

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X519

School Name:

FELISA RINCON DE GAUTIER INSTITUTE FOR LAW AND PUBLIC POLICY, THE

Principal:

GRISMALDY LABOY-WILSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Felisa Rincon De Gautier Institute for Law and Public Policy School Number (DBN): 08X519
Grades Served: 9-12
School Address: 1440 Story Avenue, Bronx NY 10473
Phone Number: (718) 860-5110 Fax: (718) 860-5081
School Contact Person: Grismaldy Laboy-Wilson Email Address: glaboy@schools.nyc.gov
Principal: Grismaldy Laboy-Wilson
UFT Chapter Leader: Linda Brown
Parents' Association President: Milagros Cabrerias
SLT Chairperson: Ida Lucas
Title I Parent Representative (or Parent Advisory Council Chairperson): Angel Ortiz
Student Representative(s): Julian Guadalupe
Romario Coonjah

District Information

District: 08 Superintendent: Carron Staple
Office of the Bronx H.S. Superintendent
Superintendent's Office Address: 1 Fordham Plaza, Room 833 | Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718.741.5834 Fax: 718.741.7098

Borough Field Support Center (BFSC)

BFSC: 94XFSC Director: Jose Ruiz
1230 Zerega Ave
Director's Office Address: Bronx, NY 10462
Director's Email Address: JRuiz@schools.nyc.gov
Phone Number: 718-828-776 Fax: 718-741-7603

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)
Grismaldy Laboy-Wilson	*Principal or Designee	
Linda Brown	*UFT Chapter Leader or Designee	
Milagros Cabrera	*PA/PTA President or Designated Co-President	
Angel Ortiz	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Julian Guadalupe	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Romario Coonjah	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Antonio Guadalupe	Member/Parent	
Paduini Coonjah	Member/ Parent	
Maria Guillot	Member/ Parent	
Aida Romero	Member/ Parent	
Ida Lucas	Member/ CSA	
	Member	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nick Bravo	Member/ DC37	
Deena Soni	Member/ UFT	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Felisa Rincón de Gautier Institute for Law and Public Policy (hereinafter known as the GILPP) is a culturally diverse school that promotes the growth of our students as engaged citizens who would like to pursue a career in the legal field. The ultimate purpose of education is to produce individuals who strive for excellence for themselves, their peers and their community, thereby realizing that they can make a difference. The school is located at the Soundview Educational Campus on 1440 Story Avenue in the Bronx, NY 10473. Our school hosts two DOE approved programs, the Law and Government / Law Academy and the W.E.B DuBois Institute. The Law and Government / Law Academy supports students exploring careers in the legal and political fields while strengthening their reading, writing and public speaking skills. Our academic program encourages depth of study and creates a learning environment committed to community and character development. We have a real world and culturally relevant curriculum (i.e., a course focusing on Police & Society) that sponsors collaborative partnerships for learning. For example, students may participate in The Moot Court Team, The Mock Trial Team, Student Government, Negotiation Team, and the NYPD Explorers Program, the local 43rd Precinct or the Quinn Emmanuel Law Firm during after-school hours. The W.E.B. Du Bois Institute is an interdisciplinary program designed for students who are interested in pursuing a college education and a career that applies the skills and content areas of the humanities. Instruction includes learning activities that require all students to think, problem solve, inquire and defend their opinions. Students will be required to participate in and lead school wide activities such as community service, peer tutoring and internships. They will complete college courses online or at SUNY Hudson Valley Community College, CUNY Lehman and/or CUNY Hostos Community College, pursue an Advanced Regents diploma, complete a 3 year foreign language program, and participate in Advanced Placement courses.

As of June 2015, our register consists of 302 students from grade 9 through grade12. The school population comprises 28% African-American, 65% Hispanic, 3% White, and 2% Asian students. The student body includes 11% English language learners and 29% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2014-2015 is 79.0%.

Throughout the academic school year our teacher teams and our School Leadership Team have reviewed and analyzed quantitative and qualitative data from 2013-2014 and 2014-2015 school year and collaboratively developed our school's Comprehensive Education Plan that highlighted 2 significant changes in our school instructional program which are the adoption of AVID and READ 180 to support school goals.

Our teacher teams work collaboratively to increase the rigor and coherence of our curricula so that it is strongly aligned to Common Core Learning Standards (CCLS) and the instructional shifts outlined in the 2014-2015 Citywide Expectations in order to increase the school our NYS Regents pass rate. Specifically, prior years Regents results indicated a need for improved student performance on English Language Arts state examinations. After conducting an item analysis of the Regents data, the learning deficiencies that surfaced are: students struggling with literary analysis, an inability to explain how authors structure text and use elements to convey critical ideas and key concepts, as well as difficulty acquiring academic language. In addition to this item analysis, feedback from our network instructional team encouraged us to revise our ELA curriculum to further align to CCLS as to well as meet the demands of both the comprehensive and CCLS Regents exams.

