



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

07X427

School Name:

COMMUNITY SCHOOL FOR SOCIAL JUSTICE

Principal:

SUE-ANN ROSCH

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Community School for Social Justice School Number (DBN): 07X427
Grades Served: 9 - 12
School Address: 350 Gerard Avenue, Bronx, NY 10451
Phone Number: 717-402-8481 Fax: 718-402-8650
School Contact Person: Sue-Ann Rosch Email Address: srosch@schools.nyc.gov
Principal: Sue-Ann Rosch
UFT Chapter Leader: Patrick Reimer
Parents' Association President: Lisa Lozada-Jimenez
SLT Chairperson: Lisa Lozada-Jimenez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maritza Rivera
Student Representative(s): Jacely Diaz
Leeana Cummings

District Information

District: 07 Superintendent: Kathy Rehfield-Pelles
Superintendent's Office Address: 335 Adams Street, Room 508, Brooklyn, NY 11201
Superintendent's Email Address: kpelles@schools.nyc.gov
Phone Number: (718) 923-5181 Fax: (718) 923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sue-Ann Rosch	*Principal or Designee	
Patrick Reimer	*UFT Chapter Leader or Designee	
Lisa Lozada-Jimenez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Maritza Rivera	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jacely Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Leeana Cummings	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Pamela Winter	Member/Teacher	
Dana Sutherland	Member/Teacher	
John DeRosa	Member/Teacher	
Juan Gordillo	Member/Parent	
Rafael Hernandez	Member/Parent	
Melissa La Santa- Edwards	Member/Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School's Mission

The Community School for Social Justice is an active and caring learning community. Young people learn to solve and resolve, collaborate and create, and develop the intellectual and social skills to become thoughtful and engaged members of their communities. We honor each student's heritage and values. We embrace a climate of social activism in which our students feel the confidence to address issues that affect their lives; we help them connect their desires with hope and possibility; and we provide the emotional and academic supports students need to earn a high school diploma and be successful in life. At CSSJ we place an emphasis on developing critical thinking through inquiry and project-based instruction. By understanding how to ask questions and examine real-life problems young people learn to consider solutions that are both practical and ideal. As students grow, learn, and reflect, we strive to guide them toward a sense of power and personal discovery to make change for themselves, for their own futures, and for the world in which they live.

Guiding Beliefs

Our school's underlying philosophy has two components:

1. In order to be successful in school, students must be known, cared about and supported socially, emotionally, and academically.
2. Students learn best and are most prepared for college, career and community membership by using a performance-based assessment system of teaching and learning that engages students in rigorous thinking and inquiry-based academic tasks.

Partnerships

Our school is a member school of the **NY Performance Standards Consortium** . We are one of 38 schools approved by the NYS Department of Education to graduate students through a performance task assessment system in lieu of taking the Regents exams in Math, Science, Global Studies and US History. As such, we have a common belief that is shared by both Consortium schools and by the staff in our school, about effective teaching and learning. This drives our assessments, curriculum development and instruction. The assessment rubrics that we use to assess the students' culminating performance based assessment tasks (PBATs) in Math, Social Studies, Science and English are ones that are used by every Consortium school. Before we hire teachers, we invite them for a visit and interview in which we explain what it means to be a Consortium school and to be a teacher in a Consortium school. We also conduct professional development training for both new and experienced teachers to help their practice and assessments align to Consortium expectations. Our teachers attend Consortium teacher workshops throughout the year and visit other Consortium schools as part of developing our shared understanding how students learn best.

Our newest partnership is as a **PROSE** school. We have just completed our first year as a PROSE school. This year the primary focus of our partnership was around the teacher evaluation system. We have re-designed and implemented a teacher evaluation system that is structured around a goal setting process around pedagogical practice, which concludes with teachers presenting teacher portfolios that they have created to demonstrate the work they have done to successfully meet their professional practice goal.

We have a long-standing partnership with **Manhattan Theatre Club** . A theatre educator from MTC partners with one of our teachers to co-plan and teach a theatre writing course for six weeks during which time our students produce one act plays that are performed by MTC actors in a school production. They read a play currently in production at MTC's theatre and they attend a performance. Students are highly engaged in this program which strengthens their writing skills and introduces them to the world of theatre.

Through our **PENCIL** collaboration, we are celebrating our fourth year of partnership with the consulting and financial services/accounting firm of **Deloitte** . This partnership has grown to include our Deloitte Academy college and career readiness program in which students in grades 9 - 12 meet twice monthly on Friday afternoons with mentors from Deloitte to develop career and college readiness skills. They research colleges, talk to the mentors about the skills and habits necessary for success in college and careers, they visit colleges and Deloitte Manhattan offices, they create and present business plans and they learn how to use social media responsibly.

The **Morris Heights Health Center** is another valuable partner. They operate the school-based clinic in our campus and they provide both health educator and social worker services to our students. As well, we have partnered with the **Morris Heights Health Center Foundation** to provide scholarships and support for students who will be going away to college and cannot do this without additional financial support.

We partner with several colleges and universities to train student teachers at our school. They include: **Barnard, Lehman** , and **Teachers' College** .

Strengths

Collaboration and self-reflection are highly valued in our school community and are embedded in our guiding principles, practices and policies.

As a school community, we have a long-standing practice of using a goal setting and monitoring process to establish individual, department, grade-level and school-wide goals.

Our school has created numerous teacher teams and committees to ensure that teacher voice is fully present in all aspect of the school. These include: planning committee, department teams, grade level teams, family group grade level teams, and hiring committee.

Fostering our students' social and emotional development is a priority at our school and we have developed and implemented structures, such as family group (advisory group) in which every student entering the school becomes a member of a family group of approximately 15 other students and led by a teacher. This group meets four times a week to provide social and emotional support and to help students develop the necessary social-emotional skills and habits necessary for success. Family group also focuses on college and career readiness, using a school-developed curriculum, and provides weekly tutoring for students.

Our Performance Based Assessment Task (PBAT) system guides our assessments, instruction and curriculum development. The process of producing and presenting PBATs prepares students for the reading, writing, oral presentation, problem-solving and analytic-thinking demands of college and helps students learn how to better manage time and organize their tasks. Our educational program is centered around our PBAT system.

Special Student Populations and Needs

97% of our students live in poverty. An increasing number of our students live in temporary housing. In the fall semester alone of this year the number of ACS cases reported were more than we have had in the past three years combined. Both our students and their families are struggling under the weight of poverty. This greatly impacts the behaviors of students in school, their parents' behavior and participation in their child's education, and student daily attendance. In the past two years, 53 – 56% of our incoming 9th graders are already coming to us with a documented habit of poor

attendance. We have two full-time social workers, a guidance counselor, parent coordinator and a school-based health center to assist our students and their families. Even with these services, and with our advisory group system, the needs of our students and their families are great.

Our number of students with disabilities is growing each year with 32% of our incoming 9th graders this year having IEPs. Of the majority of our IEP students are students who receive ICT services. In addition, we had 49 students sent to us by Office of School Enrollment this year between September and June, with 38 of them coming in from October – June.

While the percentage of students historically who come to us scoring either Levels 1 or 2 on the 8th grade ELA and Math exams is in the high 80s to low 90s, we are now experiencing a very disturbing increase of students coming in to us who are scoring below our usual averages. For the last two years 94 – 96% of our incoming 9th graders have scored below a Level 3. Additionally, 62.1 % of our incoming students for the 2014-2015 school year scored at a Level 1 for ELA. This is an increase of 46% in the same category from the previous year. We see the same trends with the Math exam with an increase of 30% of students scoring at Level 1. As well, more and more students coming into 9th grade are reading at 1st – 3rd grade levels. The look of the incoming class of 9th graders and of the transferring in 10th graders for the 2015-16 school year reflects the same trend.

As well, our ESL population is growing. 13% of our students are now ESL students. Within this population, our fastest growing sub-group is our beginner ESL students. We do not have a bilingual program, but the Office of School Enrollment has placed seven students with us in the past few months who are new arriving from other countries and who do not speak any English. Despite the wishes of the parents of these students and despite the lack of a bilingual program, they have been placed here with the full acknowledgment on the part of OSE that the students are not in the appropriate setting.

The Framework for Great Schools

The element of the Framework for Great Schools in which we have made the most progress this year has been on rigorous instruction. Our professional development all year has been focused on rigorous instruction, specifically on utilizing discussion protocols to increase student voice and engagement in intellectually challenging discussions and on learning activities that foster higher-level thinking. Peer observations and supervisor observations provide strong anecdotal evidence for successful implementation of these in classrooms on a regular basis.

We continue to have a strong supportive environment for students, staff and families. We high levels of trust among all members of our school community and we have a highly collaborative school culture.

For next year we need to continue our focus on rigorous instruction. We have made big strides. We need to continue our focus on this through use of our professional development time to teach, learn and share instructional strategies, to co-develop unit and lesson plans, and to look at both student and teacher work.

