Coordinator, Ms. Nysenholc, that a Home Language Survey (HLIS) must be completed, and the Special Education coordinator, Mr. Franciamore, that a special-education intake interview must be conducted. Mr. Franciamore reviews the IEP with the family, discussed programmatic ramifications, and ensures that teachers have access. The ESL Coordinator conducts the process of administering the HLIS in the parent's preferred language. If the responses indicate a home language situation in which student may not be proficient in English and therefore will benefit from ESL services, she will elect to conduct an in-person oral interview at the school. There are several staff members, such social workers, Ms. Andujar and Ms. Massey, and our paraprofessional, who can accommodate Spanish-speaking parents throughout the interview; otherwise, we use DOE phone translation services to accommodate parents during the interview. Eligibility for the NYSITELL is determined by the responses to the HLIS survey and informal interview, as analyzed by the LPT. Ms. Nysenholc conducts the informal interview based on the parent's responses to the HLIS questions. As a result of this interview, the LPT determines if the student is eligible for testing and, in addition, if it is appropriate to administer the SIFE oral interview. Then she completes the school staff related sections of that document and signs it. If the LPT determines that the NYSITELL is not appropriate, the decision is escalated to the principal. If the principal concurs, the parent / guardian and superintendent are notified.

The NYSITELL is administered to students with a home language other than English within the first ten days of initial enrollment. In addition, if the home language is Spanish, the student also takes the Spanish LAB exam. The Spanish LAB listening section and the instructions for all parts of the test are recorded by a licensed Spanish teacher, Ms. Santiago. If the student is deemed eligible for ELL services s/he is programmed immediately.

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.

When the parents of first-time admits come into the school to register their child, the assistant principal, Ms. Tenny, informs the ESL Coordinator, Ms. Nysenholc, that a Home Language Survey (HLIS) must be completed. The ESL Coordinator conducts the process of administering the HLIS in the parent's preferred language. If the responses indicate a home language situation in which student may not be proficient in English and therefore will benefit from ESL services, she will elect to conduct an in-person oral interview at the school. There are several staff members, such social workers, Ms. Andujar and Ms. Massey, who can accommodate Spanish-speaking parents throughout the interview; otherwise, we use DOE phone translation services to accommodate parents during the interview. Eligibility for the NYSITELL is determined by the responses to the HLIS survey and an informal interview. Ms. Gaffey conducts the informal interview based on the parent's responses to the HLIS questions. As a result of this interview, Ms. Nysenholc determines if the student is eligible for testing and, in addition, if it is appropriate to administer the SIFE oral interview. Then she completes the school staff related sections of that document and signs it.

The NYSITELL is administered to students with a home language other than English within the first ten days of initial enrollment. In addition, if the home language is Spanish, the student also takes the Spanish LAB exam. The Spanish LAB listening section and the instructions for all parts of the test are recorded by a licensed Spanish teacher, Ms. Santiago. If a student is entitled to services, the family receives an orientation. As part of the orientation, they watch the informational video in the preferred language and receives the Guide for Parents of English Language Learners, again in the preferred language. If the parents require interpretation into another language, the school staff support Ms. Nysenholc. If a staff member is not able to interpret, we will contact the NYCDOE interpretation services. As part of the orientation, Ms. Nysenholc informs parents of their rights and responsibilities as parents of ELLs. In addition, the parent completes the Parent Survey and Program Selection Form and receives a letter of entitlement. Ms. Nysenholc is responsible for ensuring the distribution of entitlement / non-entitlement letters.

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).

As part of the to families with ELLs orientation, Ms. Nysenholc informs parents of their rights and responsibilities as parents of ELLs. In addition, the parent completes the Parent Survey and Program Selection Form and receives a letter of entitlement. They are informed by Ms. Nysenholc at this time of their right to appeal. If the parents require interpretation, support staff interprets or, if support staff is not available for the parents' language, we contact NYC DOE translation services.

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.

Our ESL Coordinator sends an entitlement letter, parent survey and placement letter to all students who score below proficiency on NYSITELL on the same day that the NYSITELL is scored, and invites the parents in to view the video, go over the guide for parents of English Language Learners and discuss options. She follows up with all ESL parents, using staff or DOE translation services.

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.

Our ESL Coordinator monitors the Parent Survey and Program Selection forms. If additional outreach is necessary, she works with the main office staff, the student's advisor and the student's grade-level social worker for follow up.

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

Our ESL Coordinator, Ms. Nysenholc monitors Parent Survey and Program Selection forms. She follows up with the advisors of students whose families' parent survey and program selection forms are not turned in. We have weekly field trips with permission forms, and other regular practices that require written communication with families, and advisors are well-positioned to follow up on any missing paperwork in tandem with other paperwork they regularly manage.