Our teacher teams have also work collaboratively to produce unit plans that are CCLS-aligned, utilize Depth of Knowledge (DOK) and (AVID) Costa's level 3 and 4 activities and performance tasks, and engage students in higher-order thinking and discussions. During Common Planning time throughout the year, teachers work collaboratively with support from the administration and instructional specialists, Ms. Stricks and Ms. Bligen-Doyle, to develop CCLS performance tasks and rubrics and discuss implementation and analysis of student work. We have implemented the

Advancement Via Individual Determination (AVID) system school wide to help close the achievement gap by preparing all students for college and career readiness. Specifically, we have incorporated Writing, Inquiry, Collaboration, Organization and Reading (WICOR) methodologies in our daily instructional practices to increase students' learning and outcomes. Regents-based assessments are used to monitor students' progress. Students' Regents scores and credit accumulation are analyzed regularly to ensure that those in need receive additional instruction before/after school hours, holiday school and/or on Saturdays or are programmed for advanced courses during the regular school day. Teachers attend ongoing professional development facilitated by New York City Department of Education educators and private vendors.

Our instructional specialists "pushes-in" to core classes to assist teachers with best practices and assist students in need. The school-wide AVID WICOR teaching strategies has led to the promotion of rigor in the classroom. In each classroom, it is evident that students utilize Cornell note-taking strategies that include the essential question of the day, questions, notes and a summary; teachers incorporating additional AVID Writing strategies such as "quickwrites" and "peer evaluation"; with AVID Inquiry, teachers use Costa's Levels of thinking to develop a level of questions that include HOT-Q's , Socratic seminars, philosophical chairs, investigations and tutorials are also used in instruction; teachers design lessons to include group activities and peer assessment as part of AVID collaboration strategies; graphic organizers and binders as part of AVID Organization; vocabulary building, reciprocal teaching, and note-taking as part of AVID Reading. The purpose of the AVID system is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure college and career readiness. Teachers and administrators volunteered to join the AVID team and attend the national AVID training. The training on the AVID curriculum covered writing, inquiry, collaboration, organization and reading (WICOR). The AVID team is the professional learning team that meets weekly every Monday, to review teacher feedback on the AVID WICOR professional learning sessions, reviews the progress of the AVID elective class, discusses AVID activities and assists in developing weekly AVID professional learning sessions. Improving students' outcomes and teacher performance is one of our school goals. Our school community has aligned the Danielson Framework for Teaching as a pertinent tool in improving practice, curriculum, and assessments.

As evidenced by our observation tracker, teachers receive precise feedback that captures strengths and areas for improvement as aligned to Danielson's domains 2 and 3 which include classroom environment and instruction. Teachers follow up discussing with administration by receiving next steps in writing that outline how to improve their practice to align their professional goals of improving pedagogy with school-wide goals. Professional development is planned with the teachers' and school's goals in mind as well as individualized teacher needs. Effective classroom practices aligned to the school's Instructional vision on how students learn best seen across classrooms in our school include: strong teacher preparation of lesson plans aligned to CCLS; rubrics used as the criteria for self and peer assessment; higher order thinking questions using Costa's Levels of Thinking; student centered instruction; and differentiated instruction.

During professional learning, the faculty participated in a book study, "How to Differentiate Instruction in Mixed-Ability Classrooms" written by Carol Ann Tomlinson, to strengthen pedagogical practices so that teachers consistently provide multiple entry points and engagement to increase student thinking and participation. Teacher growth is documented and tracked over time and reflects teachers implementing their learning from professional development and how it impacts student learning as evidenced by student work products, assessments and completion of tasks. Additionally, the teachers utilize this time to revise their own curriculum maps and create unit plans, and provide the colleagues in their departments with feedback using Danielson's Teacher Effectiveness Framework. During these activities teachers specifically focus on component 1a Demonstrating Knowledge of Content and Pedagogy. Our curriculum maps reflect common core integration and assignments across classrooms feature instructional shifts with increased opportunities to write and use academic vocabulary.

In order to guide student learning, our teachers are highly qualified in their content areas and have a command of the subjects they teach. They know which concepts and skills are central to a discipline and which are complementary; they know how the discipline has evolved into the 21st century, by incorporating issues such as global awareness and

cultural diversity. Our teachers understand the internal relationships within the disciplines they teach, know which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. Teachers understand that knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particular pedagogical approaches best suited to each discipline.

As evident in our observation cycles, teachers continue to demonstrate that student learning is enhanced by a teacher's skillful use of resources. Many of the resources are provided by the school as "official" materials, such as the Cornell Note-taking paper, binders for organization, agendas/planners, study guides, etc.; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill. Our teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Our teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, our teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.