07X427 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	327	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	2	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.1%	% Attendance Rate			79.8%
% Free Lunch	83.6%	% Reduced Lunch			4.2%
% Limited English Proficient	10.5%	% Students with Disabilities			24.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			24.8%
% Hispanic or Latino	73.4%	% Asian or Native Hawaiian/Pacific Islander			1.2%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)			2
# 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)	N/A	% Teaching Out of Certification (2013-14)			6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.1
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	64.4%	Mathematics Performance at levels 3 & 4			s
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.3%	% of 2nd year students who earned 10+ credits			69.2%
% of 3rd year students who earned 10+ credits	58.1%	4 Year Graduation Rate			62.9%
6 Year Graduation Rate	65.4%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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			N/A
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	H
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	H
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Based on Quality Review feedback and observations using the Danielson Framework, teachers are developing and implementing rigorous curriculum. They will continue to develop rigorous common core curriculum and work on improving student engagement and reaching all learners through curriculum. Strengthening the rigor of the curriculum and improving both engagement and access will increase the college readiness skills and habits of our students and will result in higher graduation rates.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 100% of teachers will participate in curriculum review and revision cycles in order to receive revision feedback on their curriculum that will better align their curriculum and instruction to PBAT standards to ensure all students engage with complex materials that promote higher order thinking and build the conceptual understanding and knowledge, which is necessary to complete the graduation level PBATs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>We will utilize model teacher position and other teacher leaders this year to co-plan lessons with targeted individual teachers, focusing on new(er) teachers and those in need of further assistance in order to better provide</p>	<p>Individual teachers as identified by school leaders ; 1st and 2nd year teachers</p>	<p>September - May</p>	<p>Model teacher; designated teacher leaders) Overseeing: Principal</p>

access to curriculum that engages all learners in higher order thinking activities.			
We will utilize the model teacher position and other teacher leaders this year to engage in co-planning and professional development support with targeted departments.	Targeted departments	Sept-June	Implementing: Model teacher; designated teacher leaders; Overseeing: Principal and Assistant Principal
We will implement a minimum of two formal peer inter-visitation cycles this year to assist teachers in aligning their curriculum, instruction and assessments to both our PBAT standards and to the CCSS.	All teachers	Late October - May	Implementing: Principal, AP Overseeing: Principal
We will utilize two sets of teams: department teams and professional learning community teams to revise curriculum to better align it to PBAT and CCSS standards and to provide better access for all learners and tasks which develop students' higher order thinking skills.	All teachers	Sept-June	Implementing: Department leaders; Assistant Principal) Overseeing: Principal

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.											
Professional development time to co-plan curriculum and to give and receive feedback on units, lessons and student work; schedule adjustments to include additional non-instructional days to provide sustained professional development time; and per session hours for professional development and curriculum development/revision.											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

● All staff will have participated in their professional learning communities and conducted two cycles of sharing and receiving feedback on lesson plans, unit plans and examples of student work that promote higher order thinking skills.

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Family Group (Advisory) has been embedded into the school culture since the beginning of CSSJ. We have used it effectively to develop the bonds between student and advisor, between parent and advisor and among students in the group. As well, we have used it effectively to support the social and emotional development of our students. This year we want to build on our family group curriculum in the areas of community, school values and career and college readiness.

Part 2 – Annual Goal

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

By June 2016, 100% of the grade level advisors will meet in FG grade level teams to design and scaffold family group curriculum to increase the emphasis on community and school values and on college and career readiness. Students in 100% of family groups will participate in this revised curriculum.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Conduct needs assessment meetings with each family group grade level team and the Principal/AP to determine strengths and weaknesses in the curriculum and to create a mechanism/action plan for creating new curriculum.</p>	<p>Family Group grade level teams</p>	<p>October - November</p>	<p>Implementing: Family Group Grade Level Teams and Principal/AP</p> <p>Overseeing: Principal</p>
<p>The 9th, 10th, 11th and 12th grade family group teams will meet at least 2 times a semester during professional development</p>	<p>Family Group grade level teams</p>	<p>October - June</p>	<p>Implementing: Family Group Grade Level Teams and Principal/AP</p> <p>Overseeing: Principal</p>

meeting time to co-plan the community, values college and career readiness lessons and to revise the curriculum map and pacing calendar for better scaffolding and alignment among grade levels. They will use the college counselor, as needed, to help advise and train them around areas related to issues.			
The family group grade level teams will utilize after school meeting time and per session funds to collaboratively develop community, school culture, college and career readiness curriculum for each grade level that includes a curriculum framework and pacing calendar for each grade and maintain grade family group curriculum materials in a Google folder that is shared with all teachers and administrators, and to continue to co-develop lesson plans.	Family Group Level Teams	November-June	Implementing: Family Group Grade Level Teams and Principal/AP Overseeing: Principal
Each family group team will meet with the team a grade level above them (i.e., 9th will meet with 10th) and also with the team below them (i.e., 11th will meet with 10th) annually to review curriculum materials in the Google folder at the end of the year.	Family Group Level Teams	June	Implementing: Family Group Grade Level Teams and Principal/AP Overseeing: Principal

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, assistant principals, college readiness committee, family group advisors, professional development time, per session for curriculum development.											
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		P/F Set-aside		21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

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

- By mid-February 2016, each FG team will have held a minimum of two meetings to re-design Family Group grade level curriculum.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	H
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	H
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>We have improved in our ongoing practices of collecting and reviewing data on a more timely basis, such as checks for understanding, to improve instruction and adjust curriculum. We have a strong process for analyzing summative data in place. Our process for collecting interim data and analyzing it in a timely manner is effective. We will more uniformly share the data gathered from the assessments with the students to help them develop an ownership over their learning processes by strengthening our practice of evaluating formative assessments and sharing it with students to make them partners in their education and of using this data in a timely manner to modify instruction.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of teachers in core classes will have developed and implement a diagnostic assessment, two interim assessments and one summative assessment in their classes to: involve students in their own learning strengths and needs, to more closely monitor student progress, and to adjust instruction and lesson plans in a timely manner.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will use checks for understanding in the forms of: Do Nows, Exit Slips, Conference Notes, etc. on a daily basis and will use the results of the checks to adjust instruction. As well, teachers will use diagnostic assessments in the beginning of the year to help tune curriculum and repeat this process during the middle of the year.</p>	<p>All teachers; all students</p>	<p>Sept-June</p>	<p>Implementing: All teachers Overseeing: Principal and Assistant Principal</p>
<p>All department and grade level teams will use a data collection spreadsheet to systematically record</p>	<p>Departments and Grade Levels</p>	<p>Sept-June</p>	<p>Implementing:</p>

summative student data and then engage in a routinized analysis of the data to guide instruction as well as to refine assessments and curriculum.			Department and grade level leaders Overseeing: Assistant Principal
During professional development times mid-year and at the end of the school year, grade levels and departments will review assessment information throughout the school year and use this data to revise summative assessments, to re-cohort students and to make other curricular and instructional adjustments to improve the outcomes of their students.	Departments and Grade Levels	Sept-June	Implementing: Department and grade level leaders Overseeing: Principal and Assistant Principal
Develop a data collection google drive spreadsheet to store, collect and analyze grade-level PBATs, graduation level PBATs and ELA Regents data.	Departments and Grade Levels	Sept-June	Implementing: Department and grade level leaders Overseeing: Principal and Assistant Principal

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.											
Professional Development time; department leaders; grade level leaders; planning committee; per session or PROSE funding for grade level and department leaders; per session for team members; use of principal and AP time											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> By February 2016 all core area teachers will have administered a diagnostic and a minimum of one interim assessment to their students.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	H
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	H
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	H
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
The school leadership worked collaboratively with planning committee to establish and implement a goal setting and monitoring process. We have expanded it last year with the inclusion of our teacher portfolio. Our priority needs will be for the principal and assistant principals will set up and follow a schedule to meet with teachers individually for a beginning, mid-year and end of the year discussion and assessment of their pedagogical goal, as well as meeting with grade level and department teams to establish and monitor progress on their goals for the school 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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 100% of our teachers will have engaged in a goal setting process that results in setting, monitoring and evaluating their progress in meeting: individual, department and grade level goals in order to increase the effectiveness of their pedagogical practice and to increase the outcomes of all students. .



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Individual conferences will be held in September/October with every teacher to review and finalize their individual pedagogical goal.</p>	<p>All teachers</p>	<p>Sept - Oct</p>	<p>Implementing and overseeing: Principal, Assistant Principals</p>
<p>A mid-year goals conference will be conducted by the principal and AP with every teacher</p>	<p>All teachers</p>	<p>Jan - Feb</p>	<p>Implementing and overseeing: Principal, Assistant Principals</p>

Grade level teams and department teams will meet at the beginning, middle and end of the school year. These goals will be shared and monitored throughout the year via a feedback and reflection process with colleagues during which teachers evaluate their progress towards meeting their goals, identify obstacles/assistance needed, give and receive feedback and provide evidence of accomplishment.	All staff	Sept-June	Implementing and overseeing: Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The use of professional development time to write, share, and reflect upon goals; use of per session to support the development of a targeted professional development plan , use of per session for teachers to develop professional development workshops to train colleagues; use of funding for supplies											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • All initial goal setting conference will have been conducted by October and all mid-year review conferences of teachers’ individual goals will be conducted by mid-February • All grade level and department teams will have worked collaboratively throughout the semester to set and monitor goals. They will have conducted a mid-year goals meeting to analyze the progress and adjust their action plan by February 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 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	H
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>We have been effective with using an online student grading system, Skedula/Pupil Path, that allows student and parent access to view student progress and grades in each class. Our teachers update their grades online every week before Tuesday morning so that the family group advisors can review the grades every Tuesday during family group meeting time. We want to reach out so that more parents make use of this tool to help both students and parents better connect the development of college and career readiness skills that they are learning in high school with their later success in college and in careers.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of our parents will be contacted by their child's family group advisor to discuss their child’s progress, to elicit parent support and participation and provide information/assistance on accessing Skedula/Pupil Path.</p>

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Create opportunities to actively engage parents in supporting their child’s academic progress by hosting grade level meetings at the beginning of the school year with parents to review grade level academic requirements and curriculum focal areas, PBAT requirements and graduation requirements; by conducting outreach to parents to participate in</p>	<p>Parents, students</p>	<p>Sept-June</p>	<p>Implementing:</p> <p>Grade level teams</p> <p>PTA</p> <p>SLT</p> <p>Overseeing:</p> <p>Parent coordinator</p> <p>Principal</p>

both the grade level and graduation level PBATs of their child(ren); by reviewing student transcripts and report cards, six times a year, with parents and students to monitor student progress			Assistant principals
Use of an interactive grade reporting program, Skedula/Pupil Path, to allow parents/guardians and students to independently and routinely monitor student progress. Training will be provided to both parents and students	Parents, students	Sept-June	Implementing: Technology chairperson PTA Overseeing: Parent coordinator Technology chairperson Principal Assistant principals

