



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **10X268**

School Name: **KINGSBRIDGE INTERNATIONAL HIGH SCHOOL**

Principal: **RONALD FOREMAN**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Kingsbridge International High School School Number (DBN): 10X268
Grades Served: 9, 10, 11, 12
School Address: 2780 Reservoir Avenue, Bronx, NY, 10468
Phone Number: 718-329-8580 Fax: 718-329-8582
School Contact Person: Ronald E. Foreman Email Address: RForeman@schools.nyc.gov
Principal: Ronald E. Foreman
UFT Chapter Leader: Andrew Pecunia
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY, 10458
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-5852 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY, 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: _____ 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 School Comprehensive Educational Plan (SCEP) 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)
Ronald E. Foreman	*Principal or Designee	
Andrew Pecunia	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Our mission is to serve recent immigrant English Language Learners and prepare them with the linguistic, academic and cultural skills needed for success in college and beyond. We integrate language development and content using cooperative learning strategies. Students work together in order to complete in-depth projects and develop their communication skills.

Kingsbridge International High School (KIHS), we believe that all of our immigrant ELL students deserve a quality education that will prepare them for the challenges of the future in college and beyond. In order to do so, we provide them with the linguistic, cognitive, cultural, social, and emotional skills essential for success. As all students at KIHS are English Language Learners, our instructional support systems are tailored for this unique population. We are also committed to paying special attention to those students who are high achievers and those who are not achieving to their fullest ability; to reach every student in the continuum is our daily goal.

We currently have 380 ELL students of which 264 are SIFE. In our School Quality Snapshot, our school maintained high rates in Student Progress over the Borough Average. Our School Environment scores continue to be well above the city and borough scores. Closing the achievement gap for ELLs and Special Needs students were in the top 25%. In addition, we increased our 4-year graduation rate by 9% over the prior year, however, we still have work to do in this area. Furthermore, when compared to other ELL students in NYC our 4-year grad rate for the past 4 years exceeds the city ELL average by 14% and our 6-year grad rate exceeds the city ELL average by 8.2%. One area of concern for us is our College and Career Readiness index. Although our students are mainly immigrants and don't all attend college for a variety of reasons, we are ensuring that they are provided all the necessary tools and opportunities available.

We have developed an extended day programs to support our students with their academic development. We currently have an early entry before AM school, after PM school and at our Saturday Academy to ensure that our students are on track to graduate within four years.

The cornerstone of our program is the integration of language development within all subject areas through both implicit and explicit instruction. Each teacher is responsible for language and content instruction. Rather than having classes designated as "ESL classes", we use ESL methodology to develop language proficiencies in the four modalities in every class. Such strategies include:

- Explicit, extensive instruction in reading and writing strategies;
- Multi-level classroom libraries in each discipline;
- Textbooks at different reading levels for the students to use at home and in school, such as the extensive "Windows and Mirrors" program that we purchased for our English Department;
- Extensive use of scaffolding strategies to build on students' prior linguistic and content knowledge;
- Writing components to all content area projects;
- Oral presentation of written work;
- Debate/Drama presentations, this also includes students creating a visualization of the work studied;

- Integration of QTEL methodologies in all content areas;
- Collaborative, interdisciplinary learning projects that reinforce vocabulary and content;
- Explicit instruction of the aspects of language appropriate to the topic being taught, e.g. past tense in a history class, imperatives in a math class, etc. ;
- Common Core Tasks;

The teachers work in collaborative groups to make sure that each student receives appropriate ESL services and instructional methodologies. The major model of the program is cooperative buddy and team teaching.

We have initiated several after school initiatives this year and continued to build on others. We began our “City Chicken” project last spring where students incubated chicken eggs in class and now they are collecting eggs from their 18 chickens housed on campus in the chicken coop they built. Students continue to engage in horticultural experiences by planting trees and shrubs around our campus and harvesting food from their vegetable garden on campus.

10X268 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	461	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.8%	% Attendance Rate		84.7%
% Free Lunch	95.5%	% Reduced Lunch		1.4%
% Limited English Proficient	89.6%	% Students with Disabilities		3.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		5.9%
% Hispanic or Latino	84.2%	% Asian or Native Hawaiian/Pacific Islander		8.1%
% White	1.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		N/A
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.05
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	38.4%	Mathematics Performance at levels 3 & 4		53.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	83.3%	% of 2nd year students who earned 10+ credits		63.3%
% of 3rd year students who earned 10+ credits	78.6%	4 Year Graduation Rate		57.3%
6 Year Graduation Rate	53.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Our key strategy in this area is to support teacher participation in professional development that supports the planning and teaching of lessons that utilize targeted teaching strategies, which are aligned with the school’s instructional focus and the school’s core beliefs about student learning.</p> <p>One result of our end of year needs assessment was to modify our instructional focus for this year, which is: “ <i>If teachers develop comprehensive, student-centered tasks which focus on scaffolded, non-fiction writing, and assess students with uniform, school-wide rubrics, then students will graduate with the requisite skills needed for college and career success .</i>” The intention is that teachers are responsible to develop during team meetings and individually activities that are cognitively rigorous, in groups and with individual practice, and by using exemplars, rubrics, and feedback they will develop reading, writing, and collaboration skills that support college and career readiness.</p> <p>Curriculum units are created by teachers working collaboratively during grade level and content area meetings. Each unit has the following features: CCLS Standards (where applicable); CCLS aligned shifts; pacing calendars; formative and summative assessments; features of our school-wide curriculum for ELLs; and questioning and discussion strategies.</p> <p>Teachers use weekly and daily planning time to customize these units for diversity (i.e, ELL, SIFE, special needs, etc.) of student characteristics found in a particular class.</p>		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2015-2016 school year, all teachers will integrate the school's CCLS aligned instructional focus with curriculum for which they are responsible to teach as evidenced by a final rating of "effective" in Danielson competency area 1a and 1e (Planning and Preparation). Sixty percent (60%) of all teachers will receive an "effective" rating in Danielson competency area 3c (Engaging Students in Learning Elements).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We will use daily common planning time and weekly professional development meetings to support the development of curriculum with CCLS Standards (where applicable); CCLS aligned shifts; pacing calendars; formative and summative assessments; features of our school-wide curriculum for ELLs; and questioning and discussion strategies.</p>	<p>All students</p>	<p>Sept-June</p>	<p>Teacher Teams, administration</p>
<p>We will utilize school-created planning templates, rubrics, assessment to guide</p>	<p>All students</p>	<p>Sept-June</p>	<p>Teacher Teams, administration, data specialist</p>

<p>the creation of effective units and daily lessons that use data to:</p> <ul style="list-style-type: none"> • Address the needs and instructional modification of all students, particularly ELLS, SIFE, and SWDs. • Design purposeful scaffolds, interventions and groups • Ensure that unit and lesson plans include multiple access points for all students to content and tasks. • Ensure that lessons include higher-order questions, and ensure high levels of student engagement. 	<p>ELLs</p> <p>SIFE</p> <p>SWDs</p>		
<p>The school will develop two interdisciplinary tasks that are student-centered to provide a balanced curriculum.</p>	<p>All students</p>	<p>Nov and March</p>	<p>Teacher Teams, administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>This goal is resourced primarily by common planning time, teacher capacity, per session and close monitoring.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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>Our mid-year benchmark for this goal is: Seventy percent (70%) of all teachers will receive “effective” ratings in Danielson competency areas 1a and 1e. Forty percent (40%) of all teachers will receive an “effective” rating in Danielson competency area 3c.</p>
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Formal/informal classroom visits will be used to measure the impact of professional learning. All teachers will be subject to their choice of observations (as noted in their ADVANCE choice) of the course of the school year. Feedback to teachers will include reference to how lessons utilized data to provide for:

- The needs and instructional modifications of all students – particularly ELLs, SIFE, and SWDs.
- Scaffolds, interventions and student grouping
- Multiple access points for all students to content and tasks
- Higher-order questions, and,
- High levels of student engagement.

An assessment of both curricula and course content will be performed twice a year (i.e., October and February).