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

Our ESL Coordinator, Ms. Nysenholc manages the mailing of placement parent notification forms, and keeps electronic duplicates in her records as well as hard copies in the main office.

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

ELL Documentation is maintained in the student's file in the main office. School administration, the ESL coordinator and special education coordinators, and students' current teachers have access to this information.

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.

Every spring the NYSESLAT exam is administered to all ELLs in the school. The school uses the RLER report in ATS to identify which students are eligible for testing. Before the testing window opens, parents are informed of the testing process and date by both phone messenger and written communication (via direct mail). Both the phone messenger and the letters are in the home language. ESL teacher administers the speaking test to the students and alerts the ESL Coordinator if a student has not been tested during the first two weeks of the testing period. The other three sections of the exam, Listening, Reading, and Writing, are administered by the ESL teacher in the ESL classroom. School-wide make-up tests are conducted by ESL teacher for students who missed the classroom administration of these sections. Prior to the exam administration, the ESL Coordinator norms the English department teachers using anchor texts and sound bites for the speaking portion. She administers the speaking portion of the exam in a separate, quiet classroom with a normed English teacher as the grader. It is assured that the teacher grading each exam (in all four modalities) is not the current instructor for that student.

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

Continued entitlement and transitional support parent notification letters are mailed to students' families. We use PSpanish-speaking staff and DOE translation services to communicate with the families in their preferred languages. A copy is maintained in their 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 have not had students who were required to take the NYS-ITELL in the past. No family of an ESL student has requested a change in the child's current program. There has only been one family that did not request our program model. That student had come from a district 75 bilingual program, and required a more restrictive environment, as well as requesting a different language program. Because our program model aligns with parent selection, we are in accordance with Aspira with our current offerings.

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.

We offer separate, relatively homogeneous, stand alone ENL classes for 9th and 10th graders for students. 9th graders were initially programmed for the ENL class based on their entering or emerging NYESLAT scores. In the first few weeks of school, ELLs who were in mainstream English based on advanced were monitored, and some were transferred into ENL when assessment of their participation and work indicated that more support would be helpful. ELLs are also programmed for integrated ENL support in science, health, and history classes, which are heterogeneous. All 11th grade students are in mainstream English with integrated ENL support.

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)?

9th grade:

Entering, emerging: 400 minutes stand-alone ENL; 200 minutes push-in ESL support in health; 200 minutes push in ESL support in science (9th grade students do not take history at HERO).

Transitioning: 200 minutes push-in health; 200 minutes push-in ESL support in science

Advanced/Commanding: 200 minutes push-in health or 200 minutes push-in ESL support in science

10th grade:

Entering, emerging: 200 minutes stand-alone ENL; 200 minutes push-in ESL support in health; 400 minutes push in ESL support in history
200 minutes push-in ESL support in health; 400 minutes push in ESL support in history

Transitioning: 200 minutes push-in health; 400 minutes push-in ESL support in social studies

Advanced/commanding: 400 minutes push-in support in social studies

11th Grade

Entering / Emerging: N/a

Transitioning / advanced/commanding: 200 minutes push-in support in social studies; 200 minutes push-in support in English

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.

3. Our program model comprises stand-alone ESL classes as well as push-in to content classes, and common planning across the curriculum.

ESL teachers have common planning time with the English department. they offer a modified version of the grade-level English curriculum, with scaffolds to support English language learners and additional language acquisition strategies.

ESL instruction is delivered in English. In the content areas, the teachers have common planning time with each co-teacher, and work and plan with her co-teacher and adapts the lesson given so that it is more accessible to the ESL students. They scaffold the instruction, makes modifications where needed to accommodate the student's level, she will explain the vocabulary (front loading), modify the pacing and suggest strategies to successfully complete assignments. The focus is on literacy as well as language acquisition skills. Differentiation is a critical component for content area instruction, not only in the English class but in mathematics, social studies, and science. Again, scaffolding, pacing, instructional modifications and vocabulary play a key role in rolling out new concepts and most particularly in word problems. Additional strategies are:

---note taking from a supplementary text, using the Cornell model for note taking,

---summarizing and strengthening academic language in the content areas,

---paraphrasing when writing paragraphs and cloze exercises.

