

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X397

School Name:

**ENGLISH LANGUAGE LEARNERS AND INTERNATIONAL SUPPORT
PREPARATORY ACADEMY (ELLIS)**

Principal:

NORMA VEGA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: ELLIS Preparatory Academy School Number (DBN): 10x397
Grades Served: 9-12
School Address: 99 Terrace View Avenue Bronx NY 10463
Phone Number: 7182201889 Fax: 7182208658
School Contact Person: Norma A Vega Email Address: Nvega12@schools.nyc.gov
Principal: Norma A. Vega
UFT Chapter Leader: Kristin Lawlor
Parents' Association President: Maria Rivas
SLT Chairperson: Anel Tineo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maria Rivas
Student Representative(s): Henry Bonilla
Pedro Gonzalez

District Information

District: 10 Superintendent: Kathy Pelles
Superintendent's Office Address: 335 Adams Street Room 508 Brooklyn NY 11201
Superintendent's Email Address: kpelles@schools.nyc.gov
Phone Number: 7189235181 Fax: 7189235145

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Brooklyn, NY
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 7189355618 Fax: 7189355941

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Norma A. Vega	*Principal or Designee	
Kristin Lawlor	*UFT Chapter Leader or Designee	
Maria C. Rivas	*PA/PTA President or Designated Co-President	
Anel Tineo	DC 37 Representative (staff), if applicable	
Foli Ayih	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Henry Bonilla	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Pedro Gonzalez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Crystal Reyes	CBO Representative, if applicable	
Luis Almonte	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

ELLIS Preparatory Academy is a progressive public high school in the Bronx, New York. The school was founded in 2008 to offer a high-quality high school education to 16 to 21-year-old newly arrived immigrant English language learners, including a majority with interrupted or otherwise limited formal educations. ELLIS strives to meet the diverse academic and socio-emotional needs of its students and their families, developing their intellectual, cultural, and collaborative abilities so that they may be active members of an interdependent world.

Graduates earn a New York State Regents Diploma (see below under Internationals Network), and in addition to coursework, students also participate in internships for at least four semesters while at ELLIS. As an extended-year school, ELLIS's year lasts from September through July. The Internationals Network

ELLIS is a member of The Internationals Network for Public Schools. Starting with the International High School at LaGuardia, the network now includes over a dozen public high schools in New York City and California whose holistic, personal approach to serving recent immigrants and emphasis on portfolio-based performance assessment has proven successful in graduating English language learners at significantly higher rates than New York City-wide averages.

Starting with the Class of 2015, as per the New York State Board of Regents, graduation requirements for a Regents Diploma at ELLIS and other Internationals Network schools include satisfactory scores on Mathematics and English exams as well as a series of performance-based assessment tasks that are presented in the form of "Capstone" Graduation Portfolios.

Our Students

ELLIS serves a linguistically and culturally diverse population from across the Bronx and northern Manhattan, nearly all coming to ELLIS within weeks or months of first setting foot on U.S. soil. Our students come from over 20 countries and speak more than 10 different languages. English is the second – or third or fourth – language of every ELLIS student. Students have a wide array of prior educational experiences, ranging from 0 to 12 years of formal schooling. While there is no "typical" admit, the average student, upon enrollment, has previously attended school part-time for 10 years, has no functional English skills, and possesses academic skills in need of considerable acceleration, many years behind his/her age cohort in the US.

Students who enroll at ELLIS (1) have less than one year living in the United States, (2) are not yet proficient in English, and (3) are over-age (15.5 to 19 years old) for entering a New York City high school. While many students enter with a high school transcript from their native countries, ELLIS understands that students need at least 3-4 years to build their academic language proficiency in English, as well as their habits of mind and work across all subject areas, in order to be ready for entry and success at an American university.

College attendance and completion are clearly articulated as the goal for our students, as supported by targeted college access and success counseling. Among our graduates to date, over 90% are enrolled in college or will be enrolling by fall 2015. The majority of all graduates earned college credits while at ELLIS and currently attend 4-year colleges, mostly as members of opportunity programs (e.g. HEOP, EOP).

Schools Strengths, Accomplishments and challenges:

We have been successful in building a strong community of educators that deeply believe in the potential of our students. Our structures are such that they support both teachers and students. Class sizes are human size and students are with the same teachers for 2 years allowing for both students and teachers to know each other well. Our goal has been to cause students who no one wants to be successful. We have an extremely challenging population since they do not articulate from the 8th grade and come at varying levels of education most of which is insufficient. Our students are older and come with the problems of adults and arrive to our country to meet with estranged parents for the very first time or leave their parents to live with family that is foreign to them. The level of emotional support is unprecedented and as a result of becoming a transfer school we were able to hire two more counselors thus having a counselor on every team. We have been successful in exposing all of our students to colleges through trips tailored to their interest and academic performance and because of this careful planning our graduates have remained in college. Furthermore we have built numerous partnerships through our extensive internship program which further exposes our students to the real world of work and broadens their experience so they can more accurately determine their interest and career path. Again, because of our transfer school status the funding supported us providing stipends to many students for attending their internships. The funding also supported our student taking summer school on the Fordham university campus. Most recently, SUNY Potsdam has agreed to include us in their college in high school program where our teacher will work collaboratively with their professor to design a college ready course for Potsdam credit. In addition the funding has provided us with the opportunity to further expose our students to another country and we will commence this year with a yearly trip to China where they will spend their time in a Chinese High School. Our school has made great strides in moving our 2nd years in to the 3rd year as a result of dropping class sizes by creating a third interdisciplinary team. Since we will have a larger 3rd year class and want to maintain a low student teacher ratio we will be adding another senior institute team. In adding this team we will have 3 junior institute teams and three senior institute teams and these teams will be paired up to create corridors for students and teachers. Each JI/SI pair will be responsible for 115 students each allowing for class sizes to be 14-15 students per teacher.

10X397 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	367	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	5	# Music	2	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.4%	% Attendance Rate			77.2%
% Free Lunch	81.8%	% Reduced Lunch			2.7%
% Limited English Proficient	86.6%	% Students with Disabilities			0.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			18.8%
% Hispanic or Latino	72.5%	% Asian or Native Hawaiian/Pacific Islander			6.0%
% White	2.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.2%	% Teaching Out of Certification (2013-14)			49.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.26
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	25.0%	Mathematics Performance at levels 3 & 4			38.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
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			YES
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

A collaborative approach is used across teaching and administrative teams to build an inclusive and motivating curriculum that is culturally relevant and engaging. Targeted college visits and college access activities in grades 10-12, coupled with targeted, data-driven 1-on-1 college access counseling with support from Youth Leaders for College Access help students to formulate and reach rigorous goals of college preparation and success.

In response to needs made explicit in the 2015 quality Review, professional development and staff meetings this year, across disciplines, are focusing on building students’ higher-order thinking skills, and teachers’ higher-order questioning skills, which supports the more complex tasks that students are assigned to demonstrate mastery of language and content, and in preparation for the new Capstone graduation portfolios.

A new unit planning document has been adopted to further support this work and transparency and collaboration between teachers in instructional and disciplinary teams.

Part 2 – Annual Goal

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

We will have a 70% graduation rate by 2016 because our senior teachers worked collaboratively to develop rigorous curriculum aligned to the ELL waiver Rubric and CCLS standards.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In continuing the school’s tradition of strong collaborative efforts between administration, counselors, teachers, and students, the school continues to model collaboration within and across levels to utilize everyone’s voice (including students and teachers) and build a culture of mutual respect and trust. Youth Leaders for College Access regular facilitate workshops and lessons related to college and career exploration. Beyond the distributed counseling model of advisory, supporting the notion of every student having at least 1 adult in whom they can confide at school, the new Capstone graduation portfolios are being supported by an additional layer of mentoring outside of regular teacher/advisor support to ensure a smooth transition to these portfolios, which build on but demand more than the portfolios that students have been presenting since the school’s inception.</p>	<p>12th grade students (November-Jan), 11th -12th grade students (April-July)</p>	<p>Nov-June</p>	<p>Admin, teachers and coaches</p>
<p>A peer counselor (Youth Leader for College Access) and other student interns are supporting teachers with outreach to parents (and with translation, since very few of the parents speak and read English). Most teachers (who are also advisors as part of the school’s distributed counseling model) also now spend weekly time reaching out to parents.</p>			<p>College counselor</p>
<p>Assign a “FLEX” period three times per week to provide additional places for students to earn art/gym credits, as well as using the extended-year structure (i.e. July term) to help students with credit accumulation.</p>	<p>Students under-credited in core class areas as well as gym/art.</p>	<p>Entire 2015-16 year</p>	<p>Admin, teachers, coaches</p>
<p>Implementation of College Access: Research and Action (CARA) vetted College Inquiry college and career curriculum to help students in constructing high-level goals for their futures. Supplemented by enrichment opportunities including Project Lead the Way (recognized by Change the Equation as the nation’s leading developer and provider of supplemental STEM curricula) and dual-enrollment courses through Syracuse University and (soon) through a new</p>	<p>All 10th -12th grade students.</p>	<p>Entire 2015-16 year and building into next year</p>	<p>College Counselor, Social Worker, English teachers and Admin</p>

partnership with SUNY Potsdam, the institution that has done the most to help our graduates to become successful students at a respected 4-year college. This work will further be supplemented by the GPS to College Committee's work in terms of disseminating college access curriculum as well as providing instructional support around its implementation. College trips will be planned to support College Access Curriculum.

--	--	--

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.

We will leverage all resources: human, instructional, and financial available to meet our goal.