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.											
Parent coordinator, family group advisors, technology committee, Skedula/Pupil Path grade reporting system											
Family group advisors, parent coordinator, social workers, guidance counselor and administrators											
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	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> By February 2016, 100% of parents will be contacted by family group advisors and been informed about the Skedula/Pupil Path system.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Scantron diagnostic for 9th and 10th graders; Teacher-designed diagnostics for 11th and 12th grades;</p> <p>ELA Regents exam and Mock Regents exam scores;</p> <p>NYSESLAT scores; Teacher observations and analysis of student work and student work products</p>	<p>Reading, writing, and presentation (public speaking) tutoring by ELA teachers</p> <p>Writing skills support using Judith Hochman’s “Basic Writing Skills Program” provided by the special education teachers to both IEP and at risk students</p> <p>Cohorting of Senior students who have previously not passed the ELA Regents in 11th grade into one Senior English class able to focus on specific skills needed for ELA Regents exam</p> <p>Tutoring and homework help in family group and provided by family group advisors</p> <p>Summer academic support and credit recovery program for at risk students in ELA, as well as literacy skill development using a multi-sensory reading program, such as</p>	<p>One-to-one and small group</p> <p>Full class and small group instruction</p> <p>Small group and one-one instruction</p> <p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group and one-to-one</p>	<p>After school and on Saturdays</p> <p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the summer</p> <p>During the school day; during the summer</p> <p>After school; Saturdays</p>

		<p>Orton-Gillingham and a writing skills intervention program, such as Judith</p> <p>Hochman’s Basic Writing</p> <p>Reading program using the Orton-Gillingham multi-sensory reading program for readers on a 2nd - 4th grade reading level</p> <p>Saturday tutoring in the spring semester by the ESL teacher using the SIOP language acquisition program.</p>		
<p>Mathematics</p>	<p>Scantron scores for 9th graders;</p> <p>Graduation-level Math PBAT scores and analysis;</p> <p>Teacher-designed diagnostics for 10th, 11th and 12th grades;</p> <p>Teacher observations and analysis of student work and student work products</p>	<p>Mandated tutoring for students who are struggling and in danger of not being promoted to the next grade.</p> <p>Individual and small group tutoring by math department</p> <p>Family group advisors provide homework help in a small group setting one period a week for 35 minutes and create academic action plans with students and families.</p> <p>Provide a summer program for academic support and credit recovery for at risk students in math.</p> <p>Math PBAT preparation support</p>	<p>Small group and one-to-one</p> <p>Small group and one-to-one</p> <p>Small group and one-to-one</p> <p>Small group</p> <p>Small group and one-to-one</p>	<p>After school and on Saturdays.</p> <p>After school and on Saturdays</p> <p>During the school day</p> <p>Summer</p> <p>After school and Saturdays</p>

<p>Science</p>	<p>Analysis of the graduation-level Science PBAT results; Teacher-designed diagnostics;</p> <p>Teacher observations and analysis of student work and student work products</p>	<p>Science teachers offer individual and small group tutoring to students.</p> <p>Make-up science labs are offered after school.</p> <p>Science PBAT prep classes and tutoring</p> <p>Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families</p> <p>Summer program for academic support and credit recovery for at risk students in science.</p> <p>Saturday school classes for struggling students who need to earn credit.</p> <p>A supplementary course is offered for 12th graders who need additional support in order to successfully complete their Science Original Experiment PBAT.</p>	<p>Small group and one-to-one</p>	<p>Before and after school; on Saturdays</p>
<p>Social Studies</p>	<p>Analysis of the graduation-level Social Studies PBAT results; Teacher-designed diagnostics;</p> <p>Teacher observations and analysis of student work and student work products</p>	<p>Social Studies teachers offer individual and small group tutoring to students.</p> <p>PBAT prep sessions outside of the school day and push days using both school time and non-instructional days</p>	<p>Small group and one-to-one</p> <p>Small group</p>	<p>Before and after school; on Saturdays</p> <p>After school, Saturdays, non-instructional days</p>

	Social Studies PBAT prep push days and tutoring			
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>407 report; teacher reports; cutting report; Skedula</p>	<p>The guidance counselor provides: Guidance and crisis counseling services to all students and especially to at risk students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged.</p> <p>Mediation and intervention counseling with students who have been referred for behavioral issues.</p> <p>Counseling intervention with students who are having attendance and/or academic problems.</p> <p>Support and intervention services to students who are not meeting academic expectations.</p> <p>Counselor collaborates with grade level advisors and special education teachers to monitor student progress.</p> <p>Referrals to alternative programs. (i.e. transfer schools, GED, and vocational services).</p> <p>The itinerant school psychologist does</p>	<p>All services listed in this section are provided either one-to-one or in small group</p>	<p>Services in this section are provided both during the school day and after school</p>

		<p>not provide any at-risk services. She provides evaluations for students identified at risk and who need to be evaluated for possible mandated services. She conferences with IEP teachers, conducts initial evaluations and triennials and chair MDR meetings.</p> <p>The two school social workers provide individual and small group counseling, family interventions, crisis management, and conflict resolution support to at risk students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting their progress.</p> <p>One social worker facilitates a small group to help acclimate students who have been transferred into the school through the over-the-counter process</p> <p>One school social worker facilitates a small counseling group for students in</p>		
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		<p>their fifth year of high school in order to help them graduate</p> <p>The special education teachers, school psychologist, and school social workers meet regularly to conference about struggling students and identify strategies to meet their needs, which are presented and discussed at weekly grade level team meetings.</p> <p>The school social workers are members of the attendance committee and provide support and interventions for students with chronic absenteeism and/ or lateness issues.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><u>Recruitment:</u></p> <p>We recruit teachers by:</p> <ul style="list-style-type: none"> • Contacting teaching universities with which we have an on-going relationship, such as Teachers College, Barnard, New York University and Lehman • Attending DOE sponsored hiring fairs • Posting on-line teaching position vacancy notices with our member organization, The NY Performance Standards Consortium • Contacting the Fellows programs, including the Peace Corps Fellows program • Contacting the Office of Teacher Recruitment • Viewing applications on the Open Market system <p>All teachers must first submit a statement of educational philosophy, a writing sample, copy of a valid teaching license, and a resume. This is reviewed by our hiring committee comprised of teachers, students and administrators. Teachers who meet the criteria collaborative established by our staff are then invited to visit the school to observe classes and participate in conversations with teachers. They are then invited to participate in interviews conducted by the hiring committee members, which include teachers, students and administrators.</p> <p>Teacher references are checked by an administrator and/or hiring committee teacher. Licenses are reviewed by the school business manager to ensure that the teacher candidate is appropriately licensed and credentialed.</p> <p><u>Retention and Support</u></p> <ul style="list-style-type: none"> • In addition to the DOE mandated mentor support provided to all first year teachers, we also link our first year general education teachers with a special education teacher to help them better learn to differentiate and scaffold skills and knowledge for all students.

- As well, we provide a mentor for our second year teachers to focus on goals and target areas jointly identified by the teacher, mentor and school leaders.
- We have a new/newer teacher support group, led by our master teacher, which meets twice monthly after school to orient new teachers to the school, to address issues and concerns and to provide curricular and/or instructional support for new, newer or struggling teachers.
- Our social workers and senior staff conduct professional development sessions for our new teachers prior to the beginning of the school year.
- Our social workers and senior staff provide professional development for new/newer teachers on leading an advisory group at the beginning of the school year and then provide additional support throughout the school year.
- For all teachers, walkthroughs and observations target professional, pedagogical goals that the teacher has identified for him/herself for the school year.
- A professional development plan is designed by the Planning committee and targets areas in which teachers have expressed a need and/or in which there has been an observed need.
- Teachers work collaboratively in grade level, department and family group grade level groups to plan curriculum, design PBATs and share teacher and student work. These collaborations support our teachers, especially those who are new(er) or struggling.
- All teachers are part of smaller professional learning groups and use these groups to conduct two rounds of inter-visitations of classes during the year. This is supported by providing coverages so that teachers can visit colleagues. As well, teachers visit classes of colleagues in both network and Consortium schools.

Assignments:

Department heads and school leaders work collaboratively with new teachers to make decisions on teaching assignments that best suit the strengths of the new teachers. The number of preps is kept to a minimum for new teachers.

2b. High Quality and Ongoing Professional Development

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

Ongoing professional development is provided to ensure that all staff members are equipped to help all students meet the CCSS. The school's planning committee meets at the beginning of the school year to develop the school's professional development plan, which includes a strong focus on development staff capacity to ensure that all students are better prepared to meet the CCSS.

We are a PROSE school and while we cannot financially sustain the model teacher and master teacher positions that we had last year at our school, we do continue to use expert teachers to support the development of our teachers. These teachers use their classrooms to model highly effective teaching practices, they work one-to-one with teachers to assist with aligning their curriculum and assessments to the CCSS, and they work with the administration to design the professional development plan and activities for the school year.

Another vehicle for professional development activities is through department professional development meeting time. Department members co-create and examine curriculum together including course overviews, unit maps and

lesson plans against the CCSS to ensure alignments. The department members collaboratively develop and revise curriculum during the school year to maximize alignment to the CCSS.

All unit maps and lesson plans developed by teachers at CSSJ follow a jointly developed template that requires teachers to explicitly identify how the unit/lesson aligns with the CCSS.

As well, teachers attend professional development workshops during the school year on aligning curriculum with the CCSS with other member schools of the NY Performance Standards Consortium. They bring existing unit plans to examine and norm with teachers from other schools. They use this to then revise their curriculum.