Our inquiry work will utilize common assessments to measure the impact of the school's instructional focus on our students.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our data and research show that attendance is directly related to grade movement that directly impacts progress towards graduation. A target group based on attendance data will be gathered to identify students who were “Chronically Absent” in the prior school year. Chronically Absent is defined by the DOE as accumulating 20 or more days absent in a school year. Research also shows that attendance in grade 9, of all grades K-12, consistently has the lowest attendance rate.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-2016 school year our school will develop a mentoring program for approximately 25 students, priority given to grade 9, who require frequent support throughout the year. As a result of the ongoing support, at least 30% of these students will improve their daily attendance from their prior year and accumulate enough credits to move on to the next grade by June 2016)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Work in collaboration with the Borough Field Support Center (BFSC) and DOE on Chronic Absenteeism. Identify students who were absent from school 20 or more days for the 2014-2015 school year, prioritizing with grade 9. • Create a database with biographical and historical absenteeism and academic data for initial evaluation 	<p>Targeted students from the 2014-2015 School Year</p>	<p>Sept-June</p>	<p>PPS/Attendance Team: four grade level school aides, social worker, guidance counselor, Teacher Grade Teams, BTSC Attendance Teacher, F-Status AP.</p>

and tracking. Create folders for each student in the target group to file scholarship, attendance, and all other related documentation.

- Send out correspondence to parents for the target population in the fall 2015 explaining the initiative.
- Initiate a phone call “blitz” by support staff (not simply automated) in the first week of September 2015, reminding the families of the target group of the first day of school.
- Host a Parents’ Student Success Summit at our school for targeted student families.
- Create a team of “Success Mentors” from within the school staff. These mentors will be assigned students from the target group who they will provide continued support in addition to monitoring student progress.
- Provide training for the team on how to use the “Data Tracking Spreadsheet”, a tool developed in-house for this initiative.
- Identify an administrator to coordinate the work for this project.
- Schedule weekly meetings to monitor the progress of the target group.
- Recognize positive student progress with postcards,

phone calls, awards, and other incentives.			

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.											
This goal is resourced primarily by common planning time, teacher capacity, per session, and close monitoring. Facilitator whose expertise and experience with this project. School Aides with extended hours to perform attendance outreach daily. The DOE Attendance Website having an abundance of resources and best practices.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
An analysis of student progress will be ongoing through weekly meetings and monthly summative data meetings; however, a mid-year review of the progress will be evaluated by the school. A mid-year benchmark will be show that 15% of the students have improved their daily attendance rate over the prior year and have passed enough courses to be on track to accumulate enough credits to be promoted to the next grade level by June 2016.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
<p>Tenet 4 Statement of Practice (SOP) Addressed</p>		<p>HEDI Rating</p>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>All teachers will participate in a professional development plan that provided staff with both short-term and sustained professional learning and which support practices that shift teaching practices in designated competency areas 3b, 3c, and 3d (Effective Practice) using the Danielson Framework for Teaching. Specific practices will include, but not limited to:</p> <ul style="list-style-type: none"> Teachers will employ instructional practices to ensure that all learners engage in complex tasks and meaningful discussions that deepen their thinking and enrich their work products. Teachers will use strategies to provide students with meaningful feedback, check for understanding and the use of rubrics to support students with peer and self-assessment. <p>We will use weekly common planning time and supervision to support the acquisition and implementation of practices. As noted previously, teachers will use instructional planning templates, guidelines and samples that address explicitly using CCLS aligned instructional shifts with ELLs, SIFE, and SWDs, questioning and discussion and rigorous activities, etc. to plan daily instruction. Our school-wide ELL curriculum supports teachers’ efforts to integrate processes into their curriculum to teach content.</p> <p>All teachers are expected to archive student work in folders or binders to track progress and to review with students over the course of the year. Currently, not all student work shows evidence of good feedback and actionable next steps to inform learning.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will demonstrate effective practice in at least 2 of 3 Danielson competency areas 3, 3c, and 3d.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>We will develop and implement protocols and monitoring systems for reviewing student work and unit/lesson plans to ensure that subject specific student data is used for alignment</p>	<p>All Students</p>	<p>Sept-June</p>	<p>Teacher Teams, administration</p>

with the CCLS and NYS content standards.			
All teachers will engage in individual goal setting to support them with differentiated professional development aligned with targeted teaching strategies.	All Students	Oct-June	Teacher Teams, administration
We will develop and implement protocols that all teachers will use to communicate expectations and success criteria for student learning and to share with students.	All Students	Sept-June	Teacher Teams, administration
We will use daily common planning time to support the effective collaboration of teacher teams through the use of protocols that guide their examination of student work for evidence of learning and gaps and the use of data findings to accelerate learning for all students. In addition, student work will be used to evaluate strategies and to identify new strategies or reteach.	All Students	Sept-June	Teacher Teams, administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This goal is resourced primarily by common planning time, teacher capacity, pupil personnel service staff, per session, and close monitoring.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Our mid-year benchmark for this goal is: by February 2016, all teachers will demonstrate effective practice in at least 1 of 4 Danielson competency areas 3b, 3c, and 3d.

All teachers will be subject to half the number of their choice of observations (as noted in their ADVANCE choice). Feedback to teachers will include reference to instructional planning and the use of data to design purposeful scaffolds and interventions.

Administration will work directly with teachers to set baselines, observe practice, collect student work and other artifacts and facilitate professional growth in targeted areas. Documentation of these efforts will be maintained by teachers and administrators.

Administration will supervise these processes as they occur and teachers. Feedback and support will be given to all teachers in need of additional assistance.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>Our key strategy in this area is to implement and maintain distributed leadership structures to enable teacher leadership and empower all staff to make informed decisions that support attainment of our graduation rate goal.</p> <p>All relevant meeting will contain a variety of data points that are examined. As a result, timely adjustments to plans are made and effectiveness of these different actions are monitored and evaluated.</p> <p>School goals and plans were created as a result of a collaborative and rigorous needs assessment that caused us to evaluate a number of data sources, including but not limited to: Regents results, common assessment, pass/fail rates, Learning Environment Survey (LES), School Quality Guide, Quality Reviews, observation teacher practice, attendance data, staff capacity, and resource allocations. Citywide Instructional Expectations – including the implementation of the DOE's new teacher evaluation system drove our school-wide goals. In such cases, plans were modified to scaffold onto where we believe we reasonably begin with adult learning and where we believe we could provide students with leverage opportunities for learning. Our core beliefs about student learning also played a role as we work to created plans that are congruent with those beliefs.</p> <p>We will develop structures and routines to coordinate plans associated with our goals and monitor their effectiveness. Adjustments to plans are made as we interpret the data we realize. This work is accomplished in weekly meeting in the principal participates.</p>		

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

Beginning September 2015, we will implement and maintain routines and structures to systematically use data to measure progress towards interim and long-term goals as a means to evaluate the impact of our school, department and classroom decisions on student learning and, when necessary, make timely adjustments that support an increase in our annual graduation rate by 3%. (Sub-goals that support graduation increase: Increase in June Regents performance, ELA 2%, Integrated Algebra 5%, Living Environment 5%, Global History 5%, US History and Government 5%)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We will create a schedule that enables teachers (grade level and content area) to meet weekly/daily and plan and assess and coordinate</p>	<p>All students</p>	<p>Sept-June</p>	<p>Administration, Teacher Teams, data specialist</p>

the work going on in the school			
We will communicate school improvement goals and interim progress within the school community three times (beginning, mid and end-of-year).	School Community	Sept-June	Administration, Teacher Teams, data specialist
We will use data at all team meetings to monitor progress and make timely adjustments.	Teacher Teams	Sept-June	Administration, Teacher Teams, data specialist
We will survey staff, students, and parents to illicit their feedback and offer them opportunities for input regarding a variety of topics related to the school's improvement plans.	Teacher Teams, SLT	Oct-May	Administration, Teacher Teams, data specialist

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.											
This goal is resourced primarily by common planning time, teacher capacity, per session, and close monitoring.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Our mid-year benchmark for this goal is: increase January Regents performance in the five core subjects by 2%.
An analysis of teacher programs and meeting agendas will be made during the fall semester. We will utilize student data (e.g.: academic, attendance, etc.), survey results, observations of teacher practice and anecdotal information to determine the impact of these actions on this goal.
Reports of progress towards all school goals will be evaluated three times a year (Sept., Feb, and June). Timely adjustments in resource allocation and professional learning will occur as needed.
All meeting agendas will reflect the use of data to inform plans in a timely manner. As a result, adjustments in resource allocation and professional learning will occur as needed. Team meetings are held mainly once per week.