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

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

Part 5 – Progress Monitoring

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

!2th Graders will have passed and completed 3 capstones by January 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 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

ELLIS Preparatory Academy accepts a very unique student population: 100% OTC students, recently arrived immigrants, overage and under-credited. Depending upon students’ countries of origin, features of U.S. education may be completely new. For our Dominican students (a strong majority), the six-hour school day demands increased stamina. For students coming from Koranic schools in West Africa, the study of linear and non-linear mathematics and science breaks new ground. For students from Yemen and Bangladesh, reading and writing complex texts in a new alphabet system is a daunting task. The collaborative work at ELLIS begins with identifying the specific needs of our diverse learners. We meet students where they are and move them to where they need to be, rapidly. As many of our students enter the school at 16 or older, we push them to finish high school and go directly to college.

Our 2013-2014 Quality Review cited “a collaborative approach to create a safe learning community” as a strength of our school. The QR went on to describe the Advisory structure as a pillar of trust and respect at ELLIS. Small groups of students are assigned an advisor who remains with them for two years. Advisors work with students to ensure attendance, solid academic performance, and to support socio-emotional needs. When the advisor is not able to intervene and support students’ socio-emotional needs, they refer students to a counselor or Social Worker. There are four instructional teams at ELLIS, each with its own dedicated counselor or Social Worker. As a school, we boast a high ratio of counselors to students, indicative of our commitment to supporting students’ transitions to the United States, and eventually, to college.

During the 2015-2016 school year, ELLIS, along with the other schools in The Internationals Network for Public Schools, is continuing their implementation of the graduation-worthy Capstone projects in place of Science and Social Studies Regents exams and to supplement the English and Math Regents. Virtually none of our students have written a research paper before. Leveraging our school’s strength at providing collaborative approaches to safety, learning, and community, we plan to build upon our mentorship structure and incorporate mentoring into the school day.

To support students in the writing and research of major papers in all academic subjects plus one in their native language, ELLIS is developing structures and protocols for faculty-staff mentorship. Students and mentors will communicate through weekly face-to-face meetings as well as digitally, using Google Drive. Teachers will engage in Professional Development to ensure their efficacy as mentors. Parents and guardians will have multiple opportunities to learn more about the process throughout the year.

Part 2 – Annual Goal

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

By June 2016 70% Of our seniors would have completed all required graduation portfolios as a result of our mentoring structure

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Weekly meetings between students and faculty mentors.</p>	<p>Junior and Senior students as well as faculty from all disciplines.</p>	<p>nov-june</p>	<p>Students and Faculty</p>
<p>Communication between faculty mentors and student mentees via Google Drive. Comments and suggestions will be posted on Capstone drafts weekly by faculty mentors. Students will respond during class work time and out-of-class by implementing suggestions of following up with questions and edits.</p>	<p>ELLIS faculty, Students</p>	<p>nov-june</p>	<p>Students, faculty mentors.</p>
<p>Professional Development for teachers regarding the development of graduation-worthy assignments that meet the demands of the Internationals Network for Public Schools (INPS) rubric. Our school has sent two faculty representatives to monthly INPS meetings to participate in the formulation of those rubrics.</p>	<p>ELLIS faculty, INPS</p>	<p>nov-june</p>	<p>INPS, discipline coaches, ELLIS Administration.</p>
<p>Parent meetings to transmit information about the graduation-worthy Capstones to parents and guardians of ELLIS students.</p>	<p>Parents and guardians of students</p>	<p>nov-june</p>	<p>Assistant Principals, counselors, and teachers in collaboration</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>We will leverage all resources: human, instructional, and financial available to meet our goal.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 60% of our seniors and 40% of our Juniors would have completed 2 of their Graduation Worthy Portfolios (Capstones)
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

- As an ELL waiver school, we are transitioning to a new graduation requirements as per the ELL Regents waiver. Consequently, students will need to complete a graduation worthy portfolio project to comply with NYS graduation requirements. As per the Quality Review, the school has been tasked with “improving the level of teacher team meetings to ensure that teachers consistently engage in inquiry-based collaborations to reflect on student work, improve instruction, and develop leadership skills to improve student achievement.”

- As stated in our last Quality Review in 2013-2014, “the school uses a collaborative approach to create a safe learning community where there is mutual respect and an inclusive culture” that ultimately leads to school improvement efforts. As such, we will leverage our already existing collaborative structures to improve student performance on the graduation-worthy portfolio. Existing collaborative structures include: collaborative teacher teams that plan curriculum within disciplines, coordinating council, inter-disciplinary teams, portfolio committee, scheduling committee, guidance team, guidance/admin meetings