our 9th grade ELLs are programming in math and science classes in the PERC model, where peer tutors (Teaching assistant scholars) who has taken the class before support groups of students. ELLs are programmed in PERC classes with Teaching Assdistant Scholars who can translate into their home languages.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 If the student is a first entrant to NYC they are eligible to take the LAB-R. If the home language is Spanish he/she will also take the Spanish LAB. Students are tested annually with the NYSESLAT to measure growth. For students who are literate in their native language, they can take the NYS Regents Examinations in their native language or use the native language version side by side with the English version and those exams can be graded by teachers proficient in those languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 Speaking is continually evaluated through classroom discussion and conferencing.
 Listening is periodically evaluated through listening comprehension assessments, and through assessment of class notes.
 Reading is evaluated through reading comprehension assessments, including the MOSL, our teacher-designed college preparedness assessment, and teacher-designed, class-specific tests.
 Writing is evaluated through on-demand written assessments, as well as research papers in core subjects.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- 6a. SIFE students come with missed years of official school instruction. As a result, they are often illiterate in their home language as well as in English. These students must learn English, pass their classes and pass the NYS regents' exams. In order to address their academic needs we offer them tutoring, online programs for credit recovery, reading programs for literacy, and counseling. In addition, we select for them age and interest appropriate materials. They are older and need more social and emotional interventions to keep them in school in order to graduate high school. In addition our SIFE students will be provided with the appropriate testing modifications for ELL students. These students are all assigned a counselor and an advisor to support academic behaviors. Within content classes, teachers plan supports with the ESL teacher and the ICT special education teacher. We have found that differentiation strategies that are effective with our ICT students are also effective with SIFE. Individual support is provided in after-school and Saturday tutoring. One of our ESL teachers Mr Sorensen has a background in social services, and provides additional socio-emotional support to our SIFE students.
- 6b. Newcomer ELLs are provided after school tutoring through a partnership with Hunter College. Where possible, newcomer ELLs are matched with advisors who speak their home languages, to provide academic counseling in home language and family contact without a translator.
- 6c. Developing ELL students are provided with intensive literacy support.
- 6d. Long Term ELL students are provided with additional literacy support in a small setting with our Wilson-trained special education teacher.
- 6e. Former ELLs are provided with push-in support in at least one content class, and their progress is monitored by the ESL coordinator. They still get extended time on class and state exams, for two years and the use of dictionaries and glossaries and tutoring. Former ELLs are provided the appropriate testing modifications. They are also supported via counseling, after school groups, tutoring and mentoring.
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.
 Our ESL model comprises push-in support in a content classes and stand-alone ESL classes that mirror the content of the grade-level English classes. As a result, the curriculum is aligned so students can transition in and out of program.
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?
 Teachers make extensive use of SIOP practices, including visuals, graphic organizers, translations, access to bilingual and English dictionaries, access to online translation programs, Spanish Algebra and Living Environment textbooks and translations of the curricular texts used in English, and are assisted by teaching assistant scholars who can translate materials to students' home languages, vocabulary building (including word walls), peer review, think/write/pair/share, double-entry journals, videos with Spanish subtitles, book recordings. Students with higher language needs (newcomers, SIFE) are paired up with more

Chart advanced students. ELLs in all subgroups complete projects throughout the year, including an interdisciplinary project in health careers that involves all content areas. They all participate in the mandatory fieldtrips to our partner institutions, Hostos Community College and Montefiore Hospital. Former ELLs continue to receive testing accommodations for up to two years, and push-in support in at least one content class.

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?

We have at least one ICT section for all core classes, stand-alone SETSS, and far more possible instructional minutes of ESL than mandated on each grade level, and individually program students to meet their needs.