Surveys administered throughout the year including the Learning Environment Survey will be administered. As a result of these surveys, adjustments will be made to relevant action plans.

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Our key strategy in this area is parent communication regarding student academic performance by creating and maintaining a Parent Engagement Team that will communicate all parent communication and engagement efforts.</p> <p>Our monthly Parent Teaching Association meetings are attended regularly by our parent leadership team, students, and staff. Each meeting has a learning portion as well as a community building component. The meetings have enjoyed high degrees of satisfaction among participants. During our meetings we communicate with parents with simple language, avoiding educational "jargon." Ensure that all parents have regular access to clear, concise, and easily readable information about their children's school and classroom. Ask parents to share their concerns and opinions about school, and then address those concerns. Accommodate parents' work schedules. Accommodate language and cultural differences with multiple language translators. We intend to continue this effort. The team will employ a large variety of methods to ensure that all parents are made aware of school, DOE, and State expectations for academics and preparation for college or work. Meeting agendas also reflect our efforts to plan, evaluate and adjust parent communication and engagement activities.</p> <p>Teachers invite parents and accept parent requests for them to meet individual grade teams on Tuesdays during the extended time allocated for this activity via the UFT contract. In addition, parents meet with teachers throughout the day by making individual appointments with the General Office staff. Family Night is a new DOE Initiative that allows parents to visit classroom teacher s to discuss curriculums, student expectations, and exchange contact information with their child’s teachers. Open School week affords parents opportunities to discuss student academic progress with their child’s teachers twice a year.</p>		

Student Progress reports are mailed home to families at the conclusion of each marking period. These will be highlighted to draw attention to student achievements and challenges. These communications also provide information related to assistance parents can receive when they need additional support and information.

Information related to financial aid, college fairs and trips, and college readiness school supported workshops is also sent to families at relevant times during the school year.

Parent-teacher conferences and other workshops are conducted in such a way that parents are directed to information related to college readiness.

Among the tools we use to communicate information to our families includes US Mail, backpacked flyers, School Messenger, email, and person-to-person contact. Our communications included translating all messages and correspondence in all languages.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2015-2016 school year, we will build parent capacity to support their students via monthly meetings, Tuesday Parental Meetings, parent workshops, traditional parent-teacher conferences, “Family Nights”, a Parent Handbook and other communications.

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? (include school, educational consultants and/or CBO staff)</p>
<p>We will establish monthly (10) parent meetings that will offer parents, teachers and students an opportunity to learn and build community together.</p>	<p>Families</p>	<p>Sept-June</p>	<p>SLT, PTA, Parent Engagement Team</p>
<p>We will send progress reports at the conclusion of each marking period that are highlighted to draw attention to student achievements and challenges. In addition, provide support to parents on how to read and understand academic data.</p>	<p>Families</p>	<p>Sept-June</p>	<p>SLT, PTA, Parent Engagement Team, administration, data specialist</p>

We will provide professional learning to staff on how to develop partnerships with families.	Teachers, and support staff	Sept-June	Social Worker , Guidance Counselor, and Administration
School-wide activities that involve students with their families. A gardening project where students, their families, and staff partake in a beautification event planting shrubs and flowers around the school campus. The event also has a BBQ component where staff and families donate food, beverages and their time.	Families	May-June	SLT, PTA, Parent Engagement Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This goal is resourced primarily by common planning time, teacher capacity, per session and close monitorin.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
Our mid-year benchmark for this goal is: by February 2016 we expect to have engaged in five Family Engagement evenings and at least two contacts made between a student’s “Grade Team” and his or her parent.
Meeting agendas will be maintained and participation monitored. Feedback for each meeting will also be reviewed and taken into account for subsequent planning efforts.
We expect to conduct one parent survey in addition to the DOE’s Learning Environment Survey by mid-year. The results will be used to revise, if necessary, subsequent efforts.
A first draft of a Parent Handbook will be developed.
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 at 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)	Academic Intervention Includes the following: AM Small group instruction, PM and Saturday A cademy. Weekly English team meetings to align the curriculum for all grade levels.	ESL strategies are incorporated. Multiple levels of readings and writing activities that are prescribed by the grade team.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends
Mathematics	AM Small Group instruction. There is peer tutoring after school and during school hours. The entire Math staff works after school and 3 of our math teachers run a Saturday program, and the students are placed according to their academic ability and needs for the Math R egents Exam	Real-life projects, Regents practice online and from workbooks. Topics are selected based on Predictive test scores and Regents item analysis. Instruction is tailored to the individual student needs. The Grade team assesses student deficiencies and prescribes an AIS individual AIS plan.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends
Science	Four years of Science. An extra period of Science is provided for Seniors to make up science course and/or Science Regents requirements. AM Small Group Instruction. Saturday academy meets weekly to address students' individual needs. Technology, worksheets, Regents	Real-life projects, Regents practice online and from workbooks. Topics are selected based on Predictive test scores and Regents item analysis. Instruction is tailored to the individual student needs. The Grade team assesses student deficiencies and prescribes an AIS individual AIS plan.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends

	Prep and one-on-one conferences are conducted to assist students in meeting standards and monitoring themselves.			
Social Studies	Our Social Studies department conducts transcript analysis in September to identify the students who are deficient in credits and Regents to meet graduation requirements. Letters are sent home to encourage parents to send their children to both P.M. school and Saturday Academy. We have Staff available every day after school and Saturdays for both Global and U.S. tutoring. Small Group instruction is available to all students each morning. The department has devised an organizer and essay format that is to be used on all four grade levels to increase writing skills and help develop the necessary thematic and DBQ essay skills for the Regents Exams and Common Core Learning Standards.	Topics are selected based on Predictive test scores and Regents item analysis. Instruction is tailored to the individual student needs. The Grade team assesses student deficiencies and prescribes an AIS individual AIS plan. An interdisciplinary approach with the ELA team is also incorporated in Social Studies AIS.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are provided with individual conferences to plan how to improve their overall achievement. Students review transcripts with the	Caring, Sustained Relationships, Reachable Goals, Realistic, Hopeful Pathways, Engaging School and Community Settings (<i>The feeling of being</i>	Small group and one-to-one, push-in SETTS	During the school day and before and after school.

	<p>guidance counselor and are made aware of graduations requirements and first steps for college readiness and the application process. Counseling, Peer Mediation, Group Counseling, referrals to Social Worker are ongoing.</p> <p>We have a school based support team and a Montefiore Medical Clinic on Campus both having psychologists available to our students. Also, we have a boys and a girls club to promote discussion of relevant issues for at-risk students. The clubs also venture out of the building once a month to explore the vast culture of New York City.</p> <p>Our Social Worker provides Crisis Intervention for students on demand. Referral services for students and families for issues such as child care, mental health services, domestic violence, Planned Parenthood, and sexual health among others. Provides girls with a girls' club, "GLOW", to enhance self-esteem and leadership skills. Conducts parent teacher conferences to assist students</p>	<p><i>engaged in a setting or group happens when students have opportunities to receive positive recognition and to make positive contributions.)</i></p>		
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	<p>with behavior and academic challenges. Provide individual and family counseling. Students with special needs are provided counseling aligned to their I.E P.s. Linkages to the school community which includes ACS, Safe Horizon, Montefiore Health Clinic, Cardinal McClosky Services, and to other outside agencies. Provides Group Counseling and Individual Counseling.</p>			
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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.
All our teachers are Highly Qualified in their teaching area. We do encourage our faculty to pursue ESL extensions to support our International student population. In addition, our in-house ESL teachers provide ongoing professional development in ESL strategies to the faculty.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Our principal receives ongoing professional development from the NYC Leadership Academy through the services of a Leadership Coach. Our Borough Field Support Center and CUNY, provides ongoing quality professional development addressing the Common Core State Standards to our teachers in their subject areas. The principal and coaches provide ongoing professional development to teachers via classroom visits and curriculum reviews to ensure that instruction is aligned to 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.