Part 2 – Annual Goal

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

Mentors who are part of an interdisciplinary team will meet weekly with an administrator to review which students are on track to present their portfolios. Only portfolios that have achieved a competent in the writing portion will be allowed to present. Any student who is not on track will be provided with extra support in order to accomplish a "competent" on their research paper.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Collaboratively developing school-wide systems and structures, ranging from implementing a distributed mentoring system that supports students towards successful completion of graduation worthy portfolio project as well as an ELL waiver Portfolio August 2015-June 2016</p>	<p>Teachers, Administration, Mentors, Student-mentees</p>	<p>August 2015-June 2016</p>	<p>Team leaders, administration, teachers, mentors, discipline coaches, mentors</p>
<p>A cornerstone of our democratic decision-making processes is the regularized meeting times created within the schedule to allow for team building at all levels- teachers, guidance, administration. Further, structured reflection within professional development sessions serve to inform next steps as a learning community. This year, Ellis will be creating teacher committees to address the various needs of the school (eg teaching and learning committee, Graduation Worthy-portfolio/Capstone , GPS to College Committee) Regular community and team building activities allow faculty and staff to get to know each other both as individuals and professionals.</p>	<p>Faculty, staff, guidance counselors, administration</p>	<p>September 2015-June 2016</p>	<p>Team leaders, administration, teachers, mentors, discipline coaches, mentors</p>
<p>Teachers regularly meet to use graduation rubrics developed by International Network for Public Schools to align curricular units. In teacher teams (disciplinary and inter-disciplinary) teachers will develop curriculum that infuses language integration strategies, in keeping with the INPS principles, as well as use a GraduationWorthy Portfolio checklist to ensure progress towards scaffolding for language development of ELLs. Teachers will meet to align rubrics across on years and disciplines are coherently aligned over a four-year sequence in all disciplines.</p>	<p>Faculty, staff, guidance counselors, administration</p>	<p>September 2015-June 2016</p>	<p>Teachers, Guidance Counselors, Administration, Advisors</p>
<p>Common access to Jupiter Grades by parents and staff will strengthen both the collaborative inquiry process while strengthening the home-school partnership. Regular teacher collaborative work will allow for the surfacing of student strengths and needs and information to be shared with parents. This is an outcome of prior collaborative inquiry work, and as supported by research, strong collaborative partnerships among teachers are further</p>	<p>Faculty, staff, guidance counselors, administration</p>	<p>September 2015-June 2016</p>	<p>Teachers, Guidance Counselors, Administration, Advisors</p>

strengthened with the participation of parents and families. Parent outreach programs and workshops to support student achievement towards completion of Graduation Worthy Portfolio Project including Curriculum Night, Parent workshops offered during morning, evening and weekend sessions.

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.

We will leverage all resources: human, instructional, and financial available to meet our goal.

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

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

Part 5 – Progress Monitoring

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

- Third-year students will present science and social studies Graduation Worthy Portfolio Project in June. In February, all students who need to re-do their portfolios will represent. By June 2016, 90% of third-year students will have successfully completed Science and Social Studies portfolios. By June 2016, 100% of third-year students will have successfully completed Science and Social Studies portfolios.
- Fourth-year students will present science and social studies Graduation Worthy Portfolio Project in June. In February, all students who need to re-do their portfolios will re-represent. By June 2016, 90% of fourth-year students will have successfully completed Science and Social Studies portfolios. By June 2016, 100% of fourth-year students will have successfully completed Science and Social Studies portfolios.

* Staff will participate in end of semester, data driven reflection/analysis/evaluation, to inform revision of systems and structures for the Spring semester. This will also occur in our respective teams and departments. This structured reflection will inform the May round of Graduation Worthy Portfolio project presentations for Math and English.

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

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

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

Part 1 – Needs Assessment

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

What we need to work on:

As an ELL waiver school who has been entrusted with graduating students by portfolio in addition to math and English regents we are working diligently to design more complex and challenging text that will allow a student to present a graduation worthy portfolio. In our QR last year our “ Instruction across classrooms was often teacher centered with most dialogue being teacher-student-teacher resulting in limited opportunities for student-to-student discussions and accountable talk.” This year we designed our PD around designing more complex task and how to scaffold for more complex text, vocabulary and concepts. We observe teachers regularly and our transparent in what is expected of them: students at all levels are to be actively engage in a task that lends itself to them making meaning of the task, constructing their own knowledge, ultimately they are to be facilitating discussion, questioning eachother and building upon eachothers responses.

Our Strengths

Based upon the quality review we have created an environment where high expectations are communicated across grades and disciplines has been developed. Teachers align curriculum and unit plans to CCLS. Teacher teams meet regularly for common planning and unit plans are submitted for review and approval by the school’s administration. In addition, administrators conduct frequent observations to provide actionable feedback and next steps to promote accountability. Teachers also participate in peer observations, norming sessions, and professional development using the Danielson rubric, resulting in improved teacher practice and accountability towards meeting expectations.

