

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

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

**11X509**

**School Name:**

**HIGH SCHOOL FOR LANGUAGE AND INNOVATION**

**Principal:**

**JULIE NARIMAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: High School of Language and Innovation School Number (DBN): 11x509  
9, 10, 11, 12

Grades Served: 925 Astor Avenue, Bronx, NY, 10469

School Address: 718-944-3625 719-944-3641

Phone Number: Ana Rodriguez Fax: Arodriguez22@schools.nyc.gov

School Contact Person: Julie Nariman Email Address: Arodriguez22@schools.nyc.gov

Principal: Erik Forman

UFT Chapter Leader: Victor Ballast

Parents' Association President: Johnny Vasquez

SLT Chairperson:

Title I Parent Representative (or Parent Advisory Council Chairperson): Dolores Liriano Greisy Caytana

Student Representative(s): Nurnur Mamun

**District Information**

District: 11 Superintendent: Carron Staple  
1 Fordham Plaza, Bronx, NY, 10458

Superintendent's Office Address: cstaple@schools.nyc.gov

Superintendent's Email Address: (718) 741-5852 (718) 741-7098

Phone Number: Fax:

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1 Fordham Plaza, Bronx, NY, 10458

Director's Office Address:

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jruiz2@schools.nyc.gov

Director's Email Address:

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(718) 741-3156

(718) 826-6280

Phone Number:

Fax:

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Julie Nariman	*Principal or Designee	
Erik Forman	*UFT Chapter Leader or Designee	
Victor Ballast	*PA/PTA President or Designated Co-President	
Maria Ievoli	DC 37 Representative (staff), if applicable	
Maritza Cruz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Greisy Caytana	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nurnur Mamun	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Johnny Vasquez	Member/ teacher	
Dolores Liriano	Member/ parent	
Amadaly Brito	Member/ parent	

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. Contextual information. High School of Language and Innovation (HSLI) is a newcomer high school co-located in the Christopher Columbus Campus in the Bronx. The school currently enrolls 371 students, almost 80% percent of whom are newcomer English Language Learners (ELLs). Approximately 52% of the school's population speaks a native language of Spanish, while the other 48% speak languages as diverse as Bengali, Arabic, Albanian, French, English, and Chinese. The school's instructional methods and college-readiness focus emphasizes student responsibility, collaboration, and literacy in all aspects of learning. The school has had a partnership with two CBOs, Bronx Arts Ensemble and Korea Tae Kwon Do, for four years, and has used these organizations to offer a wide variety of arts and physical education opportunities for all students. The school has also partnered with College Now for almost two years, and has over 20% of students in 11-12<sup>th</sup> grade attending courses through this program.

2. Special student populations. The school has several special student populations: one is over-age Students with Interrupted Formal Education (SIFE), whose specific needs include literacy in both their native languages and English, as well as gaining background knowledge in content areas. Another subgroup are ELLs who enter school below a 3<sup>rd</sup> grade reading level, whose needs are reaching commencement-level reading comprehension and writing in less than 2-4 years, depending on the year they entered the high school. A third subgroup are students who are on-track for an Advanced Regents diploma, whose needs include college-level courses with a particular focus on college-level writing and research.

3. Progress in Framework for Great Schools.

Rigorous Instruction. The school made strides in two areas: one, by instituting a system of written "briefs" in math, science, and social studies, thereby increasing rigor and student collaboration in these classes. Two, the school made strides in assessment by implementing a frequent, on-demand written "Check for Understanding" in all classrooms. Teachers were coached to use these checks to assess where students are in current and previous content, and then use a school-developed protocol to tailor lessons and small-group instruction around the results.

Supportive Environment and Trust. The school made strides in this area by creating a dedicated School Culture Lead who created systems for supporting students with behavior issues, and individualized behavior plans that were shared with parents and teachers. OORS reports and classroom observations showed an overall increase in behavior and respect across classes and in the overall school environment.

Collaborative Teachers. The school developed a structure called Professional Learning Communities (PLCs) consisting of cross-content teachers who engaged regularly in looking at student work and intervisitations.

Effective School Leadership. The principal adopted a structure of feedback from the talent coach in all observations that added "timeline," "support," and "assessment" to teacher's next steps, resulting in increased teacher follow-up in instructional next steps.

Key Areas of Focus:

Strong Family-Community Ties. While the school has positive and frequent communication with parents about individual student progress, parents in the lower grades still express confusion over the school's methodology. The

school needs to focus on expanded communication with parents that includes and makes them partners in the school's college-readiness and instructional initiatives.

Supportive Environment. The school has an effective structure for addressing discipline and tracking progress, and now needs to increase opportunities for extracurricular engagement and more strength-based feedback for students who are struggling academically and/or behaviorally.

Rigorous Instruction. The school greatly increased rigor with the system of "brief" writing across classes, but now needs to ensure that all classroom practices are resulting in learning and growth, and tailor the practices to specific content areas and student learning needs. The school also needs to build on using the results of assessment to improve and further target supports for struggling learners.

## 11X509 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	359	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	2	# Drama	N/A
# Foreign Language	11	# Dance	4	# CTE	N/A
School Composition (2013-14)					
% Title I Population	117.3%	% Attendance Rate			91.4%
% Free Lunch	96.1%	% Reduced Lunch			2.4%
% Limited English Proficient	78.4%	% Students with Disabilities			4.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.0%	% Black or African American			11.4%
% Hispanic or Latino	60.0%	% Asian or Native Hawaiian/Pacific Islander			17.3%
% White	9.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			N/A
# 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)			9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			3.55
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			33.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	93.0%	% of 2nd year students who earned 10+ credits			85.0%
% of 3rd year students who earned 10+ credits	90.3%	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

- 25% of the school’s graduating class is on-track for an Advanced Regents diploma, and/or received a B or higher in at least 2 College Now classes, most of whom began the school as newcomer ELLs. This indicates that for a significant portion of the students, the focus on literacy, collaborative discussion, and student responsibility has been effective and produced college-readiness.
- The school implemented a strategy of having students write short, focused research pieces called “briefs” in all content classes over the 2014-2015 school year, increasing rigor and writing across grades and content.

#### Needs:

- In the school’s 2014-2015 Quality Review, 1.2 Teacher Pedagogy was rated “developing” and indicated that the school needs to implement more frequent checks for understanding to assess, in particular, the progress of struggling learners, and plan instruction that targets their needs.
- In the school’s graduating cohort data as of May 2015, the cohort had an over 92% passing rate on the Integrated Algebra Regents, but less success in other content area Regents: 78% in science, 67% in U.S. History, and 83% in Global History. Item analysis indicated that students earned points in the writing sections due to the school’s writing focus, but struggled with background knowledge tied to multiple choice questions in these subject areas.
  - 59% of total teacher ratings in Danielson 1a and 1e were rated “effective,” while 5% were rated “highly effective” showing a need for teachers to grow in organizing prerequisite knowledge which includes language and relationships between concepts.
  - 55% of teacher ratings in Danielson 2b were rated “effective” while 3% were rated “highly effective.” The majority of discussions observed were around texts that often did not provide multiple entry points, leading to discussions that were at a “developing” level.