School administrators receive professional development about the CCSS through both their network instructional coaches and through the NY Performance Standards Consortiu

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We are a member school of the NY Performance Standards Consortium. As such, we use performance based assessment tasks (PBATs) in lieu of the Math, Science and Social Studies NYS Regents exams to graduate students. All teachers use the Consortium-developed graduation level rubrics in those areas to assess students. Teachers make decisions about formative assessments, in the form of smaller grade level and class level PBATs, as well as about culminating, graduation assessments. They work collaboratively in departments and in grade level teams to make curricular and instructional decisions and to co-create curriculum and assessments. Each smaller PBAT is assessed using a rubric based on the graduation level rubric in the appropriate area, or using the actual graduation level rubric. These PBATs and rubrics are collaboratively developed by teachers in their department and grade level groups.

Teachers receive professional development in activities led by staff members and school leaders, through coaching cycles with Network instructional coaches, from our Model teacher and other teacher leaders, and by attending Consortium designed professional development workshops and through inter-visitations with member Consortium schools.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	334,759.00	X	5A, 5B, 5C, 5D and 5E: Part 2
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$63,248	X	5E, Part 2
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5C, Part 2
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,225,400.00	X	5A, 5B, 5C, 5D and 5E: Part 2

¹Explanation/Background:

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Community School for Social Ju</u>	DBN: <u>07x427</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</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>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</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: _

A. Saturday School Academy:

During the school year, CSSJ will provide students with high quality instruction during a Saturday Academy program to increase achievement in core content areas. Staff will include 1 licensed ESL teacher, and 1 licensed content area teacher from Math, Science, Social Studies and English. The program will be conducted in English. In addition, a supervisor will also be on site but not paid through Title III. Students will work for 3 hrs, from 9:00am-12:00pm in two sessions, with the ESL teacher. During the first session, the ESL instructor will co-teach with the Math teacher from 9:00-10:30. During the second session, the ESL teacher will co-teach with the Science teacher from 10:30am-12:00pm. The following week, the ESL teacher will co-teach the first session (9:00am-10:30am) with the English teacher and the second session (10:30am-12:00pm) with the Social Studies teacher. The ESL teacher will rotate with the Math/Science teachers and English/Social Studies teachers on a bi-weekly basis. The Saturday School dates are as follows:

January 10, 17, 24, 31

April 18,25

May 2,9,16,23

The ESL teacher will assist to deconstruct the concepts for ELLs while targeting skills needed to succeed in the content areas. The Saturday School program will service 25 students from grades 9-12. The teachers, consisting of a Math, Social Studies, Science and English teacher will co-plan with the ESL teacher. Teachers will be paid through Title III during the time they are teaching ELLs with the ESL teacher.

Rationale:

To offer enrichment in language development and increase achievement in core content areas. We will focus on 15 Intermediate and Beginner students in 9th and 10th grades. Additionally, Special focus will be paid to improving reading and writing skills to transition into college writing for 10 students in the 11th and 12th grades. Upper grade focus will be on Advanced students and our one intermediate students for a total of 10 eleventh and twelfth graders.

Materials for Saturday Academy:

-20 copies of Footprint Reading Library Collection by Rob Waring

- 20 Copies of More True Stories by Sandra Heyer

Before School-Small Group Instruction:

We offer small group instruction for approximately 20 students in grades 9-12. This small group instruction will help those students improve their reading and writing skills. Students are targeted based on their classroom grades, practice English Regents writing samples, as well as their NYSESLAT reading and writing scores. Skills will focus on acquisition of academic lexicon, essay writing and reading comprehension. The small group instruction will begin in October and continue through June. Below are the days and times of the week:

-Monday-Thursday (7:50-8:30)

Rationale:

To offer enrichment in essay writing and language acquisition to high need ELLs. In addition, the small group instruction will significantly impact academic development in core content areas. The program will utilize the following methodologies:

-Scaffolding as an essential part of the instructional delivery of the program, such as: modeling,

Part B: Direct Instruction Supplemental Program Information

bridging, schema building, contextualization, texted representation and meta-cognition.

-Conferencing with students and informal assessments.

-Acquisition of lexicon for academic progress.

Materials to be used for Before School-Small Group Instruction Program:

-Bilingual dictionaries and thesauri

-Paper, markers, pens, poster paper and chart paper.

Funding will include pay for ESL teacher and the co-teachers during the time the ESL teacher is working with them. Co-planning and supervisor is no cost to Title III.

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: _

The ESL teacher, Suzanne Kott, will be working with the Science department as a push-in teacher for the 2014-2015 school year. They will work together as a study group to target skills ELLs need to succeed in Science classes. The teachers will include the ninth and tenth grade Living Environment teachers and the eleventh and twelfth grade Chemistry teachers and one Special Education teacher. By eleventh grade, our ELLs tend to be long-term Special Education students. This year, three of our four remaining ELLs are special education students and the fourth student is here only 3 years. Special focus will be paid to targeting our sped./ELL sub-group. Our study group will meet monthly on Wednesdays from 2:55pm-3:55pm beginning in October 2014 and ending in June 2015. PD will focus on techniques for content area vocabulary acquisition and writing skills for ELLs in preparation for the eleventh/twelfth grade Science Pbat as well as how to modify lessons to aid in language acquisition and content area success for ELLs. They NYSESLAT shows that students greatest need for improvement is in reading and writing. The study groups will discuss ways to target those skills in a content area class.

Rationale: To help the Science teachers improve instructions for our increasing ELL population in preparation for the Pbat in eleventh grade and overall academic achievement.

- Schedule and Topics:

November 5: Overview of the Science Pbat

December 17: Scaffolding reading in Science for ELLs

January 14: Scaffolding writing in Science for ELLs

February 11: Research skills

March 18: Writing a reasearch paper

April 15: Incorporating graphic organizers and explaining them in your writing

May 13: Editing research papers

June 3: Presentation skills

- Materials:

-Making Content Comprehensible for English Language Learners: the SIOP Model by Deborah Short

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: _

Ninth Grade parental activities for the 2014-2015 school year:

-Promotional Requirements - Program focuses on the support available to ELLs, as well as programs the school offers, such as Saturday Academy and A.M. Tutoring, to help them succeed and graduate. In addition, we will provide a list of outside resources available to ELLs and their families to help students be more successful in school. This meeting will take place on 9/15/2014 from 4:30-5:30 pm by Eileen Rodriguez and Suzanne Kott (English and Spanish).

- Skedula Workshop - Tracking your ELL students' learning. Parents will learn how to use Skedula, an electronic grade book, in order to track their child's progress. This program will be taught by our ESL teacher, Suzanne Kott, and parent coordinator, Eileen Rodriguez, and will help parents become more proactive and an empowered facilitator in their child's learning. This meeting will take place on Thursday, January 15, 2015 from 4:30-5:30 and will be provided in English and Spanish.

- End of the year review and transitioning into the new grade - Discussing any changes to the ESL program and how transitional services work for students who pass the NYSESLAT. Jaime Guzman, Assistant Principal, Eileen Rodriguez and Celeste Hill (English and Spanish) 5/7/2015 from 4:30-5:30 p.m.

Upper Level students: Grades 10-12

-Promotional Requirements - Program focuses on the support available to ELLs, as well as programs the school offers, such as Saturday Academy and A.M. Tutoring, to help them succeed and graduate. In addition, we will provide a list of outside resources available to ELLs and their families to help students be more successful in school. Celeste Hill and Jaime Guzman (English and Spanish) 9/15/2014 4:30-5:30

-College application and Financial aid assistance workshop - Working with ELLs and their parents to successfully navigate the college application process and financial aide available regardless of immigration status: Jaime Guzman and Celeste Hill (English and Spanish) 1/15/2015 4:30-5:30

-Pbat Graduation Review - How to help your ELL stay on track and graduate on time. Eileen Rodriguez and Celeste Hill (English and Spanish) 4/15/2015 - 4:30-5:30

Parents will be notified by monthly parent newsletter, school messenger and phone calls made by family group advisors.

Providers - Jaime Guzman, Assistant Principal, Eileen Rodriguez, Parent Coordinator, Celeste Hill, Guidance Counselor, Suzanne Kott, ESL Teacher

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 	_____	_____

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.
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 07	Borough Bronx	School Number 427
School Name Community School for Social Justice		

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 Sue-Ann Rosch	Assistant Principal Jaime Guzman
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Suzanne Kott	School Counselor Celeste Hill
Teacher/Subject Area Patrick Reimer	Parent Giselle Hernandez
Teacher/Subject Area Dana Sutherland	Parent Coordinator Eileen Rodriguez
Related-Service Provider type here	Borough Field Support Center Staff Member Jocelyn Santana
Superintendent Kath Pellis	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		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 <u>not</u> 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)	330	Total number of ELLs	43	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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	0	0	0	0
Dual Language										0	0	0	0	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	43	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	11
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	25

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	10		1	8		0	25		10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	13	5	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1	2	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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	0		0	
Geography	0		0	
US History and Government	0		0	
LOTE	0		0	
Government	0		0	
Other _____				
Other _____				
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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: We are a portfolio assessment school with a Regents waiver from the state except for the ELA exam. Therefore, we do not give assessment exams except Scan-tron, which is administered to all ninth and tenth grade students and assesses their current reading levels. Our ninth grade ELLs all scored between the third and fifth grade reading levels. Our tenth graders scored between the fifth and eighth grade reading levels. The scores only test through the ninth grade. We do targeted reading intervention through English classes, which is where the ESL teacher pushes in. We use small group instruction including literature circles and socratic seminar to address reading concerns. The ESL teacher reinforces phonemic awareness to build fluency. We also offer Saturday instruction several times a year to target remediation for students in need of additional support. The emphasis is on building reading and writing skills.

Students are also assessed on the results of their NYSESLAT scores. The ESL teacher then meets individually with students and assesses their academic needs. We use this information to adapt and revise class curriculum and focus on the skills each student needs. We currently have four new ELL admits this year and they are completing their first year of service. According to their NYSITEL scores they were non-English speaking when they arrived.