School leaders and staff consistently communicate high expectations to students that are connected to a path for college and careers immediately upon entering the school, students, and parents participate in an orientation around school. In their freshman year, students are exposed to colleges through trips and conversations around college opportunities. Exposure continues into sophomore year and in their junior year students and parents receives one-on-one counseling through advisors concerning the college process. Additionally, students participate in enrichment and college readiness opportunities through college now courses and summer institutes. Moreover, on-site university courses are offered to seniors through the SUNY Potsdam program (Potsdam) and Syracuse University Project Advance (SUPA). Targeted college access counseling is also provided to all seniors and their parents with strategic support in completing the college admissions and enrollment process. As a result, parents and students have a better understanding about the college process and student progress towards those expectations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders including teacher leaders will create and implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques for English Language Learners (ELLs), resulting in a 4% increase in teachers improving one performance level reflected in Danielson component 3b Questioning and Discussion Techniques in *Advance*.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers and administrators will collaboratively develop a professional development plan during their weekly Teaching and learning committee embedded in the needs of the teachers and aligned with the instructional goals of the school</p>	<p>teachers,</p>	<p>sept 2015-june 2016</p>	<p>teachers, administrators and discipline coaches</p>
<p>Teachers regularly meet to use graduation rubrics developed by International Network for Public Schools to align curricular units. In teacher teams (disciplinary and inter-disciplinary) teachers will develop curriculum that infuses language integration strategies, in keeping with the INPS principles, as well as use a Graduation Worthy Portfolio checklist to ensure progress towards scaffolding for language development of ELLs.</p>	<p>teachers,</p>	<p>sept 2015-june 2016</p>	<p>teachers, administrators and discipline coaches</p>
<p>Observe teachers regularly and provide timely, accurate feedback that supports our instructional goal of designing student centered complex tasks</p>	<p>teachers,</p>	<p>sept 2015-june 2016</p>	<p>teachers, administrators and discipline coaches</p>
<p>Meet with team leaders bi-weekly to ensure clear and consistent communication across teams</p>	<p>administrators and coaches</p>	<p>sept 2015-june 2016</p>	<p>teachers, administrators and discipline coaches</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, AP, coaches, teachers and counseling and support staff

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

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

Part 5 – Progress Monitoring

<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>By February 2016 all teachers would have been observed twice and students ability to maintain high level peer to peer content based conversations will be evident during our third observation in March 2016</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

As a result of our parental involvement efforts in 2015 we had our highest graduation rate. We will build upon our success of monthly parent activities, providing parents access to their child's grades to include them in fund-raising activities and setting an expectation that they are to participate during portfolio presentations.

Part 2 – Annual Goal

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

By June 2016 at least 40% of the parents in each grade in our planned workshop to support students at home.

y

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We are instituting a student life and support committee where counselors, teachers, students and administrators will develop activities that will promote a healthy community/</p>	<p>faculty, admin, students and parents</p>	<p>sept-june</p>	<p>Administrators, parent coordinators, teachers</p>
<p>Meet the teacher day will happen by-yearly in order to make parents feel even more welcomed and invite their feedback on the learning environment and curriculum</p>	<p>Parents</p>	<p>october and April</p>	<p>Administrators, parent coordinators, teachers</p>
<p>We are creating advisories that discuss community peer pressure so that it strengthens community and trust. Some of these clubs engender this goal, such as bad boy clubs, running club and a student leader club that helps us to build trust and a sense of belonging to the school.</p>	<p>students</p>	<p>throughout the year</p>	<p>Administrators, parent coordinators, teachers</p>
<p>Community Building activities including Elective Showcase twice a year, field day, Service learning day, Thanksgiving Celebration, International Festival, Family Valentine’s Dance. Each team will also attend one full day of community building at Ramapo for Kids in the fall and in the spring</p>	<p>Students, families, and all Ellis stakeholders</p>	<p>Throughout the year</p>	<p>Administrators, parent coordinators, teachers</p>

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

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

By February 40% of our parent body would have participated in at least two of the scheduled activities.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who need low literacy	Students focus on the mechanics of writing	Small group instruction	After school m,t,thurs
Mathematics	Students who need basic numeracy support	Students focus on developing understanding of rational and irrational numbers	Small group instruction	After school m,t,thurs
Science	Students who need support in understanding the scientific method	Students will focus on understanding the scientific method since they will be doing increased lab work	small group instruction	after school m,t.thurs
Social Studies	students who need support understanding the skills of research	students will focus on learning and utilizing various research skills which will support them in developing their research papers	small group instruction	afterschool m,t, thurs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who need to develop strategies to cope with anger and depression	Students will focus on developing coping mechanism for dealing with anger and depression	individual counseling	after school m,t and thurs

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.
<p>Coaching</p> <p>-On-site literacy and instructional coach provides best instructional practices and professional development for teachers.</p> <p>-Literacy coach works with content teams to provide feedback, modeling and support around grounding curriculum in</p> <p>-Feedback provided to teachers using Charlotte Danielson's Frameworks for Teaching to ensure that teachers identify and achieve professional goals throughout the year.</p> <p>-Mentoring provided to new teachers to support them in overall instruction, advisory activities and classroom management,</p> <p>Common Core literacy standards with particular consideration for the needs of English Language Learners.</p> <p>Professional Development:</p> <p>-Staff-led professional development around topics identified by teachers to strengthen practice and cohesion throughout the school including collaboration, special education protocols, differentiation, understanding the Danielson Framework for Teaching.</p> <p>-Guidance department workshops created to support advisory activities, the advisor's role and classroom management strategies in the classroom.</p>

-Literacy Professional Development around reading and writing pedagogical strategies led by on-site coach, specifically

targeting ELL students.