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

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

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



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

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

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

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

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

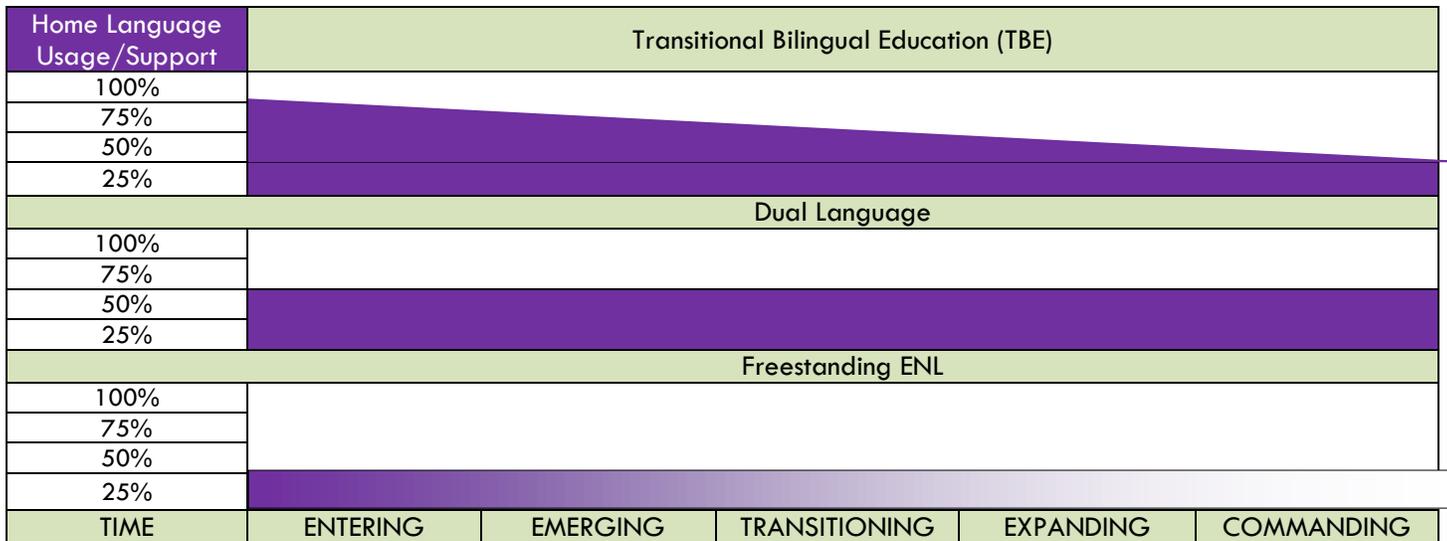


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Wilson reading for ELLs with low literacy in English, particularly when they also have low L1 literacy.
After school tutoring for newcomer ELLs and other entering and emerging ELLs, through our partnership with Hunter College.
Small group academic intervention for SIFE students and ELL-SWDs.
ICT support for SIFE students and ELL-SWDs.
Push-in academic support in our literacy-heavy health classes by special education teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
ELL students make strong progress in English, as demonstrated by the statistics above on NYSESLAT progress.
ELL students also have high pass rates in their content classes.
We struggle with supporting our ELLs in demonstrating content knowledge independently on Regents, as demonstrated by Regents pass rates above.
12. What new programs or improvements will be considered for the upcoming school year?
We have partnered with the CUNY PERC program, where students have the opportunity to serve as teaching assistant scholars in classes they have marginally passed. We focussed on recruiting ELL's for this opportunity. It enables students who passed the class but did not pass the Regents to master the content more fully. It also enables students to develop their academic language in L1, as they tutor students with their same home language. It also enables students taking the class for the first time to have L1 support.
13. What programs/services for ELLs will be discontinued and why?
In prior years, we had a cohort of ELLs in each grade who received push-in support in all content areas. An unintended consequence of this model is that ESL students were together for most of the day, and were not interacting as much with non-ELL's. Our new program allows students to be programmed more flexibly, so they have more choice in electives, and more access to special ed services. The PERC program enables beginner ELLs in 9th grade to get L1 support in classes that are not ESL classes.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We offer tutoring, extracurricular activities, PSAL sports, and Saturday tutoring to all students. Weekly contact from student advisors, and phone calls from the main office in home languages ensure that ELLs are aware of these opportunities. Our ELLs participate in after-school at a higher rate than non-ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The ELA classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations. Bilingual dictionaries are available. We incorporate technology into the curriculum, with research and writing taking place on computers where students have access to translation service and home language materials. as a blended learning learning environment that combines face to face instruction with online curriculum. the majority of our curriculum is teacher-created and aligned to common core. We have regular common-planning time in which all curriculum is coplanned by content teachers, special education teachers and ESL specialists. Students have access to bilingual dictionaries. The NorthStar ESL textbook series is used to supplement the curriculum.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language arts is offered in 11th grade.
Students in the teaching assistant scholar program prepare to tutor classes in their home languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ESL instruction is tailored to our mission as an early-college school. HERO also has a strong advisory program where students have the daily opportunity to work and interact with each other in a smaller and more informal group setting. Advisors monitor each student's progress and advise students to attend tutoring and take advantage of all our supplemental and afterschool activities.
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).
Over the summer, we offer an orientation to new students with teachers, administration and older students. When new students arrive during the year, they are connected with an advisor who supports their transition to the school.
19. What language electives are offered to ELLs?
Native language arts are offered to Spanish speakers.
We also offer an honors elective in humanities.
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.)
Content teachers have weekly common planning time with the ESL teachers who push-in to their classes, as well as weekly department meetings.
Teachers get five days of Readers Apprenticeship training through West Ed.
Our weekly professional development follows six-week cycle where
Week 1: Learn, practice and plan around the cognitive strategy for the marking period.
Week 2: Advisory data check
Week 3: Teacher volunteers for tuning protocol around recent efforts using this strategy in instruction.
Week 4: Learn, practice and plan around the cognitive strategy for the marking period. This cycle may differentiate for different teacher needs.
Week 5: Teacher volunteers for tuning protocol around recent efforts using this strategy in instruction.
Week 6: Advisory data check.
In addition, teachers have the opportunity to apply for professional development aligned to particular areas of interest. Our staff attends varied self-selected professional development, including a focus on implementing restorative circles, which is turnkeyed to the staff in whole-staff PD.
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?
Content teachers have weekly common planning time with the ESL teachers who push-in to their classes, as well as weekly department meetings.
Teachers get five days of Readers Apprenticeship training through West Ed.
In addition, teachers have the opportunity to apply for professional development aligned to particular areas of interest. Our ESL coordinator attends a TESOL conference.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
9th graders have advisory class every day (twice as much as other students). We have a ninth grade advisory lead and a 9th grade social worker, who support the 9th grade advisors through shared curriculum, push-in modeling, kid talk, and biweekly advisory professional developments. In addition, advisors have the funded opportunity to attend restorative circles training.
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.
West Ed's Reader's Apprenticeship disciplinary literacy approach, which drives our academic professional development, is a research-tested model shown to improve English language learners language skills and access to content. It drives 80 minutes every two weeks of professional development.
Agendas and attendance are tracked through google docs.