### Part 2 – Annual Goal

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

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By May 2016, the 30% of the school’s most struggling students will use domain-specific and Tier II academic language in each content area through the use of sentence frames that are built into units and lessons, and use in both speech and writing, as measured by a schoolwide writing assessment.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional development: the school is going to create targeted professional development during the school’s common planning periods in all content areas around sentence frames and coach teachers in implementing it throughout the year.</p>	<p>Teachers</p>	<p>Start date: August 31, 2015, End date: May 2016</p>	<p>Overseeing activity: Social Studies A.P. and ELA Department Chairs</p>
<p>Strategies that address ELLs: The school will add a “sentence frame/academic language” structure to all units and lessons which will ensure that ELLs express their thinking through academic sentence frames in speaking and writing.</p>	<p>ELL Students</p>	<p>August 31, 2015-October 30, 2015</p>	<p>Overseeing activity: Department Chairs</p>
<p>Engaging families: This initiative will be shared with parents at the school’s first Family Night, during targeted outreaching in parent engagement blocks, and in the school website.</p>	<p>Parents</p>	<p>October 1, 2015-May 2015</p>	<p>Parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

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

Schedule: The school re-organized its common planning time to result in more whole-staff and targeted departmental staff development time in two hours-long blocks before school. This time will be used to target staff development around academic and domain-specific language teaching strategies.

Budget: In addition, the school budgeted funds for all teachers to attend a week of staff development before school started to get professional development in this area. The school also budgeted funds for the math department to get

outside coaching from Meaningful Math on the language use strategies of the school’s new language-rich math curriculum.

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

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

**Part 5 – Progress Monitoring**

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

Assistant principals and department chairs will monitor the quality of sentence frames in unit plans every 6-8 weeks when unit plans are submitted for feedback.

Midpoint benchmarks: Observation feedback/ teacher evaluation on Danielson 3b, Questioning and Discussion, specifically the use of academic language in discussions by January 2015.

Short-answer responses on departmentally created short-answer constructed response questions.

Student responses on schoolwide writing assessment that measures fluency, academic language, and expression.

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

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

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

### Part 1 – Needs Assessment

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

Strengths:

- In 2014-2015, suspensions decreased by half compared to the 2013-2014 school year.
- In the 2014-2015 Quality Review, the school received “Proficient” in 3.4, High Expectations, and it was also named an Area of Celebration.
- The school created a dedicated School Culture Lead to implement a comprehensive, school-wide approach to behavior including a uniform, classroom Ladder of Self-Regulation, targeted behavior plans for at-risk students, and a Behavior Intervention Team.

Needs:

- Overall attendance decreased from 92% in 2013-2014 to 89% in 2014-2015.
- Students who are at-risk academically or behaviorally who could benefit most from extracurricular activities or sports are not eligible for PSAL, or have low enrollment in school clubs and activities.

### Part 2 – Annual Goal

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

By May 2015, the school will have established at least five lunchtime student activities and clubs with a minimum of five at-risk students in each club.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Systems and structures: Teachers will have the option to choose a student club or activity in their circular 6 which will meet during lunchtime. Teachers will write a proposal for their activity, plan it thoroughly and then recruit students, targeting those designated at-risk academically or behaviorally by the guidance department.</p>	<p>At-risk students</p>	<p>October 5, 2015- June 15, 2015</p>	<p>Assistant Principal of Guidance</p>
<p>Strategies to address the needs of high-needs students: Those students designated at-risk academically or behaviorally by the guidance department will be specifically recruited by teachers the two weeks before the clubs begin. The clubs will provide an engaging, interest-based way for students to express their thinking and engage with peers.</p>	<p>At-risk students</p>	<p>September 8, 2015-June 15, 2016</p>	<p>Assistant Principal of Student Support</p>
<p>Engaging families: This initiative will be shared with parents at the school's first Family Night, during targeted outreaching in parent engagement blocks, and in the school website.</p>	<p>Parents</p>	<p>September 8, 2015-June 15, 2016</p>	<p>Parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Schedule adjustments. The school will have a later start time at 9:00 a.m. to mitigate student lateness and involve student leaders in serving as peer mentors for students who struggle with attendance or lateness. This will also allow clubs to take place before school and not only after-school, involving those students who might leave at the end of the year for jobs or family responsibilities. Finally, teachers' Circular Six option will include running a student club.</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By January 2016, a minimum of 15 students designated at-risk will be enrolled and engaged in a student activity or club.

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

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

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

### Part 1 – Needs Assessment

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

Strengths:

- In the school’s 2014-2015 Quality Review, the school was rated “Well Developed” in Teacher Teamwork.
- The school’s Professional Learning Communities ensured that teachers completed at least 10 cycles of inter-visitation and looking at student work. Teachers strengthened unit plans and classroom activities in department teams.

Needs:

- Teachers improved their ratings in 3d, Using Assessment in Instruction, in 2014-2015 by implementing Checks for Understanding. However, targeted instruction and interventions based on these checks were uneven across classrooms in quantity and quality, leading to uneven levels of engagement, Danielson 3c.

Only 59% of teachers were rated “effective” in 1a, Knowledge of Content and Pedagogy. The school created a unit-planning structure in 2014-15 that increased teachers’ ability to identify key concepts and potential student misconceptions. However, the quality of the unit plans was uneven.

### Part 2 – Annual Goal

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

From September 2015-May 2016, all departments will co-plan 4-8 units that identify key concepts, anticipate student misconceptions and prerequisite knowledge, identify key academic and domain-specific language, and receive feedback on each unit in order to strengthen these specific components.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>Systems and structures: the school will use a uniform unit-planning structure adapted from Understanding by Design for all subject areas.</p> <p>Professional development: Teacher leaders who serve as department chairs received a week of professional development on unit planning during the last week of August 2015, which they then used to turnkey to their departments and coach them on high-quality units. Administrators and department chairs are providing feedback on all units which are then revised based on the feedback.</p>	Teachers	September 2015-June 2016	Assistant principals and department chairs
<p>Strategies that address ELLs: The school will add a "sentence frame/ academic language" structure to all units and lessons that ensure that ELLs express their thinking through academic sentence frames in speaking and writing.</p>	Students	September 2015-June 2016	Assistant principals and department chairs
<p>Engaging families: The school is going to use a new website to house learning materials related to units so that students and families are supported in understanding what students are learning and how to learn it.</p>	Parents	September 2015-June 2016	Technology team

#### **Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Human resources: Department chairs will be chosen via an application process that ensures strong teacher-leaders with "effective" or "highly effective" ratings and leadership qualities lead departments; and they will attend a week of professional development around planning high-quality units.</p> <p>Budget: The school had a week of summer professional development around unit planning for all teachers, which used Teacher Training Rate to compensate teachers.</p> <p>Schedule: The school has two periods of professional development per week of approximately 1 hour, as well as common planning periods for subjects identified as high need, including science and social studies, in order to support teachers in developing high-quality units.</p>
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<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016, each department will have co-planned a minimum of 2 units which they have revised based on feedback.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### **Part 1 – Needs Assessment**

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

Strengths:

- The school uses a uniform framework for observation feedback that includes a specific timeline, supports, and assessments leading to strong levels of teacher follow-up.
- The school earned a “Proficient” in its 2014-2015 Quality Review in the area of 3.4, High Expectations.

Needs:

- While the school implemented a school-wide system of having students share “briefs” with one another, increasing writing across classrooms, student sharing and discussion of the briefs has been inconsistent, as have subsequent ratings in Danielson 3c, Student Engagement.
- Teachers have reported in their summative conferences that individual, in-classroom coaching has been a highly effective way to improve practice, facilitate high-levels of student collaboration and engagement, and internalize strong teaching practice, yet most had an experience like this once a month at most in the 2014-2015 school year from instructional coaches.