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Teachers and administration meet every Monday afternoon. Included in the weekly agenda are opportunities for faculty to participate in the selection of appropriate student assessments and express their professional development preferences. Prior to the weekly meeting with the administration are subject area and grade level teacher team meetings where student work products, including multiple assessments, are analyzed for quality and effectiveness.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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	419,343.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	43,796.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,971,286.00		

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: 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 SCEP 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. **Kingsbridge International High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Kingsbridge International High School** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Kingsbridge International HS</u>	DBN: <u>10X268</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>450</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> 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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>24</u>
of certified ESL/Bilingual teachers: <u>9</u>
of content area teachers: <u>15</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

Kingsbridge International High School (KIHS), we believe that all of our immigrant ELL students deserve a quality education that will prepare them for the challenges of the future in college and beyond. In order to do so, we provide them with the linguistic, cognitive, cultural, social, and emotional skills essential for success.

As all students at KIHS are English Language Learners, our instructional support systems are tailored for this unique population. We are also committed to paying special attention to those students who are high achievers and those who are not achieving to their fullest ability; to reach every student in the continuum is our daily goal. We currently have 415 ELL students of which 229 are SIFE.

We have developed an extended day program to support our students with their academic development. We currently have an early entry before AM school (3 Teachers), after PM school (10 Teachers with rotating schedules) and at our Saturday Academy (7 Teachers) to ensure that our students are on track to graduate within four years. Four of the 20 Title III participating teachers are ESL certified. These teachers will be pushing into the classes taught by non-bilingual certified content area teachers.

Title III designated classes, teachers and frequency are as follows:

- "AM SCHOOL ESL/Bilingual Faculty: Math, English/ESL, Science. These three teachers will provide instruction to the 30 ELLs participating in this program for a total of 22 one-hour sessions, 7:00 - 8:00 AM
- "PM SCHOOL ESL/Bilingual Faculty: English/ESL, Math, Math, 2-ESL, Social Studies, Math, English, Science, and Science. These 10 teachers are identified as service providers for the 210 ELLs participating in the program for a total of 22 two-hour sessions, 3:00 - 5:00 PM
- "SATURDAY ACADEMY ESL/Bilingual Faculty /Review: Math, ESL, Math, Math, Science, ESL, and ELA. These 7 teachers serviced 100 ELLs in this program for a total of 15 sessions of four-hour each, 8:00 AM - 1:00 PM.

The ESL/Bilingual educators meet daily with the core curriculum teachers to make sure that ESL/Bilingual strategies are in place in all Title III classes, every day. The 9 ESL/Bilingual teachers meet 3-4 times a week with the entire staff in Subject and Grade Team meetings to develop the necessary methodology and student profiles for the higher level teaching that involves the Title III requirement for Memo 66 from the Chancellor's office. It is very clear that we have an articulate and clear-headed set of goals that will satisfy all city, state, and federal requirements. These three programs are geared towards maintaining students' credit accumulation as well as Regents preparation and in the academic gaps that ELL experience as they transition into the use of a new language, English. We also offer enrichment programs for our students who have met or maintained the state mandated progress of their cohort for graduation. All grade levels (9, 10, 11, 12) are offered morning and after school programs, as well as during the Saturday Academy. Our SIFE students and our low performers (bottom third in each grade) on the LAB-R exam are the subgroups that are heavily targeted to attend our supplemental academic programs. Students attend the programs from 7 a.m. to 8:00 a.m., 3 p.m. to 5 p.m. after school and from 8 a.m. to 1 p.m. on Saturdays. The many classes being taught by trained ESL/Bilingual staff teach in their classrooms with class libraries, Smart Boards, and all the necessary materials for proper and appropriate instruction for our 100% ELL population. The program runs for the entire school year, from September to June. All classes are given in English with ESL/Bilingual support. Our 1:4 ratio requirement is met with co-teaching and co-planning with the entire staff that works with these three programs. The instructional focus for all three programs are the same: credit recovery, test preparation and we even

Part B: Direct Instruction Supplemental Program Information

provide students that are in the gifted and talented program opportunities to tutor their peers under the direction of an ESL/Bilingual teacher. We train the non-certified ESL/Bilingual teachers through our daily and weekly meetings as our entire grade and subject teams go over the IEPs for each and every student. Students are taught by certified teachers and our 1:4 ratio requirement is more than met in a very profound way. The academic language of an ESL/Bilingual curriculum is used successfully 100% of the time. We have meetings in discussing individual students' needs; we meet and surpass our goals each school year. Our students benefit from such consistent, well blended teacher/parent/ESL/Bilingual strategies. In regard to the credit recovery program that we offer during our three Title III sessions before and after the regular school day, it is always geared towards state mandated core curriculum standards. The several credit recovery programs are not only offered in higher levels than what is required by the various government agencies, it is far beyond what is expected. The language acquisition for our students is above average when compared to other schools with our SIFE and ELL population. All certified ESL/Bilingual teachers meet daily and/or weekly to rotate with the other State certified teachers, (many of whom are now working on their ESL endorsements) during all THREE programs, i.e., AM/PM/Saturday Academy as described in this plan. There are 24 teachers working in our programs, all of which are either fully certified in ESL/Bilingual or in their core subjects with co-teaching with the content area teachers with regular licenses. These remaining teachers are either pursuing or considering obtaining their own ESL licenses in local universities to increase the number of ESL/Bilingual educators on our staff. All teachers use ESL strategies on a daily basis. We use our professional periods and also we switch lunch times with prep periods to achieve our goals. The school has the opportunity to have the same lunch period, so that time is sometimes used in PDs tailored to enrich our school's population as well as a time to meet with certain students and parents for a successful progress report meeting that involves the entire grade team teachers, including the Guidance Counselor, Suzette Persaud, and the Social Worker, Carmen Escobar. Translations for these meetings are provided by teachers and/or other staff members. We use our advanced students to translate to parents in Arabic, Bengali, Italian, or French as needed. The materials used are Regents review books, former Regents exams, teacher created materials, smart boards, computers and other technology to enhance instruction.

We currently have approximately 100 ELL participating in our Saturday Academy, 210 ELL participating in our After School PM program and 30 participating in our early AM morning program. A lion's share of licensed ESL/Bilingual teachers is always on hand for every single session of our three programs. These programs gives us the opportunity to reach at least fifty percent of our population with various programs including Physical Education, Book Club, Chess Club, SAT Vocabulary, Science Enrichment, Rosetta Stone English and Native language building, Math Solutions, Homework Help and Regents Reviews.

Students have access to on-line programs Rosetta Stone and Destination Math. Students will also make use of classroom libraries to read a more diverse selection of books. These students will also attend a "writing center" twice a week to improve organization of essays, and to write in styles that enhance learning and preparation for college courses. Students will participate in writing opinion based essays and research based essays as per the NYS Core Curriculum standards.

The cornerstone of our program is the integration of language development within all subject areas through both implicit and explicit instruction. Each teacher is responsible for language and content instruction. Rather than having classes designated as "ESL classes", we use ESL methodology to develop language proficiencies in the four modalities in every class. Such strategies include:

- Explicit, extensive instruction in reading and writing strategies;
- Multi-level classroom libraries in each discipline;
- Textbooks at different reading levels for the students to use at home and in school, such as the extensive "Windows and Mirrors" program that we purchased for our English Department;
- Extensive use of scaffolding strategies to build on students' prior linguistic and content knowledge;
- Writing components to all content area projects;
- Oral presentation of written work;

Part B: Direct Instruction Supplemental Program Information

- Debate/Drama presentations, this also includes students creating a visualization of the work studied;
- Integration of QTEL methodologies in all content areas;
- Collaborative, interdisciplinary learning projects that reinforce vocabulary and content;
- Explicit instruction of the aspects of language appropriate to the topic being taught, e.g. past tense in a history class, imperatives in a math class, etc. ;
- Common Core Tasks;

The program has 9 teachers with ESL/Bilingual certification. The teachers work in collaborative groups to make sure that each student receives appropriate ESL services and instructional methodologies. The major model of the program is cooperative buddy and team teaching.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

Teachers work together in small cluster teams to develop challenging and engaging interdisciplinary, project-based curricula. They share ways in which to embed multiple opportunities for language development across all subject areas. At daily meetings, weekly grade level, content area, and Monday afternoon PD, they sit down together not only to discuss the progress of their shared community of learners, but to critique each other's work through the analysis of student writing and feedback from peer observations. In addition to these times, we use full day PD activities on Election Day and other student non-attendance days to get additional instruction from outside agencies including experts in ELL populations. Our lead teachers and former ESL/Bilingual teachers, from Columbia University and outside agencies such as instruction by NYC Leadership Academy, all take an active role in these many opportunities for training our entire staff.