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?
Advisors schedule student-led academic conferences with students and their families. Where possible, advisors are assigned who speak the students' home language, and staff members are scheduled to join. Preparation for the conference is done with the students' content and ESL teachers. The outreach is tracked in skedula, and the conference dates are tracked through or google for educators.
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.
Paste response to questions here: Parents are informed through letters, flyers, and phone calls. The school organized a Curriculum Night where parents were informed about their students' academic programs and school expectations. The Parent Association organizes regular meetings. Interpreters are available for these parent meetings. Our two bilingual school social workers are in regular contact with parents, as are the students' advisors.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We partner with Montefiore hospital, Hostos college and United Playaz. These organizations have sent representatives to curriculum nights and parents nights to share information about programs available to families. We also have two bilingual social workers, who make numerous referrals to outside agencies.
5. How do you evaluate the needs of the parents?
Our advisors have weekly contact with the parents in their advisory. These close relationships build trust and encourage parents to share questions and concerns.
6. How do your parental involvement activities address the needs of the parents?
Our parents have expressed particular interest in frequent information about their own students, workshops on the college process, and referrals for support from outside agencies. As a result, we have inaugurated nights to discuss the college process, focussed resources on frequent advisor contact. We share academic and behavior information with families on line in Skedula and through mailings.

D. Additional Information

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

Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07x259** School Name: **HERO High**
Superintendent: **Fred Walsh**

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) 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.

Several members of our staff (the social worker, guidance counselor, early college liaison, community associate, school aide, and math teacher) are fully bilingual in Spanish; therefore, any parent that needs interpretation and translation can easily obtain it . We have also started using online translation programs to translate the letters, flyers and documents that are sent home. Bilingual staff is present at all the meetings with parents to ensure adequate interpretation.

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.

Based on the home language survey, ATS information and information obtained during orientation, the school determined that the two languages students need information sent home in were Spanish and English.

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 staff provides all translations in-house and all documents will be translated before they are sent to the student's home. DOE forms and letters (such as permission slips or ESL services continuation letters) will be duplicated from the DOE website. All documents that are addressed to parents will be shared with a bilingual staff member, who will provide a translation before they are sent to the parents.

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

School staff (as described above) provide all oral interpretation services.

Part C: Providing Language Assistance Services

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

We posted a circular 6 and identified internal staff members to provide written translation services. As part of our process before completing a mailing, we ensure that materials are translated,

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

We supplement in-house interpretation by staff with over the phone interpreters via the translation unit.

Part D: Training Staff on Policies and Procedures

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

We will communicate it through the staff handbook, which we will go over at our opening staff professional development/

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school will follow all mandated guidelines as prescribed in Chancellor's Regulation A-663. Specifically, the school will provide immediate services; or within 10 days of a new student enrolling into the school, we will provide the Parent/Guardian Home Language Identification survey and video. In addition, during school meetings or conferences, all bilingual families will receive translated materials such as the Bill of Parent Rights and Responsibilities. In addition, the main office has a poster with information stating translation and interpretation services available to them.

Part F: Monitoring and Quality Control

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

We monitor the quality of our translation services primarily through monitoring frequency and nature of contact with families of our ELLs in Skedula.
We solicit feedback from families through our PA.