### **Part 2 – Annual Goal**

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

By May 2016, each assistant principal will have completed a minimum of four residencies in which they plan, co-teach, analyze data, and revise instruction with a teacher for a period of 1 week.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Professional development: The administrative team will do initial walkthroughs together and identify high-need, high-leverage classrooms of teachers with strong reflective practice, and create a format for residencies.	High-needs teachers	September-October 2015	Principal
Strategies to address the needs of ELLs: classrooms with high beginner-ELL or academically at-risk students in order to target practice to support those students.	ELLs and academically at-risk students	November 2015-April 2015	Assistant Principals
Engaging families: This initiative will be shared with parents at the school’s first Family Night, during targeted outreaching in parent engagement blocks, and in the school website.	Parents	November 2015-April 2015	Parent coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources: The school will promote two lead teachers to the position of Assistant Principal of Instruction who have a record of highly effective instruction and are experienced coaches.  Schedule: Teachers who are high-needs in skills or who teach in high-needs, challenging subjects will be given a common planning period 5 days a week which will be overseen by department chairs and assistant principals, and aid in the planning and reflective aspects of the residency.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

By mid-year, each assistant principal will have completed 2 full residencies with a high-needs teacher.

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

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

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

### Part 1 – Needs Assessment

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

Strengths:

- In the school survey, parents have reported high levels of satisfaction with the school’s communication.
- In the 2014-2015 Quality Review, parents reported high levels of satisfaction with the school’s parent coordinator.

Needs:

- In the school’s 2014-2015 Quality Review, parents indicated they did not understand the school’s instructional model.

### Part 2 – Annual Goal

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

By March 2016, each teacher will have established a regular record of communication to a caseload of 15 parents regarding student progress in relation to the school’s instructional goals.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Structures: The guidance department will match each teacher with 15 students that they teach, and match teacher language with parent home-language as much as possible.</p> <p>The school will use its 40-minute parent-engagement block to communicate with the parents on the caseloads and coach teachers in effective communication with parents.</p>	Teachers	September 2015-March 2016	Assistant principals
<p>To address needs of ELL and parents of ELLs: Teachers who speak a second language will be matched to families who speak the same language.</p>	Parents	October 2015-March 2016	Guidance counselors
<p>Engaging families: All parents will be introduced to their “teacher contact” as a resource to help them understand their child’s academic progress, the school’s instructional vision, and ongoing initiatives and resources to support students</p>	Parents	September 2015-October 2015	Parent coordinator

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Schedule: Parent engagement block will be used to contact parents both via phone, email, and printed communication.</p> <p>Budget: Title III money will be used to purchase and develop a new website and technology to reinforce translated school initiatives.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

## **Part 5 – Progress Monitoring**

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

By December 2015, all teacher contacts will have communicated with each member of their caseload at least two times, or more based on need, in addition to the frequent communication parents already receive from parent coordinator, counselors, and attendance teachers.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYSESLAT scores, oral reading fluency test, ELA Regents results	Push-in ESL services beyond mandated minutes for literacy support that teach specific reading and writing strategies designed to increase comprehension and fluency.	One-to-one coaching and tutoring	During the school day
<b>Mathematics</b>	Regents exam scores, baseline assessment given to all student in September in basic mathematical fluency	Meaningful Math to support students with the linguistic demands of the Common Core math standards	Small group instruction	During the school day
<b>Science</b>	Classroom assessments and Regents exam scores	Collaborative student learning groups with teacher support	Small group instruction	During the school day
<b>Social Studies</b>	Classroom assessments and Regents exam scores	Collaborative student learning groups with teacher support	Small group instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Classroom assessments and Regents exam scores	Collaborative student learning groups with teacher support	Small group instruction	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
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.
Use of the New Teacher Finder, collaboration and regular attendance at fairs and sessions conducted by Teacher Recruitment and Quality, hiring team, and a rigorous interviewing, writing, and demonstration lesson process ensures a high quality staff is hired. Teachers are given increasing leadership opportunities as they progress in their teaching, and all teachers are part of subject teams and professional learning communities.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
In subject teams and professional learning teams, teachers regularly receive high quality professional development using protocols, coaching, and presentations on methods that enable all students to meet the CCSS. We have also instituted protocols for inquiry cycles in looking at student work in our teacher teams, and creating next steps that assist students in reaching the CCSS.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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/info, 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.
Subject teams regularly include teachers in the selection and development of appropriate assessments in multiple measures, and teachers receive coaching and PD on analyzing the results of these to guide instruction during these team meetings. The school has uniform guidelines for assessment in Units and for Checks for Understanding that support teachers in

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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	334,499.00	X	Section 5A, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	31,964.00	X	Section 5C, 5E

Title III, Immigrant	Federal	TBD	X	Section 5E
Tax Levy (FSF)	Local	2,898,070.00	x	Sections 5A, 5B, 5C, 5D, 5E

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

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

**Parent Involvement Policy (PIP) Template**

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. **High School of Language and Innovation** 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. **High School of Language and Innovation** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

**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>HS of Language and Innovation</u>	DBN: <u>11x509</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</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 type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>      </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: Begin description here: \_\_\_\_\_

-  
Rationale: HSLI employs a collaborative learning model. Direct instruction happens in specifically allocated portions of the school day including mini-lessons and small group instruction. The school implements usage-based theories of language acquisition and affords all ELLs equal opportunity to participate in all content classes that employ these methods. Therefore, direct instruction will take place in a supplementary Saturday academy, where students will have opportunities to receive direct instruction in ESL. The rationale for this program is that it will provide extra support for students who struggle to access content in their core classes due to their English abilities. Direct instruction will focus on ESL in the content areas in order to support students in experiencing success in their core classes during the regular school day, and support them in reading on grade level. Some of the skills that will be a focus of the program are: acquisition of academic vocabulary, learning content using technology resources (e.g. brainpop), taking guided notes, reading non-fiction texts, and writing informative pieces.

-  
Subgroups and grade levels of students to be served: Beginner ELLs, SIFE students and ELLs reading below a 5th grade levels, targeting grades 9 and 10. This program will target 50 students who will be served by 3 ESL teachers. These ESL teachers will plan with content area teachers, but the ESL teachers will be responsible for delivering instruction. Each teacher will be assigned between 16-20 students to participate in this program. The materials that will be used include: bilingual dictionaries, writing prompts and workbooks, laptops and ipads. Technology will be used in order to access online subscriptions that the school currently holds, such as brainpop and News ELA.

-  
Schedule and Duration: The program will begin on December 20th, 2014 to May 2015 and will take place from 9:00-1:00. The program will run every Saturday, with the exception of holidays, through Saturday June 13th 2015. There will be a total of 21 Saturdays, where classes will meet for 4 hours each. We will also have after school sessions on Tuesdays from 3:00-5:00 for 16 Tuesdays from January to May 2015. The goals of the Tuesdays session will be the same as Saturday academy. There will be 3 groups with 3 ESL teachers providing the service.

-  
Language of Instruction: Instruction will be provided in English, with native language support resources.

-  
Number and Types of Certified Teachers: 3 ESL-certified teachers.

-  
Type of Materials: Leveled texts, audiobooks, bilingual dictionaries, writing workbooks, laptops and ipads.

-  
-

## 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: \_\_\_\_\_

- Rationale: We are a newcomer high school serving 80% English Language Learners. Newcomer ELLs are heterogeneously grouped with more English-proficient students in all classes. Therefore, all teachers at HSLI are responsible for delivery of instruction to ELLs and they will receive ongoing professional development.