It is essential to the success of this system that teachers are up to date and universally informed regarding the nature of assessment criteria, procedures, and uses of data. We achieve this by having a core assessment team who engage in workshops with all teachers to transfer information, and for group learning. Most decisions and directions of process are made after careful deliberation, dialogue, and by democratic means. This allows us to have a strong collective backbone. Every Monday afternoon each week, all teachers meet for 80 minutes for professional development as per UFT contract. This is a time to discuss student achievement, lesson plans, and other activities. During this time, there will specific attention given to rigorous curricula, questioning techniques, assessment development, thus involving all teachers on a very regular basis. The daily professional period for all teachers is reserved for planning in their teams as well as time for team teaching and peer observations.

The rationale for our professional development is to ensure that our students are provided the best possible ELL instruction. All of our teachers receive training on a weekly basis during the principal's weekly PD sessions. The entire staff meets every Monday to discuss ELL strategies, our inquiry work project, student achievement and progress and Regents readiness for our students. The staff meets every Monday from 2:30 P.M. - 3:35 P.M. and these PD's run for the duration of the school year. The New York City Leadership Academy coach provides monthly Professional Development.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

-
The rationale for all of our parent engagement activities is to increase parental involvement in the education process of our students. We provide translation services for all the parents in the languages required. Mostly Spanish, but we also have translators, sometimes high level students, translate Bengali, French, Arabic, among others as required by the parents' involved.

The UFT contract now provides faculty 75 minutes on Tuesday afternoons to engage with parents. Faculty use this time to administer telephone calls, generate student progress reports for mailing and parents are invited to meet with their child's teacher grade teams. We also hold frequent meetings and events for parents to ask questions to teachers about their child's performance. To supplement this, we hold informational sessions to discuss our assessment tools and demystify the process, so they feel comfortable engaging in meaningful dialogues with the school regarding their student's achievement.

Using these methods, we can ensure that students are meeting expectations and can determine the reasons why a student is not. From there, both the school and families can move forward together to best help their child succeed. We want parents to be fully immersed in the culture of our school, and to be an integral part of their child's education. The activities we provide to parents in addition to all of the mandated activities are a parent orientation in August to familiarize the parents with the school's mission and the methodology of our classroom teachers; we also inform parents of state requirements for graduation as well as all of our after school programs. We also have monthly PTA meetings on the first Wednesday of every month to discuss critical and current school issues such as upcoming Regents exams, grading policies and credit accumulation. Our notifications are done through mailings, phone calls and emails with the Guidance Counselor and the Social Worker by following up on the initial contact to make sure that parents are aware of the informational meetings. It is difficult not to be informed. This procedure provides the necessary results by having a high percentage of parents attend the many functions dedicated to only parents.

The PTA meets on the first Wednesday of the month for two hours from 5:00 pm to 7:00 pm. Example agendas items to be covered but not limited to are, Rosetta Stone for all languages, the school wide grading policy and attendance, Small Group Instruction programs, AM/PM and Saturday Programs, College Readiness, future plans, school uniforms, field trips, etc. We continue to get parent input on all levels of our programs. All these meetings make our parents feel at home by having refreshments provided by our cooking club such as various cookies and coffee.

-
In addition to our PTA meetings we have hosted parent workshops devoted to learning English through ESL classes and issuing parental accounts to Rosetta Stone with training provided by our Lead Technology Instructor. We have opened all our school activities to parents such as Talent Shows, after school garden projects, and "Barbecues and Holiday Pot Lucks."

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$49386

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$49,386</u>	<u>We are a Title I SWP school. The Title III funds will be used for teacher per session to support the before and after school programs and cultural activities.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$49,386</u>	_____

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 10	Borough Bronx	School Number 268
School Name Kingsbridge International High School		

B. Language Allocation Policy Team Composition

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

Principal Ronald E. Foreman	Assistant Principal
Coach Charles Glassman	Coach NA
ENL (English as a New Language)/Bilingual Teacher	School Counselor Genesis Batista
Teacher/Subject Area Maribel Marinez/Science	Parent
Teacher/Subject Area Brian Mullen/Social Studies	Parent Coordinator NA
Related-Service Provider Carmen Escobar	Borough Field Support Center Staff Member
Superintendent Fred Walsh	Other (Name and Title) NA

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

D. Student Demographics

Total number of students in school (excluding pre-K)	467	Total number of ELLs	322	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	322	Newcomers (ELLs receiving service 0-3 years)	317	ELL Students with Disabilities	9
SIFE	208	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	3

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	317	207	4	2	1	2	3	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										29	89	70	92	0
Chinese												1		0
Russian														0
Bengali										3	7	4	6	0
Urdu														0
Arabic										3	2	3	1	0
Haitian														0
French										2	2	3	2	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	2		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)										12	63	39	37	0
Emerging (Low Intermediate)										5	14	14	21	0
Transitioning (High Intermediate)										6	12	16	10	0
Expanding (Advanced)														0
Commanding (Proficient)										2	1	3	10	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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
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.
 ELLs are given the periodic assessment as a tool of evaluating the student progress throughout the course of the school year. These assessments include , Achieve 3000, NYSESLATm NYSITEL and teacher generated formative and summative assessment. These assessments assist in the teacher's ability to adjust curriculum to meet the state standards associated with the ENL program. This information informs the overall instruction that is provided within each ENL classroom. The data is collected and the proficiency levels are examined. The proficiency levels of the students are distributed to the teachers on grade levels and those teachers create appropriate instructional plans for that particular grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Noticeable patterns across different NYSESLAT modalities represent a necessity for instructional changes. The appearance of these patterns facilitate an adjustment in overall curriculum and instructional choices. The patterns appear that most students are deficient in reading and writing. These are the skills that the ENL teacher focuses on primarily for these students. Additionally, the instructor provides additional support in listening and speaking to ensure that students continue to develop in these areas. English proficient students are provided with necessary support past their enrollment in the ENL program. Title III funding and additional in-class support to ensure a smooth transition for these students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Grade Teams use the data focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The factors that can be analyzed include years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, credit accumulation, holdover status, grade level, ELA/math performance and progress, Regents exam results, and high school graduation year. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels. Identify the instructional and programmatic differences between specific subgroups .
 Teams strive to:
 - Design targeted, data-driven instructional programs to impact student learning

- Document and share best practices across districts, clusters, networks, and schools
- Highlight students who exhibit known risk factors in order to develop and implement targeted interventions Paste response to question here:

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

A comprehensive review and analysis of student achievement in the core academic subjects is conducted each marking period. During these reviews, student examination progress is also analyzed. Students' needs are addressed throughout the meetings and instructional changes are made as a result of student progress or lack thereof. Periodic and Interim assessments are given throughout the year as a means by which instructional leaders make decisions related to programming and curriculum development. Data is disaggregated and evaluated based upon student achievement results. Instructional leaders observe to ensure that strategies are in place to address the diverse student needs. As outlined above, the majority of our ELL students are deficient in reading comprehension and writing skills. A school initiative involves professional development targeting literacy across the core curricula. Teachers are engaged in weekly and bi-weekly meeting where literacy for ELLs are targeted. Student results continue to show a weakness in the areas of reading and writing. The performance of the students on exams in English as opposed to their native language is that the students who take the exams in English tend to perform better because the classes are given in English and a great deal of the academic vocabulary is difficult to translate for the students. Teachers are using the periodic assessments to create their instructional plans to meet the needs of the students. The teachers are learning that specific addressing of needs within the core subjects has seen a sizeable growth in performance on regents exams, particularly in the English and Social Studies disciplines.