We emphasize building reading and writing skills in classroom instruction. The majority of our students who have difficulty progressing on the NYSESLAT are our LTE students. Looking at our trends over time, we see that many of our newer students pass. Therefore, we focus on our own assessments and instruction on pinpointing areas where students are struggling and focusing instruction specifically to these needs.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? Paste response to question here: One new French speaking student passed the NYSITEL. Four new students entered the school in the second semester of ninth grade and were non-English speaking based on the HLIS and NYSITEL score. 2. Most students are either achieving a higher score or passing the listening/speaking sections while scoring in the intermediate/advanced range in the reading and writing sections. Newly admitted students (1-6 year range) are progressing more quickly than the long term ELLs. Special

education ELLs who have been ELLs for their entire school careers are having difficulty passing the reading/writing section. Most of our newly admitted ninth grade ELLs were long-term ELLs and ELLs with IEPs. Most of our current 10-12th grade general education students progressed on the test, improving in one or more modalities.

3. 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: AMO data indicates that 77.40% met AMAO1, which is the percentage of students making progress on the NYSESLAT. These students improved at least 1 performance level. 29.03% of students met proficient/commanding on AMAO2.

While the majority of our students are meeting and exceeding both AMAO1 and AMAO2, ENL students are still struggling with reading and writing skills. Subject area teachers are receiving professional development on improving vocabulary acquisition, reading and writing strategies and including different modalities to reinforce concepts. The ESL teacher will increase instructional time on grammar and reading strategies. Teachers are incorporating a more student centered approach to increase student engagement including strategies such as: Sorts, Literature Circles and Socratic Seminars.

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

Paste response to questions here: a. The current patterns across grade levels indicate that most students are struggling with speaking. 45% either achieved the same raw score or went lower on this years test. 48% also went down in listening. One possible explanation is that students struggled with the new test and were unsure of what information was required of them. Additionally, we had 5 new admits enter the school speaking no English within 2 months of the NYSESLAT administration. 50% of students scored lower on the Reading and 50% scored lower on the Writing. Again, as overall performance levels improved, and our AMAO goals were exceeded, changes to the content of the test could be one factor. Across grade levels. 6 out of 17 ninth graders scored commanding and 6 students improved at least one performance level. In the tenth grade, two students scored commanding, 3 students remained advanced, one went up one level and one, an Ite special education student, is stagnant. In the eleventh grade, one student scored commanding and 3 are scoring expanding. Two of those students are Ite special education and one is in her fifth year of service. Last year's twelfth grade had one student, a sixth year ELL, score expanding. In our incoming ninth grade class, 3 are newcomers two of whom scored entering and one scoring emerging. 4 out of 15 improved one level from the previous year's score. The remaining 6 either were stagnant or lost a level. Progress is faster on the reading and writing sections. Within the ELL population, long term-special education students are struggling the most on the reading and writing sections although they consistently pass both the listening and speaking parts. As a Pbat school, our emphasis is on reading and writing in English as students cannot write Pbats in their native languages. We do not give tests in their native languages because of the Pbats although we provide native language support.

b. Our school community reflects upon student achievement on a weekly basis as a group during staff meeting. Teachers assess student learning daily and reinforce key concepts. Grade levels and departments meet weekly to review student progress and re-evaluate curriculum. The ESL teacher rotates through department and grade level meeting to provide support. Alternative teaching methodologies are discussed and implemented and interventions are set into place. Programs were modified to better address the large number of ninth grade ELLs. A free standing class was implemented to address the needs of the newcomer and emerging students. Push-in for the ESL teacher was limited to the English classes across the grade levels so the ESL teacher could focus on language acquisition.

c. The school is learning that students need more focused instruction on writing strategies and vocabulary development. We are continuing to work toward standardizing language instruction and strategies across departments and grade levels. As a pbat school, we improved our assessments in the ninth grade and added two tenth grade assessments to support student achievement in the upper grades

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: N/A

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

Paste response to question here: All teachers are made familiar with each students' learning needs by the ESL teachers. Instructional strategies are discussed and implemented with the help of the ESL teachers. NYSESLAT scores are discussed as are the length of service and SIFE needs. Additionally, teachers bring curriculum concerns to the attention of the ESL teacher as needed. Content area teachers are briefed on each child's background by the ESL teacher. Teachers use the information to differentiate and scaffold instruction to meet each child's needs. Teacher's are incorporating Language Objectives into their lessons to target English Language learning in each unit.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

Paste response to questions here: N/A

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

Paste response to question here: 77.4% of our ELLs made AMAO so we found the push-in section of our program successful. The ESL teacher will continue to push-in to our English classes ELLs across grade levels. As 6 students are scoring at the entering and emerging levels in the ninth and tenth grade, we have added a separate section/course of ESL for those students. Our ELLs have been successful in earning 10 credits or more and as a result have moved onto the next grade level. For example, 87% of our ELLs were promoted during the 2014-15 school year, which was the highest achieving sub-group in our population. Furthermore, 9 out of 31 students in grades 9-12 passed the NYSESLAT and an additional 23 students moved up at least 1 level.

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: When a new admit arrives to the Community School for Social Justice, the ESL teacher, Suzanne Kott, or the Assistant Principal, Jaime Guzman, are called to the office to administer the Home Language Identification Survey. They work with each parent to complete the survey. If the survey indicates that the child speaks a language other than English, the parent and the student are given an in-depth interview. The Parent Coordinator, Eileen Gonzalez, may be called to help translate if necessary. Parents and students are queried as to how many years of education the student received, what language the education was administered in, where that education took place, and what language is primarily spoken in the home. Based on those responses, as well as those relevant sections of the HLIS, a determination is made on whether to administer the NYSITELL. The information is entered into ATS by the Principal's Secretary, Renee Cucinella. The NYSITELL is then administered within 5 days of enrollment and scanned into ATS by our ESL teacher, Suzanne Kott. A placement, if warranted, is made. If the student is a Spanish speaker and eligible per the NYSITELL, the Spanish LAB is administered within ten days by the Spanish Teacher Lucia Picardo. The test is then scanned into ATS by our ESL teacher, Suzanne Kott.

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: SIFE identification begins at the initial interview. Parents are asked the appropriate questions to determine the educational background of the student. The NYSITELL is then administered if warranted. If it appears the student is educationally deficient, LENS is administered. Evaluations continue by the content area teachers in consultation with the ESL teacher. Should it be deemed necessary, the student is identified as SIFE. Evaluation of the students educationally level and needs continues for the time the student remains in the building.

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: The Guidance Counselor, Celeste Hill, sends the incoming ninth grade information to the ESL Coordinator and Assistant Principal, who are members of the Language Proficiency Team, in June of every year. If the HLIS determines if the home language is other than English, the ESL teacher interviews the parent and student and inquires as to whether the student has an IEP. If yes, the LPT is formed and review the student's English language development and determine whether the student should take the NYSITELL. If the determination is a "yes", the student is administered the exam by the ESL teacher.

If "no", the determination is sent to the principal who reviews the decision and notifies the LPT if she overrides the decision then the student takes the NYSITELL. If the decision is upheld, she informs the parent/guardian in writing within 3 days and sends the decision to the superintendent or their designee. The school then follows the superintendent's final decision and notify the parent/guardian.

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: Letters are filled out by the ESL Coordinator. Copies are sent in English and the parent's preferred language. One copy is put in the students file, one copy is mailed home and one copy is given to the student to give to the parent.

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: At the time of enrollment the ESL Teacher and parent coordinator explain to the parent that they are entitled to request a review of the their child's ESL status within 45 days with written notice. A letter is also given to them in English and their native language. If the parent is not present, a letter is sent with the student and mailed home.

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: Parent Orientation meetings are held starting in September by the ESL teacher Suzanne Kott and the Parent Coordinator, Eileen Gonzalez. Parents are sent letters inviting them in their native language to attend this meeting and we follow-up with this communication with a phone call from a bilingual Paraprofessional in their native language the week before the meetings to remind them to attend. Further meeting are then held in October before Parent-teacher conferences and again in March. When we receive new admits the ESL teacher and Parent Coordinator meets with them on an individual basis and describes the programs and their options.

Orientation Meetings are held by the ESL teacher, Assistant Principal, and the Parent Coordinator. Our parent coordinator, Eileen Gonzalez, or Spanish Teacher, Lucia Pichardo, provides translation services. Parents are informed of their three program choices in New York City in several ways. First, parents are informed of the three choices in the Entitlement letter. They then come to the Parent Orientation Meeting where they read about the three choices in the Parent Brochure and see the data behind these choices in the video. After the video, parents again see these choices in the Parent Selection Form. We work diligently to ensure 100% attendance to our Parent Orientation Meetings so we vary the times to meet parent schedules. Should a student arrive mid-year, the parent is called in for a meeting after the NYSITEL is administered and the results are calculated.

If ats indicates a parent has chosen bilingual, the parent coordinator calls the parent to verify the choice and ask them to come to the Parent Orientation Meeting to review their program choices. If they continue to want a bilinugual program, the Assistant Principal, Jaime Guzman, e-mails the ELL program tranfer office and calls the parent with their decision after they respond.

If a parent does not come the parent Orientation meeting and had not previously chosen ESL, a choice of bilingual is entered into ats.

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: Every September, entitlement letters on school letterhead and in the parent preferred language, are mailed home and given to each student. As well as Entitlement letters, we send continued Entitlement letters asking parents to sign acknowledging their awareness of their child's continued services. If the letter is not returned, parents are called and asked to verify that they received the letter and to return it to the school. Records of the calls are kept. In addition, letters are handed out and collected at parent orientation and meetings. Letters are stored in a secured binder in the the AP's, Mr. Guzman's office and collected by Mr. Guzman and Ms. Kott. Copies of letters are handed out by the Family Group advisor during Parent-Teacher conferences and mailed home with the first report card if the parent does not attend.

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: Forms are returned to the Parent Coordinator and ESL teacher and marked on a google.doc. Forms are returned to the students file. If the forms are not returned, the parent coordinator calls the parent and notes their response on the google.doc.