- Schedule and Duration: ESL teachers receive 70 minutes of weekly professional development on Tuesdays from 1:44-2:54. The PD is planned by the ESL coach and the ESL Department Chair. ESL teachers and all content teachers receive 70 minutes of weekly professional development on Fridays from 1:44-2:54. This PD takes place from September 2014-June 2015. Each month, the school focuses on two topics which are outlined below.

- Topics to be Covered in PD:

August Topics: Usage-Based Language Acquisition Workshop  
Workshop leader: Cynthia McCallister, literacy consultant

- September Topics: 1) CCLS instruction for ELLs 2) Weaving Content into the ELL classroom  
Providers: ESL Coach and ESL Department Chair

- October: 1) Aligning Curriculum to Meet the Needs of ELLs 2) Strategies for Increasing CALP  
Providers: Principal, Curriculum Lead

- November: 1) Vocabulary Strategies for ELLs 2) Analyzing ELL Student Work  
Providers: ESL Coach and ESL Department Chair

- December: 1) Rigorous ELL instruction 2) Hess's Cognitive Rigor Matrix  
Providers: Sam Scott and Nancy Rodriguez, Fordham Network Instructional Coaches

- January: 1) Content Instruction for ELLs 2) Bilingual Supports for ELLs  
Providers: Nancy Rodriguez, Fordham Network Instructional Coach

- February: 1) Cooperative Unison Reading 2) Creating an Inclusive Culture for ELLs  
Provider: Cynthia McCallister, literacy consultant

- March: 1) Revisiting Vocabulary Strategies for ELLs 2) Analyzing ELL Student Work  
Providers: ESL Coach and ESL Department Chair

- April: 1) Conferencing with ELLs 2) ELL Writing in the Content Areas  
Providers: Curriculum Lead and ESL Department Chair

- May: 1) Learning by Goal Setting for ELLs 2) ELLs and CCLS-Aligned Writing  
Providers: ESL Coach and Principal

### 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: \_

- Rationale: During the 2014-2015 school year, our school is educating its first senior class. For many of our students' parents, this is the first time they are experiencing the college process. As such, supplemental ELL parent programming will center around college readiness and the college application process.

- Schedule and Duration:

September 30th- "How to Help Your Students Learn and Write at Home"

Facilitator: Julie Nariman, Principal

- November 5th- "Undersanding High School Requirements"

Facilitators: Grade Teams and Guidance Team

- November 19th- "College Access for Your Child"

Facilitators: Guidance Team, Principal, Parent Coordinator

- Ongoing- Individual planning conferences with parents of 11th and 12th graders in order to support them in the college access process.

- How parents will be notified of these activities: Phone master, flyers, individual phone calls.

### Part E: Budget

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

Allocation Amount: \$26048

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$26048

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>509</b>
School Name <b>High School of Language and Innovation</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Julie Nariman</b>	Assistant Principal <b>Shira Wrightman</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Andy Sullivan</b>	School Counselor <b>Dana Robertie</b>
Teacher/Subject Area <b>Fatai Omolaja/math</b>	Parent <b>Ana Serrano</b>
Teacher/Subject Area	Parent Coordinator <b>Rosa Cordero</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Carron Staple</b>	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>10</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>375</b>	Total number of ELLs	<b>288</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	288	<b>Newcomers</b> (ELLs receiving service 0-3 years)	256	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	60	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	24	<b>Long-Term</b> (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	257	52	0	23	7	1	8	1	4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

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										19	43	61	46	0
Chinese													1	0
Russian														0
Bengali										1	2	20	12	0
Urdu										1	3	3	3	0
Arabic										11	16	14	1	0
Haitian														0
French											6	4	3	0
Korean														0
Punjabi														0
Polish														0
Albanian										1	4	4	4	0
Other											2	2	1	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	3	35	44	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										0	4	37	47	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	0		0	
Integrated Algebra/CC Algebra	30	52	18	21
Geometry/CC Algebra	40	40	22	18
Algebra 2/Trigonometry Math _____	18	0	6	
Chemistry	13	0	5	0
Earth Science	15	10	9	6
Living Environment	76	70	30	23
Physics	7		5	

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	28	36	7	4
Geography				
US History and Government	45	45	30	32
LOTE		50		50
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	10	7	3				
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.  
 Our school uses two different types of assessments to assess early literacy skills of ELLs: The Degrees of Reading Power (DRP) test and Curriculum Based Measures (CBMs). We administer the DRP, which is a criterion referenced reading comprehension test. We engaged in a school wide screening process using three levels of DRPs. This led us to administer a baseline of 32 ELLs at a 2nd grade comprehension level, 69 ELLs at 3rd grade, 65 ELLs at 5th grade and 46 ELLs at 7th grade. The results of the baseline (that followed the screener and is currently being administered) will provide more nuanced data in terms of our students strengths and needs in Common Core Standards and comprehension abilities. The baselines will also provide us with "DRP units" of comprehension levels that we can correlate to specific grade levels. DRPs will be administered 3 times this year. Curriculum based measures, on the other hand, will be administered every 6 weeks. Our CBM regimen includes writing CBMs which are scored for two criteria: words written and words spelled correctly, and reading CBMs measure two criteria: oral reading fluency and comprehension (using maze passages). Our initial writing CBMs showed us that our bottom third (which is made up of mostly beginner ELLs as well as longer term intermediate ELLs) lags behind the rest of our subgroups in terms of the amount of words that they are able to write in this exercise. They also have a larger percentage of misspelled words. While this data can be expected in some ways, it has been helpful to us in revising our writing requirements for the 2nd marking period of the school year in order to encourage students to write more creatively and hand in more, shorter pieces more frequently. We changed our requirements in order to encourage more plentiful writing, but also to encourage students to take more pieces through the feedback cycle so that there are more peer editing experiences, which we anticipate will improve spelling and correct word sequences in writing CBMs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 From last year's data, as we are still waiting on the latest NYSESLAT data: As a whole, our school has a higher concentration of beginner and intermediate ELLs. While the 9th grade has more beginner than intermediate and advanced ELLs (20/10/5), the 10th and 11th grades have similar numbers of beginner and intermediate ELLs (21/25 and 29/30, respectively). In both 10th and 11th grade, the number of advanced students is around half the number of the beginner and intermediate students (21/25/11 and 29/30/17). Seeing how much smaller our number of advanced students is than our other proficiency levels, reinforces the need for

students to be reading, writing, listening and speaking in every class. We have created a program and chosen an instructional model (Learning Cultures-[www.learningcultures.net](http://www.learningcultures.net)) that will accomplish this.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NA

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?

This year, students who took the exams in English fared slightly better than those who took it in their native language of Spanish. Overall, the strongest results of the school were for U.S. history, which students take in the 11-12<sup>th</sup> grades. The results of English and native language were similar, indicating that students are also building proficiency in both languages as they progress through the grades of this school.

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](#).]

Our Tier 1 instruction is supported by the instructional model that we use. Having the same formats and routines provides students with processes and rules for participation that they are able to anticipate and work towards improving in every class. Having Cooperative Unison Reading Groups (a key component of the Learning Cultures instructional model) where students jointly read a text for 15 minutes in each of the content areas allows our students to take a deep dive into content and academic language, and affords the teacher much small group time to follow-in, take records and coach students. Also, one on one conferences provide teachers the opportunity to gain invaluable insight into each students' metacognitive processes, needs and strengths on a monthly basis and also allows teacher and student to enter into a joint goal setting process together. Having individualized goals for students is an important mechanism of our tier 1 instruction.