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.](#)]

Not Applicable

6. How do you make sure that a student's new language development is considered in instructional decisions?

Translations supports are provided to all our students in their native languages. The school provides dictionarys in written and electronic forms. In most subjects, textbooks are provided in languages other than English. Rosetta Stone software is available to all students and their families. Assessments, school created and standardized, are provided in the students' native language. Student groupings around native languages are considered. Advanced placement instruction and exams are made available to qualifying students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Not Applicable

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

The success of our ENL program is measured by student progress on the NYSESLAT examination. Additionally, students are assessed throughout the year using alternative forms of assessments. Achieve 3000, Rosetta Stone, and the Periodic Assessment provides data throughout the year and allows us to benchmark the progress of our ENL program. The ultimate barometer of the success of our programs are determined and measured by student performance on New York State regents exams and our graduation rate. Additionally, teachers of grade teams do quarterly transcript evaluations to evaluate the students' progress within their cohort to measure credit accumulation and regents performance.

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.

The identification process for potential English Language Learners begins with this intake team (Pupil Accounting Secretary, bilingual Guidance Counselor, ENL Teacher, and Native Foreign Language Teacher). Members of the team have students that are new to New York City Public Schools complete documents including the Home Language Survey. Once parents indicate a home language other than English for the student's language, students are then designated for NYSITELL/LAB-R testing, which is administered within 10 days

by our ENL Teacher or Guidance Counselor. According to the NYSITELL/LAB-R results, students are placed into corresponding ENL levels in compliance with their needs according to the assessment. Students are given appropriate native language support when possible and provided with necessary scaffolding throughout their content area classes. The ENL coordinators hold professional licenses in NYS for English Speakers of Other Languages and are well-versed in the administration of the NYSITELL/LAB-R assessment. The HLIS is a document we use to determine if the students speak a language other than English. There is also an informal interview in both English and the Native language. The students and parents are asked specific questions about their background and English abilities. All parents and students are provided to the best of our ability translators at the intake process. We have many pedagogues who are bi-lingual. We have speakers of Spanish, French, Arabic and Bengali on staff to assist in the intake process. Parents are informed of our Rosetta Stone account at the school in order to help their English development. This school does not administer the Spanish LAB for Spanish-speaking ELLs because we are ENL. The pedagogues who administer the initial screening are our guidance counselor, Suzette Persaud and social worker Carmen Escobar. The HLIS is administered by several teachers including, Leonardo Iglesias as well as the guidance counselor and social worker. The HLIS is completed with the assistance of a pedagogue, and we always try to match the parents with people who speak their native language. Edward Greico, our testing coordinator, conducts all NYSITELL testing (LAB-R). He is a licensed pedagogue. He also administers the NYSESLAT exam to our students. The ENL teachers review NYSESLAT results to evaluate ELLs and to ensure our students are receiving the proper instruction. Students' growth in English development is charted annually and compared to regents and classwork progress.

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).
Since our entire school is made up of ELLs. In Grade Level and Content Area Teacher Teams, teachers meet weekly and continually evaluate their students using school-developed assessments. Each newly enrolled student receives priority to ensure they are properly evaluated within 30 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The Language Proficiency Team (LPT) made up of ESL (Mr. Iglesias, Ms. Grube), ELA (Mr. Olsen, Ms. Thomas) and our Special Ed (Ms. Agwu) teachers who review evidence of the student's English language development. The LPT recommends that the student take or not take the NYSITELL. If the student takes the NYSITELL then he/she continues with the identification process ensuring proper ESL placement. If the LPT recommends that the student not take the NYSITELL, then the principal notifies the Superintendent or designee for approval and the parent is notified within 3 days.
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.
In addition to what is done in #6 below, an Entitlement Letter is provided to parents. The entitlement letter addresses ENL placement or non-placement based on NYSITELL/LAB-R results. The form is duplicated and kept on file. The guidance counselor and social worker are responsible for the entitlement letters, and these letters are distributed at the intake process along with parent survey and program selection forms. The guidance counselor collects these forms and a file is created for every student with a checklist of required documents. The LPT team along with the other Pupil Accounting Team members ensure the identification and NYSITELL are administered the same day the student and parent arrive at the school. Within 5 days the LPT will also mail the parent the entitlement or non-entitlement notification letter. In addition, a LPT member will call the parent informing he/she of the entitlement decision in their native language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Immediately after the parent views the choice videos described in item #6 below, they are explained in their native language about their right to appeal within 45 days of enrollment, their child's ELL status and/or placement. The notification is performed verbally, preferably during a parent conference, and in writing. Copies of parent notification letters are kept in the student's cumulative record folder as well as in the Guidance Office.
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.
We show the Department of Education approved Parent orientation video and we address any concerns that may arise. Our analysis of the parent surveys consistently shows that parents choose ENL for their children. Parents are also provided with the option for other services if they so choose. The outreach process to inform parents who have previously chosen a TBE/DL program when the program becomes available is we create a list of students that we have who have requested a different program. We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer programs.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

As indicated in item #6 above, Parent Surveys and Program Selection forms are completed during the first day of enrollment. If a parent and student arrive late, an LPT member will be paid per session to complete the entire intake process. If for some reason, the parent cannot stay, the school will schedule a follow up conference at the parent's convenience (i.e.: early morning or late afternoon).

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
As noted in items #4 and #5 above, an LPT member along with the Guidance Counselor maintains a checkoff list in the form of an Excel spreadsheet to ensure that all the Parent Surveys and Program Selection forms are completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
If a placement letter is not provided the first day of enrollment to the parent, then a member of the LPT will set up a parent conference and explain the meaning of the placement letter and mail a copy of the letter home. If a conference cannot be mutually arranged, then the Placement letter contents will be explained via a telephone call and a copy mailed home to the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All required ELL documentation as outlined in the Implementation of the new CR Part 154 guidelines are kept in two places:
 1. The student's cumulative record folder in room 224.
 2. In the guidance counselor folder in the guidance office in room 201.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
During the New York State administration period of the NYSELAT the school tests all students in ELA/ENL classes. Makeup exams are provided on an ongoing basis. The Reading/Listening sections are administered individually by appointment by our ESL teachers. Exams are collected and reviewed for completeness and biographical accuracy.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Entitlement Letters are provided for the parent. The entitlement letter addresses ENL placement or non-placement based on NYSITELL/LAB-R results. The form is duplicated and kept on file. The guidance counselor and social worker are responsible for the entitlement letters, and these letters are distributed at the intake process along with parent survey and program selection forms. The guidance counselor collects these forms and a file is created for every student with a checklist of required documents. Parent notification letters are given to each ELL student and mailed to their parents. A member of the LPT will follow up with a notification phone call and respond to any questions. In addition, the LPT along with grade level teachers invite parents with their students to participate in an annual review process for each ELL student.
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).
Over 99% of our students and their parents select a Free-standing ESL program. Our school only offers free-standing ENL services. Therefore, if a family selects another program of service, we will provide accommodations for the student. If a parent chooses an alternative program, we will contact the Office of ELLS via their email address (ELLProgramTransfers@schools.nyc.gov) and attempt to find an alternative placement. The school monitors trends in parent choices by charting parent responses and comparing the data by the intake team.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

All our students are ELLs and are grouped heterogeneously in all classes. During teacher team meetings and common planning time, teachers analyze student work and modify past, current, and future curricula to ensure we address the evolving needs of our ELL students. During the common planning time and teacher team meetings, an ENL certified teacher collaborates on the curriculum and strategies that should be incorporated into curricula, lesson plans and classroom pedagogy.
 - b. TBE program. *If applicable.*

Not Applicable
 - c. DL program. *If applicable.*

Not Applicable
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)?

Our school employs a dedicated ENL teacher and ELA for each grade level. These teachers will deliver the minimum required number of minutes as outlined below in chart 5.2 (Part 154-2 (9-12) English as New Language). In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Explicit instruction is delivered by a certified ESL teacher to students. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts. Our students travel in blocks and have a heterogeneous mix.
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.