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

Paste response to question here: The placement notification letters are mailed home by the ESL teacher and parent Coordinator. A copy is given to each student. Copies are placed in the students' files.

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: All original HLIS forms are placed in a secure file. A copy is kept in a binder in the ESL Coordinator's office. Copies of parent letters are placed in a binder secured in the ESL coordinators office. Original letters are sent home to parents. The administrators, school pedagogues and the Principal's secretary have access to the student's files. Only the administrators and ESL Coordinator, also a licensed administrator, have access to ESL Coordinaotr's office.

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: The ELL teacher The NYSESLAT is administered by our licensed ESL teacher, Ms. Kott, who also packages and returns the tests to the scanning center. Determination of students to be tested is made using the rlat and rell. She administers the test with the same security and testing conditions as per all other State tests. Students are scheduled for exams beginning with the speaking. The Speaking is administered by the Spanish teacher. Students receive a test slip telling them when they are scheduled. The ESL teacher picks up each student and brings them for testing. All teachers receive a copy of the testing schedule. Additionally, a copy of the individual student's testing schedule is sent home to parents. Students are scheduled for testing based first on testing accommodation needs and then by grade level. The Assistant Principal, Jaime Guzman and school aid have copies of the schedule and bring students to the testing site. If a student is absent for their scheduled time, they are re-scheduled and

the parent is called. The ESL keeps a spreadsheet indicating when each student completes each part to ensure that all four sections are given to each student.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here: Every September, entitlement letters on school letterhead and in the parent preferred language, are mailed home and given to each student. As well as Entitlement letters, we send continued Entitlement letters asking parents to sign acknowledging their awareness of their child's continued services. If the letter is not returned, parents are called and asked to verify that they received the letter and to return it to the school. Records of the calls are kept. In addition, letters are handed out and collected at parent orientation and meetings. Letters are stored in a secured binder in the the AP's, Mr. Guzman's office and collected by Mr. Guzman and Ms. Kott. Copies of letters are handed out by the Family Group advisor during Parent-Teacher conferences and mailed home with the first report card if the parent does not attend.
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: An ESL program is provided as per parent request. One Special Education student's parent and one general education student's parent, both 9th graders, have requested a bilingual program. They were informed that they had the right to request a transfer and one was made for them from the ELL program transfer office. Until we are given a response, the special education student has a para-professional who is both a health para and a bilingual para. As we only have two requests for a bilingual program, our free-standing ESL program is in alignment with parent requests.

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: A stand-alone nine/ten bridge class has been implemented to address the needs of the lower grade students. It consists of entering and emerging students. It is given four periods a week for a total of 252 minutes. The ESL teacher team teaches a heterogeneously grouped (integrated) English class in the ninth, tenth, eleventh and twelfth grades. The students in each grade level travel as a block.
- b. TBE program. *If applicable.*
Paste response to questions here: N/A
- c. DL program. *If applicable.*
Paste response to questions here: N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here: Mid to late August of every year, our ESL teacher and grade level advisors meet to cohort ENL students according to their NYSESLAT results. Cohorting the students ensures each student receives their mandated minutes and we only provide Stand Alone ENL for our entering and emerging students. The ESL teacher team teaches in an English class for each grade ensuring all students are programmed into an ELA class. Students are provided with one period of HLA support a day.
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: Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. As a projects based school, the ESL teacher works directly with the students in small groups providing instruction through the content areas and supplementing as needed to target each students' needs. This allows the ESL teacher to work with the subject area teachers to better scaffold and differentiate instruction for the the ELLs. The subject area teachers are also able to

extend this training throughout other areas of their instruction. The ESL Teacher is also able to learn the mainstream content and target entry points for their students. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. Additionally, each class with beginners has a bilingual para-professional assigned to the class to help with those students' translation needs. Additional time is provided after school. Many assignments are adapted to students' levels. Students receive bilingual dictionaries when needed as there are sets available in every classroom and one has been provided for the beginners to carry with them and bring home.

Minutes are broken down as follows:

ENTERING: 1 unit of stand-alone and 2 units of integrated

EMERGING: 1 unit of stand-alone and 2 units of integrated

TRANSITIONING: 2 units of integrated

EXPANDING: 1 unit of integrated

COMMANDING: 1 unit of integrated

Some of the methods teachers employ are the use graphic organizers in the subject area classes, including; T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) to help with comprehension. We also implementation cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing, visuals and sentences. Definitions include content area terminology as well as conversational language.

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

Paste response to question here: Materials are provided in their native language throughout the year.

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: Our project based learning requires students to use each of the four modalities on a daily basis. Students must read and write in every class, daily. Additionally, student centered learning requires students to speak and listen to each other during group work. Students present their projects regularly in classes in preparation for the Pbat. The four modalities are built into our learning model for all students. Teachers evaluate students daily by using Do Nows and exit slips. Additionally, students provide feedback and evaluate each other during groupwork activities. As a Pbat school, we do not implement formal assessment for students except for the scan-tron testing in reading and math described above for the ninth and tenth grades. Each marking period students are required to write and present a research paper based on their current English curriculum. Each of the four modalities are addressed in the rubric. The ESL teacher keeps a spreadsheet tracking each students progress in each modalities.

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: A. SIFE students are identified at the beginning of the school year. Parents of all SIFE students are called and the ESL teacher, Assistant Principal, Parent Coordinator and the students staff advisor attempt to meet with the student and their parent to identify the cause of the concern, discuss a plan to aid the student in improving their attendance and implementing a tutoring schedule with the ESL teacher and the subject area teachers to help bring the student up to grade level. If the parent is unavailable, the meeting is held with the student and the parent is called to seek their assistance in implementing the program. The student's attendance is monitored by the Advisor and ESL teacher and the parents are called if a pattern begins to develop. Should attendance become an issue, the Parent Coordinator brings the concern to the attendance committee who use their resources to help the student. During tutoring, subject area teachers focus on each students' deficiencies while reinforcing new material. Each content area teacher works with a Special Education teacher in one of their cohorts. They jointly modify their materials for the special education students. These materials are often used to differentiate instruction for SIFE students in conjunction with grade level materials to help scaffold the students to be able to work at grade level. When necessary, although we use a monolingual program, materials are given in the students' native language to aid in acquisition. Students can also receive help during our daily advisory period called Family Group. Their advisor, a licensed teacher, works with students to help them better understand and complete their assignments. They have access to each students progress reports Edline.net and help monitor their progress in each content area, consulting with content teachers to provide supplementary materials to students as needed.

B. Newcomers will receive ESL methodologies through a stand-alone and integrated program by the ESL teacher. New ESL students will pair up with another bilingual English proficient student who speaks their native language. They will also receive

tutoring during the week and on Saturdays. They will receive periodic assessments based on the information being taught in their classes, including ESL, to ensure that they are progressing, and intervention strategies will be provided if they are not. Subject area teachers make use of bilingual materials available to them to help aid the student. Bilingual paraprofessionals are assigned to each class with newcomers and they help translate for the students. The paras have received extensive professional development from our ESL Teacher and work with her during class so they can observe her techniques. During tutoring and Saturday School, the ESL teacher addresses the English Regents. Students are given direct instruction on the test starting in the second semester of tenth grade, practicing their reading comprehension, listening and note taking and learning about the different forms of writing required. Students are given materials, including extra vocabulary, to study at home.

C. 4th-6th year students are individually assessed by the ESL teacher at the start of school to determine their strengths and weaknesses. Writing and reading diagnostics are administered and the results are discussed with the subject teachers and the student so target areas can be determined and addressed. The ESL teacher then uses this information along with the NYSESLAT to design a program for use in ESL. Instruction is normally focused on further acquisition of reading and writing skills as the majority of students are at or near proficiency in speaking and listening. The ESL teacher focuses their instruction on helping students acquire the targeted skills and extend its use to the subject areas. Instruction is also more focused at this time on acquiring content area terminology and reading and writing across the subject areas. The teacher works with the subject area teachers to help them differentiate instruction to focus on the students needs. Teachers make use of group assignments, pairing the student with another student who has strong skills in those areas. They also provide extra instruction on content area vocabulary acquisition and give students extra vocabulary sheets to aide in content knowledge acquisition.

D. Long-term ELLs are fully serviced as per their NYSESLAT scores. Assessments are made to determine which modalities need to be addressed. The student's attendance, admission and test history are researched to help determine possible causes for the student's status and addressed as needed. Students are encouraged to come to tutoring after school and on Saturdays. Tutoring focuses on content area acquisition as well as intensive language acquisition instruction. We are currently implementing WritetoLearn. We piloted it in the ninth grade last year and are starting it in the tenth grade this year.

E. Former ELLs are programmed into the English class being serviced by the ESL Teacher. They receive a minimum of 120 minutes per week in the twelfth grade and 243 per week in 9-11. Service is given in a heterogenously grouped integrated class.

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

The ESL teacher contacts the subject area teachers monthly to receive updates on the students' progress. The subject area teachers meet with the ESL teacher if they determine that the student is struggling with language. The ESL teacher may re-evaluate the students. If they determine that language is an issue, the parent is contacted and a meeting is initiated to discuss their ELL status. If the student is progressing well, a parent meeting may be called to remove ELL status from the students' record. The parent is always a part of the re-evaluation process. The re-evaluation continues monthly for one year after the student is admitted into the school.

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: All our teachers co-plan and/or co-teach their lessons with a Special Education teacher who is an expert in the subject area. In conjunction with the ESL Teacher, they work together to modify the curriculum to meet each individual students' needs. The special education teacher will often modify assignments and provide supplementary materials in addition to the ESL Teacher. The two departments have worked closely to share techniques and determine what interventions are necessary to aid each child. Vocabulary words are provided to supplement materials. Lessons are scaffolded to ensure comprehension. Materials are often modified and rubrics are modified as needed. Students language needs are targeted with the following programs as necessary: Wilson Reading, Read Naturally, Basic Writing Skills and Sscan-tron.