Our tier two interventions take the form of having extra teacher-facilitated Cooperative Unison Reading groups and additional conferences. We facilitate this by adding an ESL or Special Education teacher to a classes's schedule that can provide these extra learning opportunities, without compromising the amount of small group/individual instructional opportunities that are available to the rest of the class.

Our tier three interventions are what we call "Code Blue" in which a teacher does a 1:1 in-class intervention with a student who has been identified as struggling after Tiers 1 and 2. The teacher provides direct coaching and support in a push-in model.

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

Each teacher keeps lesson plans in a binder in the classroom that details which language standards that lesson addresses. Teachers keep track of the language standards that lessons correspond to so that students receive adequate instruction across the full range of language targets.

7. For dual language programs, answer the following:

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

na

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

We evaluate the success of our ELL programs using several measures. We analyze NYSESLAT data in order to see trends in growth in proficiency levels. We were also led by our network through the process of calculating our own AMAO's which we have been able use in order to determine if our students have grown sufficiently within proficiency levels. Our analysis of this data affects the kind of activities that we put into classrooms for students to engage with during work time, and also the kinds of goals that we coach students to set in one on one conferences. In addition to the NYSESLAT, we also have an internal literacy screening assessment regimen that we use with all of our students. We administer the Degrees of Reading Power (DRP) test, which is a criterion referenced reading comprehension assessment, three times per year in order to gage reading comprehension growth by Also, teachers keep records of individual conferences with students which occur on a daily basis in addition to Unison Reading records which provide information on small group reading sessions. These records are reviewed and analyzed in order to determine strenghts and weaknesses of individuals and groups. The process of frequent conferences between teachers and students means that informal assessment is occurring on a regular basis, which ensures that teachers are concious of student needs. Conferences also allow teachers to develop a much deeper understanding of students' strengths and needs than many other forms of assessment.

## 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.
  1. As parents or guardians of newly enrolled students enter the school, they are greeted and guided through the registration process by the bilingual Parent Coordinator and the ELL Coordinator. Parents complete registration forms with the assistance office staff, including a Home Language Identification Survey (HLIS). The Home Language Identification Survey is filled out by the parent with the help of the ELL Coordinator or another available pedagogue. A student is considered to have a home language other than English when one question from Part 1 (questions 1-4) and two questions from Part 1 (questions 5-8) indicate that the student uses a language other than English. As they complete the form, the parent and student are interviewed by the pedagogue administering the survey. If the student does not respond to questions asked in English, all efforts are made to have the student interviewed in his or her native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the NYSITELL. The LAB-R is administered to students within the first ten days of enrollment. It is administered once in a child’s educational career-only upon initial enrollment. Based on the student’s performance on the test, his or her entitlement to English language development support services is determined. All new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut scores must be administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by a licensed pedagogues: the ESL team and the dean of our school. If students are classified as ELLs according to these documents and assessments, parents are sent an entitlement letter and invited to a parent orientation/one on one meeting with our parent coordinator and ELL staff so that they can choose the ELL program that they would their child to participate in. Each Spring students will be evaluated through the administration of the NYSESLAT until they score receive a score of “Proficient”. Data from the NYSESLAT will be analyzed so that trends can be determined with regard to listening, speaking, reading and writing. Said trends will inform programming and planning decisions for the following school year.
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).

The school administers the SIFE questionnaire within 30 days of the student enrollment, and then gives both a reading and a math assessment to further determine a student's SIFE status.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The leader of the Language Proficiency Team uses all of the above-mentioned incoming testing, as well as documents brought from the student's home country, in order to determine the student's IEP needs.
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.

3.Entitlement letters are sent home by the office staff after communication with the ELL coordinator to inform parents of decisions made based on the LAB-R testing results. Parent Survey and Selection forms are sent home with entitlement letters and the date of the orientation or meeting is indicated on the form. Parent Survey and Selection forms are also distributed at orientations and one on one meetings so that they can be filled out on the spot. Follow-up phone calls are made to encourage those unable to attend orientations to return their Program Selection Forms. A file of Parent Survey and Program Selection forms is stored in an ELL Compliance binder. These forms are continuously reviewed when there are newly admitted students in order to ensure that our school is providing adequate program options to parents based on parent choice and the mandated 15 students in two consecutive grades in order to create bilingual programs.
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).

During the intake process, the parent coordinator informs parents of the testing procedures and the appeal process.
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.

All parents are taken through a process guided by the ESL coordinator and parent coordinator that includes that parents see all options in the mandatory video, and are given a chance to ask questions of the ESL coordinator. This happens within the first week of parents enrolling their children in the school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parent coordinator works with the ESL coordinator to ensure all parents receive their program selection forms and return them in a timely manner.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The parent coordinator has a checklist for each entering student and both the parent coordinator and ESL coordinator refer to this to monitor completion and returns of program selection forms and parent surveys.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Parent notification letters are part of the parent coordinator's checklist and both guidance and the ESL coordinator ensure these are mailed or given directly to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is kept in each student's cumulative file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The administration of the NYSESLAT is coordinated by our ELL Coordinator along with the ESL team. Individual speaking assessments are split up among the entire team of ESL teachers (with no teacher administering this subtest to his/her own students). Students take the other 3 subtests one at a time during the testing window on dates designated for test administration in their ESL Reading and ESL Writing classes. If any student is absent, he/she is administered a make up test by an ESL teacher.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ESL coordinator and guidance staff review ELL data on an ongoing basis and mail these letters whenever appropriate.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

Our program model offering is directly aligned with parent needs. Of the 26 students new to the NYC DOE this year whose parents were filling Parent Survey and Selection forms upon enrollment, all 26 chose an ESL program for their children. This follows the trend for our school in the past. Of newly enrolled students, in the 2012-2013 school year, all 39 requested an ESL program. Of all of our currently enrolled students, 7 parents returned Parent Survey and Program Selection forms which requested a bilingual program. 1 of these students is a Hatian Creole speaker, 1 is an Urdu speaker and 5 are Spanish speakers. During the enrollment process and in conversations and conferences since then, we explained all of the options that were available to these students and the parents chose to keep them in our school, satesfied with the native language supports and specialized instruction that these students receive as components of our ESL program. We continually reexamine the forms that our parents return to make sure that our program offerings match 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.
  - a. HSLI has an ESL department. Students travel to Reading and Writing classes that are taught by ESL teachers. The Reading class meets 3x per week and the writing class meets 3x per week for a total of 6 70-minute ESL/ELA classes. 80% of Global History and U.S. history classes are also taught by ESL teachers. The sections that are not taught by an ESL teacher receive 2 ESL push-ins a week where an ESL certified teacher joins the content teacher to provide extra language acquisition support during lessons, small group protocols, and one on one conferences. We also have an ESL Intensive class (which is an "elective" course that students chose and were placed into) for extra English Language support. This class is cotaught by two ESL teachers so that students who are at the most beginning stages of English learning or who have a record of stagnated growth receive extra individualized and small group support.
    - b. Students are grouped heterogeneously into all of their humanities classes, by grade. Each class though, runs according to a set of formats (articulated in the Learning Cultures instructional model), which afford time for various different groupings that are determined by student decision making. Students exercise agency (coached thoroughly by teachers) to work in small groups with students of the same language backgrounds and similar proficiency levels, but also with students whose language profiency and background is different from their own. One of these small group formats is Cooperative Unison Reading, a

protocol for forming student run reading groups. Students experience 15 minutes of Cooperative Unison Reading where they are grouped with different students in Math, Science, Social Studies and Reading class every day.

b. TBE program. *If applicable.*

NA

c. DL program. *If applicable.*

NA

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)?