-Staff participates in Internationals Network for Public Schools annual Professional Development Day.

Professional Learning Communities

-School maintains team model where grade-level teams meet weekly for separate administrative and guidance meetings.

-Staff-selected team leaders created to enhance and promote leadership skills within staff.

-Teacher-led inquiry groups to examine, analyze and resolve needs of the school.

- Teachers develop and present a teacher-portfolio in June.

- Teacher team meetings will participate in weekly curriculum shares to support inter-disciplinary connections and higher performance of cognitively engaging tasks.

Recruitment

-Administration regularly reviews applicants who can serve as high-quality content teachers with a focus on ESL strategies.

- School acts as mentor campus for I-Start Program and TESOL program at Columbia Teacher's College.

2b. High Quality and Ongoing Professional Development

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

Professional Development:

-Staff-led professional development around topics identified by teachers to strengthen practice and cohesion throughout

the school including collaboration, special education protocols, differentiation, understanding the Danielson Framework for Teaching.

- Trends identified during the observation and feedback cycle inform the on-site, staff-led professional development.

-Guidance department workshops created to support advisory activities, the advisor's role and classroom management

strategies in the classroom.

-Literacy Professional Development around reading and writing pedagogical strategies led by on-site coach, specifically

targeting ELL students.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our school is an ELL waiver school so we graduate by portfolio. Through our partner the The Internationals Network for Public schools our teachers have been involved in a series of professional development on how to align curriculum and interim assessments to the "Graduation Worthy Portfolios." As a school we are committed to develop interim assements that meet the needs of students and accurately indicates there levels so we know how to design curriculum that best meets their needs.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	296,466.00	x	CARA college program integrated into our school day and a college advisor
Title II, Part A	Federal	0		
Title III, Part A	Federal	34,864.00	x	Parent Involvement Afterschool tutoring
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,704,696.00	x	CARA Regular Professional Development Mentoring for students

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

Compact (SPC) is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- always try my best to learn.

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>ELLIS Preparatory Academy</u>	DBN: <u>10x397</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>160</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>7</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>7</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: At ELLIS Preparatory Academy we utilize a content-based ESL program for our recent immigrant students. Our 21 teachers and 4 discipline coaches work in the context of 4 interdisciplinary teams design and implement standards-based, interdisciplinary, project-based curricula for the students they mutually share. Teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by ability and gender) so as to optimize opportunities for language development. As an ELL waiver school required to take the math and English common core in addition to 5 state mandated graduation worthy portfolios

- Number of students to be served in English Common Core

- 40

Number of students to be served in math common core

- 55

Number of Students to served in their Graduation Portfolios

55

Grade level(s)

- 9, 10, 11th and 12th

Language(s) of instruction

- English is the language of instruction, however careful heterogeneous groupings supports students in maintaining their native language, which is essential to their ability to develop their academic, intellectual, and social abilities.

Rationale for the selection of program/activities

- These afterschool and Saturday programs were chosen because we wanted to ensure that students who were experiencing difficulties with math and english common core as well as there portfolios were provided with intensive individual support in order that they have the highest chance in acquiring course credit and passing their exams and portfolios.

- Times per day/week

- Math and English common core meets twice weekly in the afternoon and weekly on

Saturdays

- Portfolio Support meet 3 times a week and Saturdays

Program duration

- Math and English Common Core September 2015-June 2016
- Portfolio Support November 2015-June 2016

-
—
-

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: _____ Interdisciplinary teams of teachers critique curriculum (unit plans and daily lessons) to improve instruction and design interventions;

b. _____ Interdisciplinary teams of teachers examine student work (development of understanding as well as both formative and summative assessments) to improve instruction and design interventions;

c. _____ Interdisciplinary teams of teachers examine social-emotional progress of students to improve instruction and design interventions;

d. _____ Discipline-based groups of teachers meet several times a week during common planning time, and with a coach once a week, to design benchmarks for assessing student progress throughout the grade levels at Ellis as well as plan unit-based curricula and daily lessons together;

e. _____ School-wide professional development occurs every other week, facilitated by ESL-certified teachers and coaches, and targets points of intervention and strategies for improving the academic achievement and language development of ELLs (this year, school-wide professional development is focusing on reading, including the use of multi-layered texts and examining text complexity in core classes as well as in independent and guided reading groups, reading conferences to determine students' reading levels and progress, and the teaching of reading comprehension strategies).