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: Special needs students are serviced as per their IEPs. ICT status is determined by the IEP team with consultation with the ESL teacher. At each annual meeting, continued ICT service is provided contingent upon parental agreement. ICT students are serviced in class by the ESL teacher and the Sp. Ed. teacher. SETTS students are serviced both in and outside of class. The ESL teacher meets with the Special Education team to discuss the student's needs and helps implement curriculum modification based on their needs. Students whose needs cross-over into both areas are grouped and serviced together. Regular meetings are held between the departments to continue to update and address those students needs. Our

Chart

lct students are served in classes with general education students for all their subjects providing them with the least restrictive environment throughout the day. Students are mixed with their non-disabled peers in all electives and gym class and family group.

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

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



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

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

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

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

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

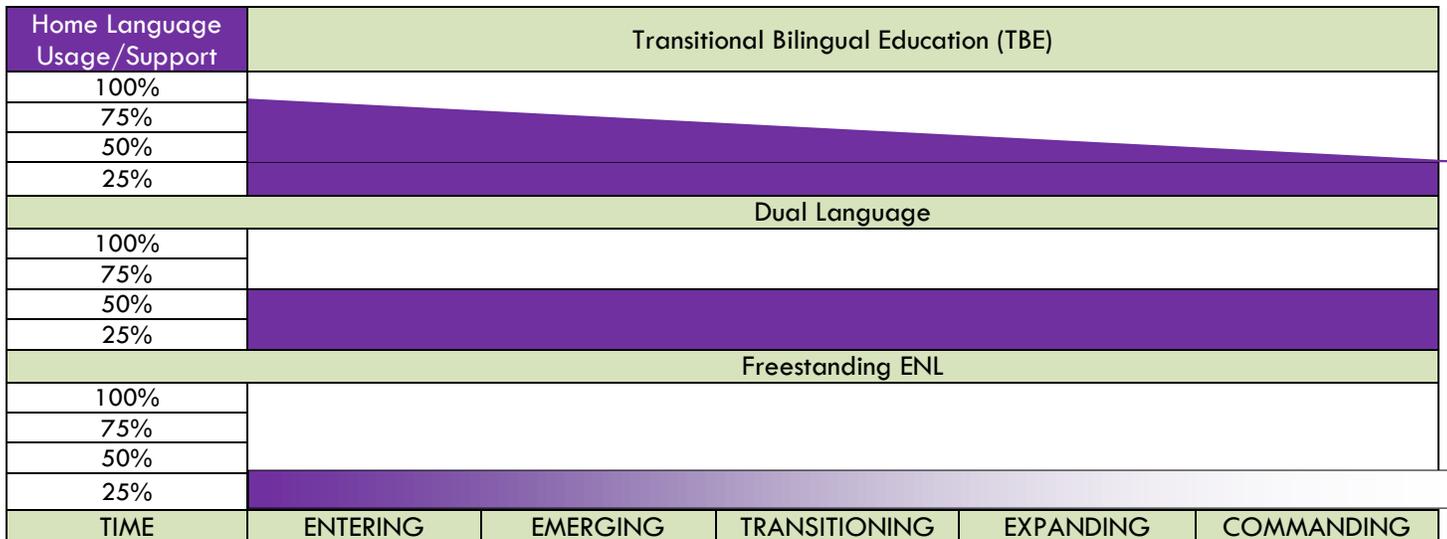


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Paste response to question here: Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. In math, teachers provide targeted interventions to ELL students by color coding problems on the Smart Board to assist students to learn the order of operations, use number sense, and review basic operations. There is also an extra math teacher in the class to give additional support to students. In Social Studies, teachers target vocabulary acquisition to increase content comprehension. In science, teachers target comprehension through the use of manipulatives .
- 8th grade ELA scores showed that approximately 60% scored at a level one and 35% scored at a level 2 and 5% scored at a level 3. We had no level 4 students. All ninth grade students are assessed through Scan-tron. Scores show that 90% are scoring between the 3rd and 5th grade levels. We use this to determine target areas in reading comprehension and create small groups to be taught by the ESL and Special Education English specialist. "Native language texts are provided. Additional time is provided after school. Many assignments are adapted to student's levels. Special Education ELLs are also serviced through our certified Wilson Reading Specialist. They are also given Read Naturally, Basic Writing Skills and Great Leaps as needed. Our general education ELLs are given Read Naturally and Basic Writing Skills as needed.
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: Based on our high graduation rates, Pbat passing rates and continued progress on the NYSESLAT, the ESL program is very effective. Teachers are continuing to be given professional development on working with ELLs. One of the goals of the English department is to establish standardized vocabulary instruction to better serve the needs of ELLs. The program is also being expanded to the other content areas where both academic and non-academic language is targeted. Additionally, we successfully implemented a standardized writing program across the curriculum which we continue to reflect and improve upon.
12. What new programs or improvements will be considered for the upcoming school year? Paste response to question here: A stand-alone class was implemented for ninth and tenth grade entering and emerging students. Consideration is being given to how service will continue as they progress through the grades. We are considering making a separate stand-alone class for 11th and 12th grade entering and emerging students as needed.
13. What programs/services for ELLs will be discontinued and why? Paste response to question here: None
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: ELL students have the same access as any other student to all programs. They are encouraged by the ESL teacher and their family group advisors to participate in extra-curricular activities such as: tutoring, Saturday academy, Deloitte academy, clubs, and sports teams. All advertising information are provided in English and their Native Language. ELL students are offered additional support by participating in our tutoring program and Saturday academy. We ensure that all communication about school program offerings are sent home in the parent preferred language to encourage participation in our programs.
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: Students have access to texts and worksheets in the Native Language. They have access to computers in every classroom and smartboards in grades 9-11. Students have access to bilingual books in the Library. Each student is given access to a bilingual dictionary. They can use language learning programs on the internet. Additionally, students are taught how to use the translation program in google.docs as they begin using our schools network in the ninth grade in order to prepare them to write their Performance Based Assessment Tasks which are all complete on google.docs. The following strategies are used across the curriculum; graphic organizers in the subject area classes. T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) Implementation of cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes. We also use manipulatives where applicable, visuals are provided to help students grasp concepts, and teachers use role playing. Students are given choices of how they want to complete written classroom assessments ranging from oral responses for beginners to letters, essays, pamphlets or posters for more advanced students. Mini-Lessons for direct instruction of identified grammatical errors. Individual student conferencing to address specific student's needs. Reviewing student generated writing with the individual student to address their specific needs. Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing. Definitions include content area terminology as well as conversational language. Students also begin using google.docs

to write their essays and Pbat in the ninth grade. All their documents are shared with the ESL teacher who is able to give them feedback and direction on their work through the program. As this feedback is also seen by the subject area teacher, they can better focus and adapt their materials for each child and further aid in their individual language acquisition. ELLs use laptops in all their class. Each student has a google account. They use it to help write their papers and to translate documents. Teachers are able to respond directly onto their papers and to translate any comments needed.

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

Paste response to question here: Materials are translated by teachers for students using google.docs. Additionally, the Science and Social Studies classes have Spanish versions of textbooks that can help students better understand the material presented in class. They are brought to the Library regularly to take out materials in their native language. The students are also taught to use google.docs to help them with translations. Part of the reason we chose WritetoLearn as a language using tool is because it will translate words for students into Spanish furthering comprehension.

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

Paste response to question here: We currently have one student who requires bilingual speech. A speech teacher is brought in to work with him. All SETTS and ICT services are given in English. A bilingual paraprofessional is assigned to each ICT class to provide translation services as needed. No students require counselling in a language other than English.

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: Every May, letters are sent home inviting students and parents to a 9th grade orientation. All letters are sent in both English and the native language. The ESL teacher meets with incoming ELLs and their parents to discuss the schools various programs, the Pbat process and explains the options the parent is entitled to. Letters are sent home to all the ninth grade students at the end of the June inviting them to a three day team building workshop stressing collaboration and community building to be held in July. ELLs are called by the ESL teacher and asked to attend to help them become more comfortable and better acclimated. When new students enroll, they are given an orientation with the ESL teacher and a student is assigned to assist them in class. The ESL teacher introduces the student to their classroom teachers and Family Group teacher who assists in the transition.