All of our ELLs (as a result of parent choice forms) are enrolled in a freestanding ESL program. We constructed our school's program of instruction knowing that beginner ELLs require 540 minutes of ESL instruction per week, Intermediate ELLs require 360 minutes of ESL instruction per week, and Advanced ELLs require 180 minutes of ESL instruction per week. Since our classes are heterogeneously grouped in order to allow for the richest and most diverse language learning opportunities possible in both heterogeneous and homogeneous small groups within the same class, our program is structured to provide more than the required number of minutes to our ELLs. Every student receives 210 minutes of ESL Reading instruction and 210 minutes of ESL writing instruction. 80% of our Global History and Geography and U.S. History courses are taught by ESL teachers. Students enrolled in those sections receive an additional 280 minutes of ESL instruction per week. The sections of history that are taught by our non-ESL certified social studies teacher receive two push-ins each week which are conducted by an ESL teacher, so each of those students receives an additional 140 minutes of services. Additionally, we have "intensive" classes that are taught by ESL teachers. We have Journalism class taught by an ESL teacher that focuses on writing skills within the context of the creation of a school newspaper. Our ESL elective focuses on building background literacy abilities so that students' reading and functionality in the rest of their ESL and content classes improves. Each of these electives provides 210 minutes of ESL per week. Therefore, the minimum amount of minutes any ELL at our school receives is 560 minutes while the maximum, as a combination of both core classes and an intensive course depending on how a student's data and needs affected his/her programming, is 910 minutes.

With this programming, our students exceed the mandated number of instructional minutes with an ESL teacher. We have created a program that will support students' language development both in their ESL classes and in the content areas and believe that by exceeding the required minutes of ESL we are best meeting students' needs.

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.

All core content is delivered in English with native language supports in both multi-media and text resources, as well as instructional methods that provide opportunities for students to express initial understandings in both English and their native language. All classes use a method called Unison Reading, as well as a writing system of creating "briefs," that promotes questioning and discussion of texts that is aligned to the Common Core Learning Standards, and this happens in math, social studies, and science.

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

All major content tests are available to students with native language supports. Tests are translated into Spanish (since this is an accommodation that is available in State exams), and bilingual dictionaries and glossaries are available for students who speak lower incidence languages that the State does not provide lower incidence exams for. Also, additional tests, quizzes or assignments are translated at the discretion of the teacher/department, depending on whether the assignment is more geared toward developing or assessing content knowledge or the development of academic vocabulary in English.

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

Evaluations of students take place both formally, as in standardized assessments and assignments, and informally through observations of group and independent work. Each class implements formats according to a curriculum called Learning Cultures (the instructional model that we use in all of our classes) that ensure that all students read, write, speak and listen in English every day in all content areas. Teachers sit with small groups of heterogeneously mixed students on a daily basis and monitor their reading during a process called Cooperative Unison Reading. During this time, students engage in reading and discussing a shared text while their teacher monitors and facilitates. The teacher takes records of the discussions for the purpose of evaluation and instruction. During this time, the teacher's focus is on the ways the students interact with one another and the text. The teacher's records offer insight into how the students are progressing through their English language development. Each student engages in Cooperative Unison Reading in every Reading, Social Studies, Science and Math class every day. This means that 15 minutes out of each 70 minute class are spent reading and discussing texts at various levels and various topics based on student choice. Thus ELLs (and all students) spend large amounts of time exercising their three modalities of reading, writing and speaking in all of their classes. In addition to unison reading, students receive individual learning conferences on a monthly basis to work on challenges with the teacher. These conferences provide the teacher with a unique opportunity to provide assistance to students, as well as evaluate their learning and development in the four modalities of English.

The writing class is structured differently to allow students and teachers the maximum amount of time to engage students in meaningful writing. While students write about topics that are important to them in a variety of genres, the teacher facilitates 'table shares' and writing conferences to evaluate a student's writing as well as provide guidance and instruction. During these times, the teacher works intimately with a small group of students to see how they are developing as writers. All students are given the opportunity to share their writing with their peers and the teacher. These moments make for authentic glimpses into the development of our ELLs as writers of English. In addition to the process of writing, students are evaluated on their ability to provide feedback to their peers, giving them the opportunity to demonstrate their command of the other three modalities of English.

Finally, students are assessed periodically with curriculum based measures and nationally normed assessments to ensure that ELLs make progress in each modality of English acquisition.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- a. SIFE students are grouped heterogeneously in their content classes to ensure that they are provided with a range of supports from their peers, including native language assistance. They also receive English and literacy intensives (our form of an ESL elective), where literacy foundations are developed in small groups and individually. This class is cotaught by two ESL teachers. Additionally, activities and resources in each classroom (leveled readers, internet resources, visual aids, native language materials) are tailored to support the full range of learners, so that SIFE students may work on foundational skills in addition to material that is grade level appropriate.
- b. Newcomers are placed into classes where there are native language supports whenever possible. They are encouraged to work with students who share their native language in addition to meeting students who must use English to communicate with them. Whenever possible, native language resources and translations are provided to support content learning. Instructional outcomes related to learning social and academic language are provided to these students to support their English development.
- c. Our physical libraries and digital resource collections contain material at a wide range of levels. Students that have not tested out of ESL programs after this amount of time are provided specific guidance on using materials and resources that will develop their English language proficiency.
- d. Long term ELLs are provided with resources and supports to ensure their language development and content knowledge acquisition. Materials provided in their native languages, as well as resources to learn academic English are explored in unison reading and learning conferences. Group work with students at higher levels of English acquisition also provide assistance to those students who have remained in service for a long period of time.
- e. Former ELLs work with materials appropriate to their level of development during independent work. They engage with materials of each discipline and provide guidance and instruction to their peers. Former ELLs learn their own strengths and weaknesses with English and content mastery during this practice of peer instruction. Additionally, former ELLs are afforded transitional accommodations in testing situations.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- The school has an online system of progress monitoring that is transparent and available to students, counselors, teachers, and administrators. The guidance department and ESL coordinator monitor this system in order to monitor the appropriateness of the new identification.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Teachers compile databases of resources for content development in a variety of formats. Students have access to video, print, audio, and other multimedia resources to further their development as learners. Resources and lessons are available online, linked through the school website, so that students can continue their learning outside of school or during independent work time. These resources are available in multiple languages and across the full range of levels to provide access to curriculum. English materials are also written and developed in multiple forms to provide students with multiple opportunities and pathways to accessing content while developing their English abilities. Students are assessed using curriculum based measurements to ensure that their progress in reading and writing is uninterrupted. If a student's progress does not match the goals that they set for themselves, as well as nationally normed standards, then a team of professionals puts into place an action plan so that the student gets back on track to meet expectations set forth by all concerned parties.

Chart 7 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?