Content area instruction is delivered in English. We have established a LPT team which includes the principal, Borough ELL Compliance Specialist, ENL and ELA teachers, Native Language Arts teacher, and school counselors. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our teachers employ the workshop model in our classes and students are grouped with different levels of English within the class. This is done to ensure that content becomes comprehensible and to enrich language development through the students' peers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELL students receive evaluation in their native language by a certified pedagogue. A large percentage of our incoming students are Spanish speaking. The certified Spanish teacher and other teachers with bilingual extensions evaluate the students in their native language for fluency and placement. The methods for evaluation include competency exams, interviews in native language and their ability to speak, write and read in their native languages is monitored by teachers in grade level teams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students receive evaluation in their English acquisition by both ENL and ELA pedagogues. English language assessments are created by the school and are administered at the beginning, middle and end of every school year. In addition, the school utilizes the NYSESLAT predictive exam that the Department of Education provides. Finally, the school utilizes the NYSESLAT results as a summative assessment and school accountability.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

ELL subgroups receive differentiated instruction though content areas where QTEL scaffolding strategies are implemented. ELL and SIFE students receive Native Language instruction. In addition to items above, ELL students are enrolled in online programs Achieve 3000, Rosetta Stone and SCANTRON for Literacy support. Students at different levels are provided with literacy and language support in both their native language (when possible) and English. Our plan for SIFE students is to closely monitor their attendance in coordination with the guidance counselor and the individual grade teams. The grade teams administer baseline exams in their respective departments and then create an academic plan based on the ability of the student. Our SIFE students are enrolled into our P.M. School and Saturday academy also. Our newcomers (less than 3 years) are teamed up with a student buddy whose English level is advanced in order to expedite the process of learning English. All newcomers are evaluated in grade teams to ascertain their strengths and weaknesses and to teach them accordingly. Our plan for Long-Term ELLs is to continue their process for English language development using P.M. and Saturday academy for both enrichment and regents requirements. We have after school writing programs and verbal SAT prep for student achievement.

Chart 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.

In our school, all our students are ELLs. Therefore, all students receive the same ELL services as outlined in the new CR Part 154 guidelines. Our ongoing monitoring of all our student progress within grade teams and the guidance department will ensure the students' progress has not been adversely affected in the remote chance of re-identification.

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 of ELL-SWDs receive ongoing professional development pertaining to their content area. QTEL (Quality Teaching for English Learners) is presented as a tool to assist instructors in meeting the needs of students with disabilities. Pedagogues are given access to Achieve 3000 and school generated assessments as a means to facilitate student language acquisition. Our instructional strategy includes workshop model, weekly grade and subject team meetings to assess student achievement and create alternative strategies for lower achieving students. These strategies include scaffolding for the writing process focusing on sentence and paragraph development as opposed to writing large essays they may not be capable of at that time. All teachers have grade appropriate textbooks and literature to assist instruction, computers and smartboards are available to every teacher, and all grade teams are conducting inquiry work in an attempt to increase student vocabulary skills.

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 approximately 15 student with disabilities in our school. Teacher Teams address the needs and learning disabilities of our SWDs during common planning time. Student IEPs are shared via SESIS with our staff of SWDs. A special education teacher pushes into classes when required by a student's IEP. Furthermore, all our SWDs are in the least restricted environment. All are currently classified as SETTS.

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)
Chart 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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

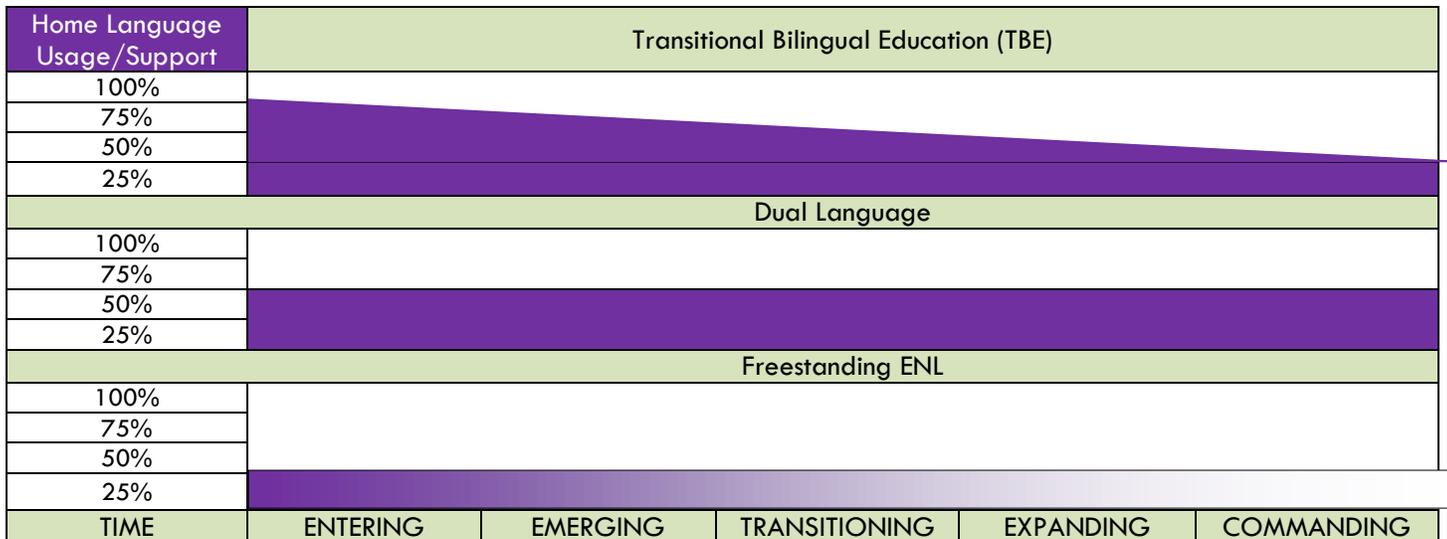


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ENL instruction, using ENL strategies and methodologies, is aligned to the ELA Common Core/NYS Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. Interventions for Social Studies includes an ENL support teacher for every regents level course. The support teacher has a primary focus of increasing the reading, writing and document analysis skills necessary for students to pass regents exams and increase college readiness. Interventions for science includes a looping of the living environment teacher in which the 9th grade teacher moves to the 10th grade with the same students for continuity for regents exams. There are daily A.M , P.M. classes for both Science and Social Studies. In Science and Math, P.M. classes and Saturday classes are available in their native language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for two additional years. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ENL courses to ensure student success. Additionally, each grade level has class advisors which assist with the transition from one grade to another. Our entire school consists of ELLs. Therefore, progress is reported on both NYS Accountability and NYC Progress Report Cards. Credit accumulation and Regents pass rates are equal or greater than similar schools on the NYC Progress Report. Furthermore, our graduation rate exceeds the NYC graduation rate for ELLs by approximately 9.5%. The English Language Regents is the most challenging exam for our students. The English language acquisition is measure by the NYSESLAT. The latest NYSELAT shows that 25% of our students gained at least one proficiency level and 7% tested Proficient. The school AMAO for 2013-2014 shows 5.1% of NYSESLAT exam takers attained proficiency and 56.4% of NYSESLAT exam takers made progress.
12. What new programs or improvements will be considered for the upcoming school year?

In addition to stand-alone ENL classes, our ENL teachers will perform additional push-in instructional support in content areas for student the LPT recommends. In addition, the school will be hiring an additional ENL teacher to support this new push-in program. In addition, we will expand on the services already provided. Incorporate Rosetta Stone Language software in English for our ELL and SIFE students. Other programs we have incorporated is our school wide inquiry based project on improving academic vocabulary. We plan to have once again a cooking class in which the students write recipes in English, and a fitness class in which students are required to keep nutritional journals to help increase literacy. We have initiated the "City Chicken" program where our students build and raise chickens on school grounds and record multiple observations and make collaborative decisions on the project success. Our students and their families each year engage in "Garden Day" where they learn about horticulture, work the land, plant shrubs and trees, and take pride in their effort to beautify our campus. Lastly, our traditional P.M. and Saturday classes will be geared to help student achievement and maintain studnets on a path to graduate in 4 years.
13. What programs/services for ELLs will be discontinued and why?

None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students are not excluded from any programs or clubs at our school. Furthermore, in addition to items listed in #9, our ELL beginners receive an additional instructional period in their daily program. The funding source for come from the school budget and various grants. We have programs before and after school, as well as on Saturdays to help increase student achievement. The goals of our before and after school programs, as well as Saturday academy are to increase literacy, assist in the learning of English and to assist all students pass their state mandated regents exams to stay on course for graduation.
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.

Interactive Smart Boards, Laptops Computers, dual-language dictionaries, Native Language content area textbooks, and literacy libraires. All teachers have textbooks, Regents review materials and classroom libraries to help increase literacy. Teachers have access to discovery education to supplement lessons, as well as the wizard test maker which helps to assess regents readiness.