08X519 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	313	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	11	# SETSS	3	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	2	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	77.6%	% Attendance Rate			81.4%
% Free Lunch	80.1%	% Reduced Lunch			3.2%
% Limited English Proficient	11.1%	% Students with Disabilities			27.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			26.1%
% Hispanic or Latino	69.2%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	1.8%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.25	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			5.91
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	45.1%	Mathematics Performance at levels 3 & 4			41.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	66.7%	% of 2nd year students who earned 10+ credits			53.3%
% of 3rd year students who earned 10+ credits	47.6%	4 Year Graduation Rate			41.9%
6 Year Graduation Rate	70.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

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

Part 1 – Needs Assessment

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

A 2013-2014 and 2014-2015 comparison of student passing rates on United States History and Government and Global History and Geography Regents examinations indicated a correlation between poor performance on social studies state examinations and insufficient credit accumulation as well as inadequate preparation for college. Therefore, aligning the social studies curriculum to CCLS was deemed to be essential

Part 2 – Annual Goal

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

By June 2016, the Global History and Geography Regents and United States History and Government Regents passing rates will increase by 20%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>During Common Planning time throughout the year, social studies teachers will work collaboratively with support from the administration and instructional specialists to develop CCLS performance tasks and rubrics, and discuss implementation and analysis of student work. We have implemented the Advancement Via Individual Determination (AVID) system school wide to help close the achievement gap by preparing all students for college and career readiness. Specifically, we have incorporated Writing, Inquiry, Collaboration, Organization and Reading to Learn (WICOR) methodologies in our daily instructional practices to increase students' learning and outcomes. Teacher teams will work collaboratively to produce unit plans that are CCLS aligned, utilize Depth of Knowledge (DOK), and Costa's Levels 3 and 4 activities and performance tasks, and engage students in higher-order thinking and discussions.</p>	<p>10th Grade Students taking the Global Regents. 11th Grade students taking the US History Regents</p>	<p>August 2015 to June 2016</p>	<p>Professional Development Team comprised of teachers and administration</p>
<p>Regents-based assessments are used to monitor students' progress</p>	<p>10th Grade Students taking the Global Regents. 11th Grade students taking the US History Regents</p>	<p>August 2015 to June 2016</p>	<p>Teachers, administrators, and instructional specialist</p>
<p>Students' Regents scores and credit accumulation will be analyzed to ensure that those in need receive additional instruction before/after school hours and/or on Saturdays or are programmed for advanced courses during the regular school day</p>	<p>10th Grade Students taking the Global Regents. 11th Grade students taking the US History Regents</p>	<p>August 2015 to June 2016</p>	<p>Teachers, coach, administrators, and instructional specialist</p>
<p>In collaboration with the ELA teachers, Social Studies teachers will create a literacy task aligned to CCLS and continue to develop strategies to enhance skills in the areas of vocabulary, document analysis and essay writing</p>	<p>teachers</p>	<p>August 2015 to June 2016</p>	<p>teachers</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.

Educational Consultant are set-aside in the 2015-2016 budget. The school has a highly-qualified TESOL teacher who utilizes QTEL models and CTE-based literacy programs, including the Law Academy. Per session funds will be paid to teachers who support the before/after school and Saturday Academy sessions.

Classroom teachers will administer Regents-based assessments throughout the year. Per-session will be paid to teachers for before/after school and Saturday Academy sessions. Estimated 6 Teachers Per-Session Yearly Cost = 2hrs a day X 5days a week X 18 weeks = 180 hrs of service per teacher @ a \$41.98 rate = \$7,556.40 Total per Teacher = \$45,338.40 Yearly Cost. Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs (Kaplan/Barrons). Per diem and coverage funds for teachers out of the building for professional development. Estimated 80 days / \$130 per diem = \$10,400 Yearly Cost. Cost of educational consultant is approximately \$19,770 per year.

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	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By January 2016, 50% of students will have passed a mock Regents examination in United States History and Government and/or the Global History and Geography with a score of 65 or higher. By January 2016, 55% of students will have passed the January administration of the United States History and Government Regents or the Global History and Geography Regents examinations. By February 2016, administration and teachers will have conducted an item analysis of both the mock and January Regents examinations in order to revise action plans, as well as unit and lesson plans in accordance with CCLS and the instructional shifts outlined in the 2015-2016 Citywide Expectations. Beginning in January and ending in May 2016, administration, teachers and network coaches will conduct non-evaluative learning walks to offer feedback to colleagues and revise curriculum, units and lessons in accordance with CCLS and the instructional shifts outlined in the 2015-2016 Citywide Expectations

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.