English language learners with disabilities are grouped heterogeneously with students without disabilities. Students are reading for 15 minutes aloud daily in each class with their peers, which builds their English proficiency, social skills and helps to achieve their IEP goals. Students with IEPs are given the opportunity to conference with a general education and special education teacher at a more frequent rate in order to help them reach the goals on their IEPs. Students receive extra conferences in classes that are co-taught or classes where a special education teacher provides SETSS services in the general education classroom. Since these services are provided in the General Education classroom students are able to receive them in the least restrictive manner whether it is an ICT class or SETSS. As a school we use a combination of SETSS and ICT services to make sure that each student is in the least restrictive environment for each subject area while still receiving enough support to meet their IEP goals and also attain English proficiency..

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

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

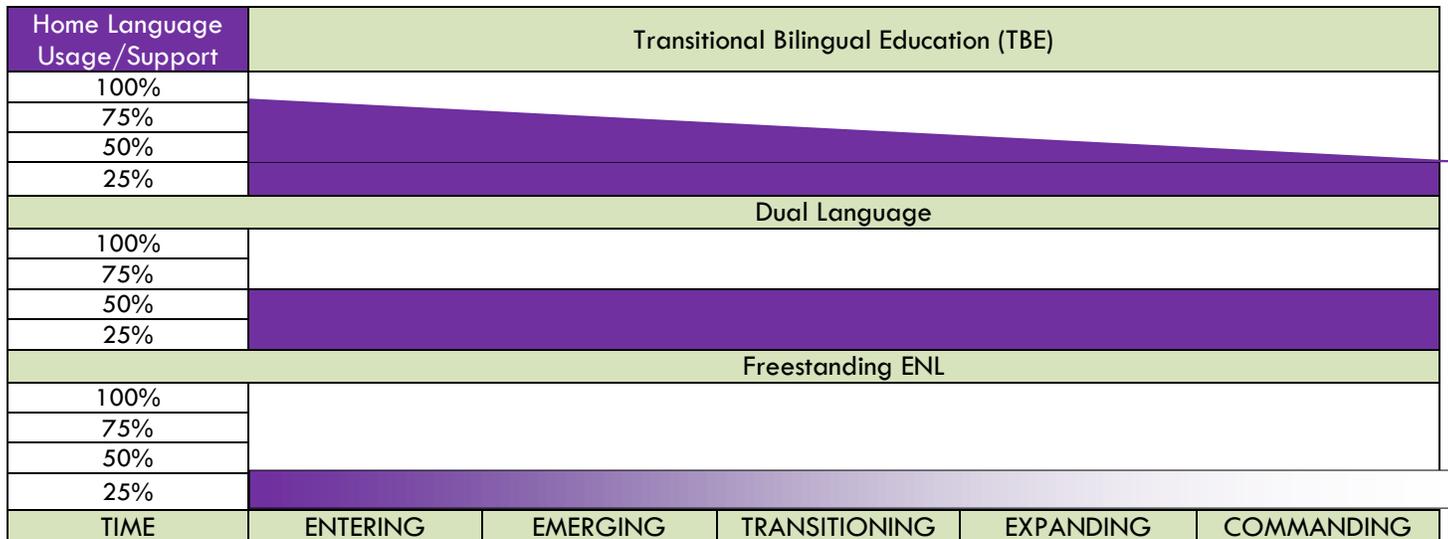


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Our Tier 1 intervention is encompassed by our instructional model, which includes a variety of formats that provide opportunities to exercise all four language learning modalities. We use the same formats in all ESL and content area classes. Cooperative Unison Reading groups provide opportunities for both heterogeneously and homogeneously grouped (depending on student decision making and teacher coaching) reading and discussion, one on one conferences and high quality independent work time.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
All of our ELA classes, broken into reading and writing, are taught by licensed ESL teachers. Students also receive ESL services in social studies. Regardless of the content area taught, teachers at HSLI receive large amounts of professional development where the needs of our ELLs are prioritized and discussed as a whole staff. Issues pertaining to language development and content knowledge acquisition are addressed by each member of the staff with attention to how consistent practices across classrooms may benefit our student population. The learning cultures formats that take place in each class assure that all students engage in and practice all four modalities of English in every class. Those classes not taught by ESL teachers still benefit from the rigorous activities that students encounter by way of engaging in the formats.
12. What new programs or improvements will be considered for the upcoming school year?  
The school is going to create a program of ESL and arts integration into the content areas to support students further, particularly in science and social studies. This will be done via co-teaching and interdisciplinary units.
13. What programs/services for ELLs will be discontinued and why?  
The school will end a supplementary arts program through a CBO, in favor of a full-time art and full-time music teacher.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to any and all school programs. They are members of our campus sports teams, and have the freedom to choose elective courses and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to our students through partnerships with Bronx Arts Ensemble and Korea Tae Kwon Do. Through Bronx Arts Ensemble, our school offers elective courses such as: Hip Hop, Fashion Design, Guitar, Keyboard, Chorus, African Dance, sculpture and visual arts. Additionally, our school's student council is an opportunity for ELL students to take leadership roles in the school community. In terms of instructional programming, all class groups and student groups for small group instruction are created heterogeneously. Grouping students in this way ensures that students of all language levels and backgrounds have equal access to opportunities at our school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The technology being used to support ELLs includes several software programs including Castle Learning and Brainpop. Students have individual accounts to these programs so that they and their teachers can track progress and use the software in order to support class work. These programs are used both as interventions and supplements to classwork so that students are able to engage in differentiated work outside of class time. Our teachers also have access to document cameras and laptops in order to provide visual support for lessons and create engaging lessons and project opportunities for students. Our school has also purchased ipads to be used during student group work for translation, research, and visual support purposes in order to ensure efficient completion of high level work. One of our goals for our students is for them to become literate in many different forms of technology and through teacher use of different mediums to present lessons as well as student access to various forms of technology, our students are being exposed to many different kinds of and uses for technology in the classroom.  
  
Other instructional materials being used to support our students are born out of the learning cultures instructional program. Our humanities classrooms have extensive classroom libraries and all of our teachers are engaged in developing instructional materials that support our students in their group work and independent work. Students have access to reading materials that span many different reading levels and genres. This includes subscriptions to many different magazines such as Sports Illustrated, Upfront, ESPN HS, Junior Scholastic, and several other Scholastic magazines.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is delivered through the availability of bilingual glossaries, bilingual dictionaries and translated lesson materials and study guides. Our classroom libraries also include native language sections so that students are able to maintain their reading in the native language and students are encouraged to visit both the campus library and the public library for greater text availability in languages other than English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Our school uses a cohort model, so for core content classes (Math, Science, English, Social Studies) students are in classes based on their grade level. Our intensive and elective classes mix grades so that students have opportunities to interact with students of all ages and choose some of their courses. Twenty percent of our students are overage, and are grouped and travel through school

with a cohort according to what year they entered our school and what credits exist on transcripts from former schools and countries. All classroom libraries and materials exist at varied levels so that regardless of students age and grade level, they have access to a wide variety of texts.

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).

HSLI offers a new student orientation in September to welcome new students and their parents to the school and acclimate them to our instructional model. We provide advice for preparing for school, ways that parents can help, and general information from school staff. The orientation is conducted in English and Spanish.

To support new students and ELLs throughout the year, they are paired up with returning students who have proven good role models and ambassadors for the school. Additional support comes from communication with parents and after school office hours provided by teachers.

19. What language electives are offered to ELLs?

**Spanish and Korean**

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)?