- In addition to these weekly and bi-weekly activities, staff develop their capacity to improve ELL academic achievement and language development through professional development such as:

- _____ Peer observations – several times a year, teachers visit one another's classrooms to observe best practices and offer constructive criticism on improving ELL achievement;

- _____ International High Schools intervisitations – teachers visit ELL classrooms at our sister schools to observe best practices, bringing practices and strategies back to their interdisciplinary teams at Ellis;

- _____ Internationals Network for Public Schools workshops – teachers attend summer and/or fall conferences at which they meet with their peers from our sister schools and attend workshops facilitated by ELL-certified teachers; recent topics include: layered curriculum, integrating language development and content instruction, web-based applications for the ELL classroom, incorporating Regents preparation into project-based math for ELLs, comprehensive college readiness for ELLs, ESL methodologies applied to various content-based high-level study such as Shakespeare, government/economics, and research skills, and meeting the academic and language needs of SIFE students; other workshops apply ESL methodologies to proven best practices curricula such as Reading Horizons and Facing History.

- _____ Participating in developing SIFE grant in order to implement strategies specific to our SIFE populations

- 2. _____ All of our incoming students are at least 16 years old and very recent immigrants; as such, the transitions that they face include: one or more years of high school in their country to a U.S. high school system (the majority of our students); little or no school to a U.S. high school system (SIFE); middle school in their country to a U.S. high school system (very few of our students); myriad cultural transitions; living with one parent in their home country to living with the other parent—and possibly stepparent—here; living with extended family in their home country to living with parent(s) here (or vice versa); living with family in their home country to living with friends or living alone in New

Part C: Professional Development

York. Additionally, our ELLs anticipate making a transition from high school to college and/or the workplace. Structures in place to support ELLs undergoing these transitions include a school-wide advisory program and an internship program for students having completed at least one year at Ellis. Staff are supported in assisting ELLs as they make these transitions by trained guidance staff (Hedin Bernard, certified guidance counselor with bilingual extension; Janeen Padilla, certified school social worker; Iris Blanco, certified school social worker; and Annel Tineo, Parent Coordinator and Internship Coordinator. The guidance staff meet weekly with interdisciplinary teams of teachers to discuss the social-emotional progress of students shared by a teacher team and provide support and training in strategies and interventions to assist ELLs in their transitions. They also provide teachers with advisory curricula covering topics such as Self & Community, Personal Values, Stereotypes & Discrimination, Health, Cross-cultural Communities, Family & Relationships, and College Preparation. In addition, the guidance staff plan visits to colleges for all ELLs each year, and provide advisors with materials and activities to support their ELL students before, during, and after these trips.

3. All professional development at our school is focused on ELL training, since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. The bi-weekly whole-school professional development on ESL methodologies, facilitated by ESL-certified teachers and coaches, combined with participation in an Internationals Network for Public Schools workshop ensures that each Ellis staff member participates in at least 25 hours of Jose P.-mandated ELL 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 majority of our students are ELLs (and all newly enrolled students are ELLs). Parental involvement at Ellis is difficult for several reasons: Many families fall below the federal poverty level, so parents often work two or more jobs; parents themselves experience difficulty making cultural transitions to a U.S. school system and are unaccustomed to being involved in their child's school; as our entire ELL population is 16-21 years old, a great number of them live with siblings or other more distant relatives or friends who do not acknowledge a responsibility to support our students academically, and many of our students live independently. Nevertheless, parent involvement at Ellis has been steadily increasing. At a recent PTA meeting, nearly 25% of our ELL students had family representation, an increase from an average of 5-10% PTA involvement in the previous year. Workshop topics planned for future PTA meetings, held monthly, include Using ARIS; Speaking to Your Adolescent; and Health and Nutrition (Diabetes). Parent conferences (Open School Night and Open School Afternoon, held three times per year) typically have a much better turnout, with an average of 60-75% of parents coming to speak with their child's advisor and/or teachers about their child's progress. At a recent series of parent college orientation meetings, the college counselor met with parents of over 75% of students applying to college this year. A few parents are regularly involved in volunteering at Ellis, supporting the Parent Coordinator and other staff, and several parents provide translation and interpretation services during monthly PTA meetings.

Part D: Parental Engagement Activities

Ellis Preparatory Academy partners with Institute for Student Achievement and Internationals Network for Public Schools, both of which provide support and professional development for teachers and guidance staff in meeting the needs of parents and families. In addition, the International Rescue Committee (IRC) provides valuable parent, family, and student support in the way of legal, financial, employment, housing, and cultural transition services and/or workshops, primarily to our families from South Asia and Africa. This year our PTA has chosen to fund "Rosetta Stone" program in order to provide ESL classes for parents three times a week. In the spring of 2012 our parent coordinator along with the PTA will be facilitating monthly workshops for parents around issues which parents have surfaced as important to them such as diabetes, speaking with adolescents and the college process. This year we will also begin a parent college orientation day in order to better prepare parents for the college application process. All parents will be notified via courier and letters backed packed home in the translated into the languages they speak in a timely fashion.