19. What language electives are offered to ELLs?

Paste response to question here: Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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: The school provides professional development every Wednesday throughout the year. The ESL teacher provides 1 PD a month to staff on curriculum development to meet ELL's needs. She turn-keys PD she attends for staff and works one-on-one with staff members who are struggling to differentiate instruction for ELLs. She also works with Para-professionals assigned to ELLs to help them work more effectively with their students. Teachers are being trained to use SIOP in their classrooms to better meet the needs of ELLs.
 1. September 16 - Review new ENL requirements and student data
 2. October 19 - Integrating Vocabulary Instruction into content area classes
 3. November 16 - Using graphic organizer to make content comprehensible
 4. December 14 - Comprehensible input
 5. January 11 - Pbat support for ELLs
 6. February 22 - Re-evaluating ELL progress
 7. March 21 - Presentation skills for ELLs
 8. April 18- Modifying the Pbat process to meet ELLs language needs.
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?
 2. The ELL teacher goes to several workshops each year provided by BETAC and the Office of ELLs such as the LAP workshop to better implement instruction. She also attends workshops with our Network, CFN 102, and works closely with our ELL instructional coach at the Network. This work includes Inquiry groups and Professional Development. In addition, the ELL teacher will often utilize workshops given by outside agencies like the New York Times. All workshops are designed to align with the Common Core. The ESL teacher provides professional development to the Guidance Counselor on working with ELLs and their needs. They meet regularly to discuss the needs of the ESL population.
The ESL teacher may bring English and subject area teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 - . Teachers are provided with background information on each new student such as: NYSESLAT scores and years of service. Also, the ELL teacher attends the three day ninth grade orientation over each summer to meet and evaluate all new ELL student. She then shares the data with teachers, guidance counselor and administration during the first week of school. During the year, the guidance counselor and social workers work with ELL students to address individual academic and emotional needs as they transition into high school.
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: 4. The 7.5 hours includes workshops on discussing the individual needs of students during grade level meetings. It also includes workshops in each subject area during department meetings to areas specific to each subject. Teachers are taught to understand the particular needs of ELLs focusing on scaffolding language and targeting each modality in every lesson. Training for staff begins in the start of the school year with the ESL teacher reviewing NYSESLAT scores and testing levels. She also explains the scores to the staff. The ESL teacher attends weekly grade level meeting to review student progress and train teachers on meeting the needs of the ELLs in their cohort. The ESL teacher gives training at staff meeting on improving instruction with topics including: vocabulary acquisition, writing across the curriculum, using visual aids to improve subject comprehension, modifying language on materials and exams, and testing compliance. The ESL teacher also trains teachers on the techniques she acquires from the outside workshops she attends. Teachers are being trained to use SIOP in the classes. Our ESL teacher has received extensive training in it and meets bi-monthly with a cross-section of teachers who are then able to turn-key the training to their departments and staff. Training occurs during staff meetings, on professional development days and during department meetings. Agendas are kept by the principal's secretary and in the ESL Teacher's binder in her office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Individual meetings with parents are organized by the ESL Teacher and the individual students' Family Group teacher who is the point person for individual student contact. At the meeting, the ESL teacher attends and discusses their language development and what individual goals are put into place for each student. Translation services are provided by the parent coordinator or a bilingual para or the city translation service, should no one in the school speak the parent's language. Records for meetings are kept by the Family Group teacher and the ESL teacher on a spreadsheet. Parents who are unable to attend in person are scheduled for phone conferences.

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

Paste response here:

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

Paste response here: Paste response to question here: Paste response to question here: 1. Paste response to questions here: Families will be involved through outreach provided by the ESL teacher and family group advisors. Parents have several opportunities each year to meet with teachers including: Student-Parent Orientation for incoming ninth graders in May and July, Meet the Teacher night for all grades in September, and Awards Ceremonies. ESL parents are represented on the PTA advisory board and the SLT team. Opportunities will be provided for parental interaction during the school day. Two additional meeting times are provided for ESL parents during the school day in September and March where our ESL program and parent options and student progress are reviewed. Translation services are provided by our Assistant Principal, Spanish Teacher, Parent Coordinators and Bilingual Paraprofessionals

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:

We work closely with our Community Based Organization, Bronx Works, to provide opportunities for the families in our school community to be informed and involved in the planning and implementation of our ESL program. They offer a variety of services to parents of ELLs, including: English classes, legal aide, and immigration help.

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

Paste response to question here:

The school uses the Learning Environment Survey to evaluate the needs of the parent community. Furthermore, the school also provides an orientation for all grade levels in order to inform parents of the goals and expectations for their child and to answer parental concerns. The parent coordinator is available to speak and assist parents. Family group advisers also keep in regular contact with the parent of the students in their group and aid in determining their needs.

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

Parent activities are listed below: Rational is provided at the end.

Ninth Grade parental activities for the 2014-2015 school year:

-Promotional Requirements - Program focuses on the support available to ELLs, as well as programs the school offers, such as Saturday Academy and A.M. Tutoring, to help them succeed and graduate. In addition, we will provide a list of outside resources available to ELLs and their families to help students be more successful in school. This meeting will take place on 9/17/2015 from 4:30-5:30 pm by Eileen Rodriguez and Suzanne Kott (English and Spanish).

- Skedula Workshop - Tracking your ELL students' learning. Parents will learn how to use Skedula, an electronic grade book, in order to track their child's progress. This program will be taught by our ESL teacher, Suzanne Kott, and parent coordinator, Eileen Rodriguez, and will help parents become more proactive and an empowered facilitator in their child's learning. This meeting will take place on Thursday, January 14, 2016 from 4:30-5:30 and will be provided in English and Spanish.

- End of the year review and transitioning into the new grade - Discussing any changes to the ESL program and how transitional services work for students who pass the NYSESLAT. Jaime Guzman, Assistant Principal, Eileen Rodriguez and Celeste Hill (English and Spanish) 5/5/2016 from 4:30-5:30 p.m.

Upper Level students: Grades 10-12

-Promotional Requirements - Program focuses on the support available to ELLs, as well as programs the school offers, such as Saturday Academy and A.M. Tutoring, to help them succeed and graduate. In addition, we will provide a list of outside resources available to ELLs and their families to help students be more successful in school. Celeste Hill and Jaime Guzman (English and Spanish) 9/17/2015 4:30-5:30

-College application and Financial aid assistance workshop - Working with ELLs and their parents to successfully navigate the college application process and financial aide available regardless of immigration status: Jaime Guzman and Celeste Hill (English

and Spanish) 1/14/2016 4:30-5:30

-Pbat Graduation Review - How to help your ELL stay on track and graduate on time. Eileen Rodriguez and Celeste Hill (English and Spanish) 4/14/2014 - 4:30-5:30

Parents will be notified by monthly parent newsletter, school messenger and phone calls made by family group advisors.

Providers - Jaime Guzman, Assistant Principal, Eileen Rodriguez , Parent Coordinator, Celeste Hill, Guidance Counselor, Suzanne Kott, ESL Teacher

4. Our parent community has requested improved communications with teachers concerning grades and assignments. Therefore, the following has been implemented:

-Skedula grading system that gives parents access to the most recent student progress and allows parents to email teachers with concerns.

-Family group advisers are pivotal in maintaining parental involvement and remain with the student throughout their 4 years in school to develop a personal relationship with the student. All communication is bilingual.

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: Community school for Social Ju

School DBN: x427

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)
Sue-Ann Rosch	Principal		1/1/01
Jaime Guzman	Assistant Principal		1/1/01
Eileen Gonzalez	Parent Coordinator		1/1/01
Suzanne Kott	ENL/Bilingual Teacher		1/1/01
Giselle Hernandez	Parent		1/1/01
Patrick Reimer	Teacher/Subject Area		1/1/01
Dana Sutherland	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Celeste Hill	School Counselor		1/1/01
Kathy Pellis	Superintendent		1/1/01
Jocelyn Santana	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: **x** School Name: **Community School for Social Justice**
Superintendent: **Kathy Pellis**

Before you begin, please check the following:

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

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

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

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

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use ATS reports to ascertain the home language of our students. For new admits we use the Home Language Informational Survey (HLIS) which is administered by the ESL Coordinator or the Assistant Principal on the first day enter school. As well, at the beginning of the school year family group advisors contact the homes of new admits and verify the home language the parents/guardians speak and read in to provide effective communication with our parent community. If any discrepancies are found, the parent coordinator calls to verify. Finally, the information is then given to the school community during the 2nd week of staff meeting.

We then use this information to ensure that all written and verbal communication (such as the phone messenger system) goes home in English as well as in the parents'/guardians' preferred choice of language.

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.

Approximately 90% of our parents prefer communication in Spanish and the rest requested English. This information was verified by ENL Coordinator, Suzanne Kott, and Assistant Principal, Jaime Guzman. The Parent Coordinator, Eileen Rodriguez, made the necessary arrangements for translation services. Our findings were announced during staff meeting in September and shared with staff.

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.)

In September, we distribute welcome letters to all parents in English and Spanish. Our handbooks, calendars and welcome packets are translated over each summer and sent home with students through our family group advisory system. In mid-September, letters are sent home to ENL parents for the first parent meeting to discuss the ENL school program, course options, after school program and services available to students. Two Spanish translators will be provided and the meeting is held in English and Spanish before the first parent-teacher conference in late September. The after-school program information is sent home in both English and Spanish through Family Group. Teachers send home their course syllabi with students and translate them as needed for students. Testing information dates are mailed home and calls are made through the our school messenger system. Our school messenger program contacts parents in their requested language. All parent-teacher conference announcements are mailed home in both English and Spanish and the school messenger is recorded in both English and Spanish. In addition, we send monthly parent letters in English and Spanish keeping parents involved in upcoming school events such as club activities, sport games and Saturday school and tutoring.

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.

We have four face-to-face meeting dates scheduled throughout the year: September 30, November 19, November 20, March 10, March 11 and May 10. The September 30th date we are hosting a back to school BBQ and curriculum night. Parents are given the opportunity to meet their teachers, review the curriculum, and have a quick update on their progress. In November and March we will hold Parent Teacher Conferences updating on student progress and graduation status. In May, we will review our Performance Based Assessment Tasks (PBATs) progress and give parents dates in participating in our school wide PBAT panels.

Part C: Providing Language Assistance Services

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

Written translation services are provided in house. We use either two paraprofessionals or our Spanish teacher to translate documents. In case we can not provide translation services within house, these documents are also sent out to the DOE Translation and Interpretation Services for translation. All documents are sent out in both English and Spanish.

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

Oral translation is provided in Spanish by the our two paraprofessionals in Spanish and by the Spanish teacher when available. In addition, we have an English teacher and Science teacher are also used for translation from Spanish to English.

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 oral translation services are conducted in-house by our two paraprofessionals and three staff members. All teachers are directed to our 5 staff memebtrs to assist with translation services. All e-mails are translated by the teachers themselves by using google translation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Welcome Poster, Parents' Bill of Rights, and Parent's Guide to language Access are posted in the main office. DOE Security and the main office staff have all required information for our parent cmomunity including copies of the Language ID Guide.

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)

Parents can contact and provide feedback to the school as they wish. Through our family group system, advisors are in weekly contact with parents in updating student academic and behavior progress, upcoming school events, and to inform of our monthly SLT and PTA meetings. During these meetings, parents also have the opportunity to provide feedback regarding school services. In addition, once a year the LEarning Environment Survey is conducted giving access to all families in providing feedback regarding our school community