NA

## 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.)
  1. All teachers at HSLI receive a daily period of professional development during a 45 minute common planning session Monday through Thursday, and two hours of common planning time on Friday. This time is used by teachers to share their best practices, lesson ideas, and curriculum development. In addition to this, teachers receive training on how best to implement instructional and behavioral policies so that students' academic and behavioral concerns are addressed consistently across classrooms and disciplines. Since our school serves about 80% ELLs, our instructional discussions always include strategies for teaching ELLs. 9/22 of our teachers are ESL teachers, so there is a large amount of expertise that is shared, and 6 of our content/Special Education teachers also have experiences teaching classes that include a majority of ELL students. So, by having small group shares of practice, examining classroom artifacts records and videos and engaging in curriculum planning sessions as a whole staff, we are able to spread best practices when it comes to teaching ELLs.  
Also, Each Tuesday after school, our lead teacher in professional development conducts seminars on using technology, Genre Practice and text selection, addressing language needs and more. In any session, we are inclusive of and responsive to needs faced in both ESL and content area classes. All personnel are encouraged to attend, and the sessions are very highly attended by teachers. School staff, including school aides and parent coordinators, play an important role in shaping and informing professional development at the school. Opportunities for professional development outside of school is highly encouraged. Teachers and support staff are given flexibility and support to attend relevant professional development programs with the expectation that they will share what they have learned with the rest of the staff. PD records and agendas are maintained in a shared drive on Google docs.
  2. In Reading and Writing classes, our teachers emphasize an approach to text called Genre Practice. Instruction centers around author's intentions and how they use specific devices to achieve the desired author-audience relationship. Thus, the language of the Common Core is very present in our instruction and Profession Development is designed to support teachers in becoming fluent in the language and application of the standards as a component of becoming stronger practitioners of Genre Practice. We accomplish this by having staff genre collections being a continually revisited component of our PD. During department meetings and professional development sessions, teachers share genres of writing that they have found and explore the author's intention and purpose so that this style of textual analysis can be messaged to kids. We also share texts to add to our genre collections so that during writing conferences, teachers have a bank of exemplars/mentor texts to draw from in order to support students in their writing.  
Also, during learning conferences and writing conferences, teachers are expected to align the conversation to common core standards. Common core standards are available to teachers and students in English and Spanish in all ESL classes to reference in conferences and to provide feedback on student writing that references the standards. We have professional development during common planning periodically, that centers around teacher language during learning conferences, and supports teachers in developing the skill of naming student behaviors using the language of the standards. We also engage in joint curriculum planning which is led by teachers who displayed skill in utilizing the Common Core Standards in their instructional planning and delivery during the last school year.
  3. Over the summer, we provide an orientation that supports students and parents during the transition from middle school to high school. By providing appropriate paperwork, opportunities to meet school staff and an overview of our instructional model, students who attend this orientation enter school prepared to engage in high school learning. Our parent coordinator continuously engages in outreach, and additionally, the Learning Cultures (instructional model used by HSLI) formats provide regular opportunities for small group instruction and one on one conferences so students are always in close communication with their teachers.
  4. The majority of the school's PD includes components of ELL training. The school has exceeded its hours. In the summer alone, in August, staff had over 48 hours of ELL training which was provided during two weeks of whole-staff, full-day professional development prior to the school year. Our common planning structure and Tuesday PD sessions provide ongoing support to teachers.
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?  
The school follows a protocol for looking at student work that uses a Common-Core Learning Standards-aligned rubric. Teachers do this weekly in teams in order to engage further in the standards and develop expertise in crafting next teaching steps that meet the standards.  
  
Math teachers are all attending a week of summer professional development around a specific CCLS aligned curriculum they will be implementing.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
All staff receive training in a method called "Responsibility-Based Cognitive Discipline" in which they learn how to coach students into taking ownership of their actions and make positive, aware choices.

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.

Over 70% of the school's professional development is targeted specifically towards ELL strategies and development. It is planned by two staff developers who are ESL teachers, and records are maintained in online meeting minutes as well as teacher work and discussions that are recorded and emailed to the principal.

### 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?

Guidance counselors do outreach to all parents and work with the bilingual parent coordinator to ensure that all parents have either a face-to-face meeting or a phone conference regarding their child's results and language development.

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.

Records of parent meetings are kept online and also recorded in I-LOG.

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

1. ELL parent involvement at our school includes various activities. Our parent coordinator and teaching staff are very communicative with ELL parents via phone and in school meetings so that ELL students are always supported both in and out of school. Also, ELL parents participate in School Leadership Team meetings, special parent dinner/information nights that our school organizes to address various topics and parent-teacher conferences. We also use a grading software called Jumprope which provides families with logins to track students progress, view teacher communication, and understand course expectations.

2. Our Parent Coordinator stays abreast of opportunities and courses offered in our school neighborhood and New York City. She is in close touch with parents and directs them to opportunities that would be beneficial for our ELL parents and families.

3. In addition to our parent orientation and one on one meetings with parents, we had a family night in October which included dinner with the principal and staff, a presentation on how HSLI is preparing students for college, and an extended question and answer survey. Our School Leadership Team meetings also provide a forum for parents to participate in our school's decision making process and voice questions and concerns. Our SLT meetings are always attended by bilingual staff in order to provide for translation needs, and our SLT is attended by ELL parents. Parent-Teacher conferences are also well attended by our ELL parents and provide invaluable opportunities to communicate with parents. In addition, we use the parent survey to evaluate parents' needs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school is currently forming partnerships with CBOs to provide workshops for ELL parents.

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

The parent coordinator gives several surveys per year to help identify their needs and also does regular outreach.

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

Parent involvement activities address the developmental needs of their children. For example, a workshop given in October of this year addressed parents of the earlier grades in supporting their childing in building independence around school work and was the result of parent requests. For parents of older children, many workshops have been given on the college and post-high school needs of their children.

### D. Additional Information

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



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

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11x509**      School Name: **High School of Language and Innovation**  
Superintendent: **Carron Staple**

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

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

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

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

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

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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.

The Home Language Survey is used to determine home languages for incoming students. For students who have already been tested or are coming from the 8th grade, the parent coordinator and counselor use SEMS to determine home languages and send out timely welcomes, orientation, and information in parents' home languages. ARIS and ATS are also used to determine home languages. All of this is used whenever communication is sent to parents so that translation needs are met.

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.

Parents preferred languages in written and oral communication are Spanish, Arabic, Bengali, Albanian, Urdu, and French.

## 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.)

Parent handbook, parent-teacher conference announcements, college workshops for parents, guides to supporting students in learning, student expectations, testing dates, how to interpret report cards.

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.

Curriculum night: late September  
Parent-teacher nights: October and April  
Culture night: December  
College process workshops: October, December, March  
Ongoing: meetings with teachers, parent coordinator, and counselors

## Part C: Providing Language Assistance Services

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

Counselors and administration ensure that all correspondence to parents is written far ahead of time to ensure enough time for the Office of Translation and Interpretation to translate into the school's major languages.  
A bilingual parent coordinator, bilingual teachers, and bilingual support staff provide ongoing translation for parents at all meetings.

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.

During parent conferences and meetings, the school uses in-house translators for Spanish, Arabic, and French, and uses the office of Translation and Interpretation for all other languages.

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

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

Training on these services and policies will happen in whole-staff PD that occurs the week before school starts, as well as more targeted PD for guidance and support staff who interact on a daily basis with parents.

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

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

### Checklist of Notification Requirements

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

The parent coordinator is aware of and oversees that these documents and policies are both posted, available, and living in the school's interactions with parents.

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

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

The school gives two parents surveys a year that gathers feedback on the quality and availability of services.