Part E: Budget

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

Allocation Amount: \$ _____

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 	_____	_____
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	_____	_____

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 00	Borough select one	School Number 000
School Name type here		

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 type here	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
--	----------------------	---	--------------

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 type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

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

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
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.
Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- 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?**Paste response to questions here:**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?**Paste response to questions here:**

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

Paste response to question here:

Part IV: ELL Identification Process

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

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

Paste response to question here:

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).

Paste response to question here:

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).

Paste response to question here:

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.

Paste response to question here:

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).

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Paste response to questions here:
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here:
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Paste response here:
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status**Paste response to questions here:**
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
Paste response to questions here:
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?
Paste response to question here:
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?
Paste response to question here:

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
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 Dually 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.

Chart

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 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

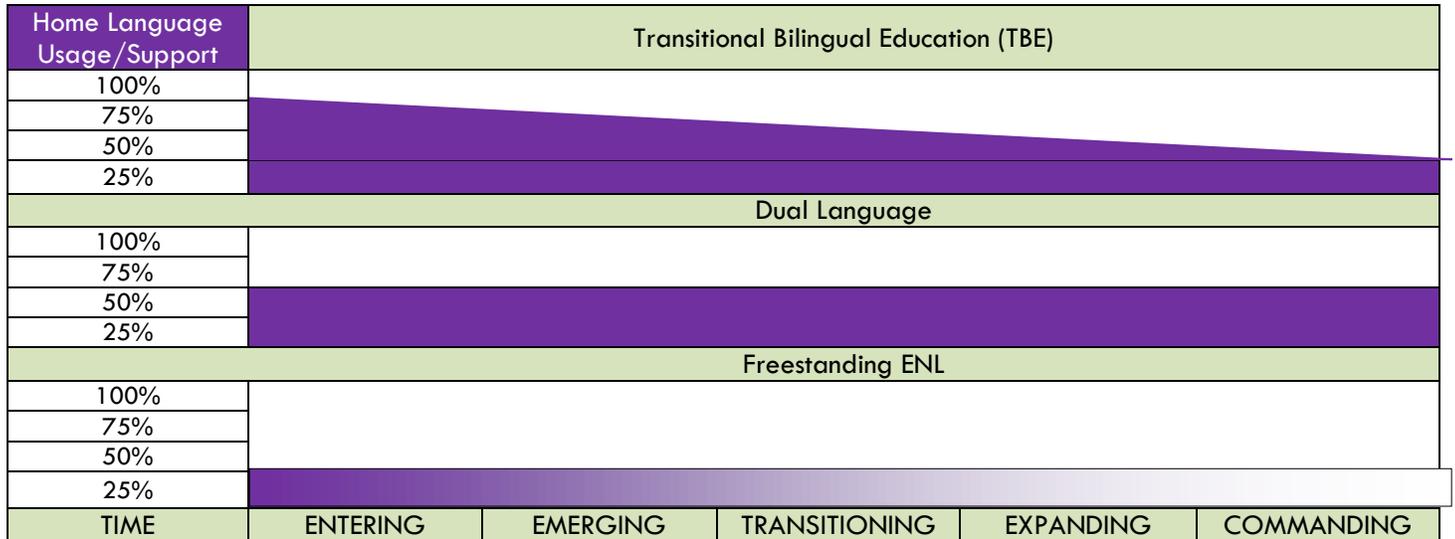


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
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)?

Paste response to question here:

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.)
Paste response to question here:
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?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

Paste response to question here:

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?

Paste response to question here:

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 to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

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

Paste response to question here:

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.

Paste response here:

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 10x397 **School Name: ELLIS Preparatory Academy**
Superintendent: Kathy Pelles

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.

Upon acceptance into Ellis Preparatory Academy, each student is interviewed orally and in writing about his/her first language as well as the language with which the parents are most comfortable. This information is recorded in each student's emergency card, on ATS, and on an in-house master spreadsheet of Ellis students.

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.

Spanish
French
Bangla
Arabic
Urdu
Albanian

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.)

Yearly/Monthly Calendar
Trip Permission Forms
Parent conference Reminders
Supplies List

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.

4 parent conferences
2 meet the teacher days/nights
2 international festivals
2 Fundraising fairs
1 college day/night
Monthly PTA meetings

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.

Parents will receive in a timely manner all pertinent school materials in their native language. The office of language and translation along with school staff who are multilingual will support the translation of any written material sent to parents.

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.

Interpretation will be provided by in-house personnel unless a language arises that we can cover and we will inform the translation and interpretation unit to provide us with an interpreter.

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.)

All teachers will be trained during a regular scheduled staff meeting.

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

ELLIS Preparatory High School will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted near the entrance to the school to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with 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)

Use of the parent survey, along with monthly check-ins after PTA meetings with parents eliciting from them if there are any other supports than already provided that we can provide and what additional support do they need.