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

Home language support is a paramount concern for students labeled as SIFE; when possible, these students are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ENL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are seven Spanish native language instructors on faculty. Additionally, there are 3ENL instructors on faculty. Native language support is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in their second language. Our native language instruction is done primarily in our P.M. and A.M. schools.

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

Required services and support correspond to ELLs' ages and grade levels by assessing students needs in grade teams and placing the students into corresponding A.M. and P.M. classes based on ability. For example, we may have an eleventh grader writing on an 8th or 9th grade level, which would prompt teachers to place the student in a lower level after school class in order to acquire the necessary skills.

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).

For new students to our school who were "list-noticed" to us, we have an orientation prior to the school year where materials are distributed, presentations from staff are made, and a Question-and-Answer forum is provided. However, more than half our new students come "over-the-counter" as newly arrived students to the country during the months of September and October. A preliminary conference is held with the student, the family, and a welcome team of staff. Additionally, we have a peer-to-peer mentoring program for new students, where upper level and successful students mentor new students during their first year. Beginning the summer of 2015 we will make an effort to provide a "Bridge-to-High School" program to our new students.

19. What language electives are offered to ELLs?

Students are offered Native language instruction during PM School and Saturday Academy enrichment. As of now, we only offer Spanish electives, however we are working to incorporate French, Arabic and Bengali into our P.M. school curriculum.

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)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All our students are ELLs, therefore all staff have a weekly 80 minute PD meeting every Monday afternoon. This is a recent addition to the new UFT Contract. Instructional strategy is a component of every weekly PD meeting. Teachers share instructional strategies at these meetings, with specific detail and attention paid to our ENL learners. We have outside people attend meetings periodically in an attempt to provide new insights. One person from each department will attend an outside PD and turn-key other members of their respective department.
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?
During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ENL instruction, using ENL strategies and methodologies, is aligned to the ELA Performance Standards, Common Core Learning Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers, particularly in 9th grade, are trained to assist ELLs as they transition from one school level to another through our in-house weekly PD meetings. Our ENL teachers provide specific strategies to the staff in order to create the smoothest transition possible for ELLs as they transition from one school level to the next.
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.
The minimum of 7.5 hours of ELL training is easily met in our weekly PD meetings. Teachers share research based strategies on the most effective ELL instruction. Records of these meetings are kept by the Principal as he creates the weekly agenda.

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?

Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Parents are invited to be a part of the School Leadership Team, Principal Round Table Meetings, Open School events, Parental Workshops, access Community Based Organization, as well as the Parent Teacher Association. Monthly meetings and additional workshops are held throughout the school year. With the new UFT Contract, 75 minutes of teacher time is solely devoted to parental involvement. Parents meet with Teacher Teams and/or individual teachers to discuss their child's progress as well as social/emotional development. The identification process for potential English Language Learners begins with this intake team. Members of the LPT have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the NYSITELL/LAB-R. According to the NYSITELL/LAB-R results, students are placed into levels based of ENL in compliance with their needs according to the assessment. Needs of parents are assessed via the learning environment survey and discussed during School Leadership Team meetings. Additionally, parents are invited to formal and informal meetings where we discuss the success of our English language learners and possibilities for ensuring that the students are actually given the support that they need. These meetings take place each semester. We are in the process of creating literacy classes to involve the parents of our English Language Learners in an attempt to ensure that they feel welcome and can transition into English-Speaking settings. In-house survey administered by the staff is also utilized to address the the needs of parents.

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.

Item #2 Response:

Teacher Team meeting with parents are kept in meeting minutes. Phone calls are entered into teacher logs, and copies of letters are kept with the letter initiator and kept also on file in the Guidance Office. At times, critical meeting notes and correspondence will be entered into the ATS Intervention Log System (ILOG).

Item #3 Response:

Our parental involvement activities include surveys, parent-teacher conferences, monthly PTA meetings. Parents are invited to attend our weekly grade team meetings to discuss the progress of their child. Parents are also provided with a Rosetta Stone account and we are currently working to create a English class at night for parents. Parents are included in school events such as our Garden Day, Talent Show, and cultural trips.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Montefiore Medical Clinic
5. How do you evaluate the needs of the parents?
The needs of our parents are evaluated through a series of surveys, parent-teacher conferences and monthly PTA meetings in which the parents always have the oppurtunity to air grievances and describe their needs and the needs of their children. The discusssion is documented and presented to staff for possible ideas for meeting parental needs.
6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

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.

School Name: Kingsbridge International HS

School DBN: 10X268

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)
Ronald E. Foreman	Principal		1/1/01
Nicole Theo	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Leonardo Iglesias	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Brian Mullen	Teacher/Subject Area		1/1/01
Maribel Marinez	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Carmen Escobar	School Counselor		1/1/01
Elaine Linsey	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: 10X268

School Name: Kingsbridge International HS

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.

We determine the primary language through home language surveys, student interviews and social worker phone calls. All of our students are immigrant children, therefore the staff knows our children are ELLs and that extraordinary measures must be taken to communicate with parents. In addition to the HLIS, we utilize Emergency Contact Sheets, ATS Reports listing home languages and preferred spoken languages. We have full translation available for our students and all letters to the house are written in English and the other native languages. Our staff discusses the language barriers that exist in our daily professional development meetings.

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

Albanian, Arabic, English, EWE, French, Fulani, Haitian Creole, Spanish.

Part B: Creating a Communications Calendar

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

Freshman Orientation Flyer and documentation which includes registration and all other relative information. School directory, parent-teacher conference flyers, Family Night/Curriculum Night, monthly school newsletter and special events. Senior student information. PTA meeting agendas, minutes and current information. Our Montefiore Medical Clinic provided translated literature about their services. Other documents containing critical information that are translated include, but are not limited to, the following areas:

- Registration, application and selection
- Standards and performance
- Conduct and discipline
- Safety and health
- Special education and related services
- Entitlement to public education or placement in any special education, English language learner or non-standard academic program
- Transfer and discharge
- Legal or disciplinary matters

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

Parent-teacher conferences, Family Night (Curriculum Night), Parent-Teacher Association, School Leadership Team Meetings, Tuesday Family Engagement Time (75 minutes as per new UFT Contract), Garden Day, College and Career Readiness events, School Trips, Parent Workshops within school and Campus, Automated School Messenger Phone Calls, student progress reports, school-year calendars, Regents Exam schedules, daily attendance telephone calls, and one-to-one/family counseling.

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 have created a parents Bill of Rights and responsibilities in Spanish and other languages are under construction. All the forms that need to be signed are available in the students' and parents' native language. We use the NYCDOE

Translation and Interpretation Unit (TIU) services for all letters sent home to our ELL families. We also provide parents the TIU website: <http://schools.nyc.gov/Offices/Translation/default.htm> .

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 use the Translation and Interpretation Unit (TIU) services for interpretation when we cannot provide an in-school translator. We also have in-house staff available for most translations, as well as parent volunteers and students who have developed a certain level of mastery of English. We also provide parents the TIU website: <http://schools.nyc.gov/Offices/Translation/default.htm> .

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.)

Our Social Worker provides a workshop to the entire staff at the beginning of each year. Her presentation covers items listed below in addition to providing resources.

The training module includes information on:

- The school's role in facilitating the provision of Language Access services
- Accessing translation and over-the-phone interpretation services from the Translation and Interpretation Unit
- Obtaining translated signs for posting and Language Identification Cards for identifying parent's primary language
- Resources and support available from the T & I unit
- Accessing school translation funds and options for using these funds

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

A copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services is disseminated to each family enrolled in our school via back-packing, mail, and parent meetings. A copy of this bill is posted in the Parent Association's Office as well as all administrative and Guidance offices. Of the parents who do not respond to our requests, phone

calls are made by the social worker and guidance counselor for follow up until contact is made between the school and the parents.

Part F: Monitoring and Quality Control

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

The NYC Learning Environment Survey is used as our primary gathering feedback tool. Grade Team Teacher to Parent Survey – Survey made available to all parents designed by grade team teachers assess their child's school, teachers, administrators, support staff and including whether or not the school is communicating with the parent in their native language.