A 2013-2014 and 2014-2015 comparison of student passing rates on the Algebra Regents examination indicated a correlation between poor performance on the Algebra state examination and insufficient mathematics credit accumulation, and ultimately, inadequate preparation for college. Therefore, aligning the Algebra curriculum to CCLS was deemed to be essential

Part 2 – Annual Goal

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

By June 2016, the Algebra and Geometry Regents passing rates will increase by 15% in grades 9 and 10.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During Common Planning time throughout the year, mathematics teachers will work collaboratively with support from the administration and instructional specialist to develop CCLS performance tasks and rubrics and discuss implementation and analysis of student work. We have implemented the Advancement Via Individual Determination (AVID) system school wide to help close the achievement gap</p>	<p>9th grade and 10th grade students taking the Algebra regents</p>	<p>August 2015 to June 2016</p>	<p>Professional Learning Team comprised of teachers and administration</p>

by preparing all students for college and career readiness. Specifically, we have incorporated Writing, Inquiry, Collaboration, Organization and Reading to Learn (WICOR) methodologies in our daily instructional practices to increase students' learning and outcomes.			
Regents-based assessments are used to monitor students' progress	9 th grade and 10 th grade students taking the Algebra regents	August 2015 to June 2016	Teachers, administrators, and instructional specialist
Students' Regents scores and credit accumulation will be analyzed to ensure that those in need receive additional instruction before/after school hours and/or on Saturdays or are programmed for advanced courses during the regular school day	9 th grade and 10 th grade students taking the Algebra regents	August 2015 to June 2016	Teachers, administrators, and instructional specialist
Teachers will attend ongoing professional development facilitated by New York City Department of Education educators and private vendors.	teachers	August 2015 to June 2016	teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Educational Consultant is set-aside in the 2014-2015 budget. Per session funds will be paid to teachers who support the before/after school and Saturday Academy sessions Estimated 6 Teachers Per-Session Yearly Cost = 2hrs a day X 5days a week X 18 weeks = 180 hrs of service per teacher @ a \$41.98 rate = \$7,556.40 Total per Teacher = \$45,338.40 Yearly Cost. Regents'-based assessments administered throughout the year will be graded on a per-session basis, as needed. Instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs (Kaplan/Barrons) – estimated cost \$16,700.00. Per diem and coverage funds for teachers out of the building for professional development. Estimated 80 days / \$130 per diem = \$10,400 Yearly Cost.											
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	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 55% of students will have passed a mock Regents examination in Algebra and Geometry with a score of 65 or higher. By January 2016, 60% of students will have passed the January administration of the Algebra Regents examination. By February 2016, administration and teachers will have conducted an item analysis of both the mock and January Regents examinations in order to revise action plans, as well as unit and lesson plans in accordance with CCLS and the instructional shifts outlined in the 2015-2016 Citywide Expectations. Beginning in January and ending in May 2016, administration, teachers and instructional specialists will conduct non-evaluative learning walks to offer feedback to colleagues and revise curriculum, units and lessons in accordance with CCLS and the instructional shifts outlined in the 2015-2016 Citywide Expectations .
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.

The Regents results indicated a need for improved student performance on English Language Arts state examinations. After conducting an item analysis of the Regents data, the learning deficiencies that surfaced are: students struggling with literary analysis, ability to explain how authors structure text and use elements to convey critical ideas and key concepts, as well as difficulty acquiring academic language. In addition to this item analysis, feedback from our superintendent and network instructional team encouraged us to revise our ELA curriculum to further align to CCLS as well as meet the demands of both the comprehensive and CCLS Regents exams

Part 2 – Annual Goal

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

By June 2016, the Common Core English Regents passing rates will increase by 8% in the 11th grade.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>During Common Planning Time throughout the year, ELA teachers will work collaboratively with support from the administration, instructional specialist to develop CCLS performance tasks and rubrics and discuss implementation and analysis of student work.</p>	<p>11th grade students taking the ELA regents</p>	<p>August 2015 to June 2016</p>	<p>Professional Learning Team comprised of teachers and administration</p>

We have implemented the Advancement Via Individual Determination (AVID) system school wide to help close the achievement gap by preparing all students for college and career readiness. Specifically, we have incorporated Writing, Inquiry, Collaboration, Organization and Reading to Learn (WICOR) methodologies in our daily instructional practices to increase students' learning and outcomes.			
Regents-based assessments are used to monitor students' progress	11 th grade students taking the ELA regents	August 2015 to June 2016	Teachers, administrators, and instructional specialist
Students' Regents scores and credit accumulation will be analyzed to ensure that those in need receive additional instruction before/after school hours and/or on Saturdays or are programmed for advanced courses during the regular school day	11 th grade students taking the ELA regents	August 2015 to June 2016	Teachers, administrators, and instructional specialist
Teachers will attend ongoing professional development facilitated by New York City Department of Education educators and private vendors	teachers	August 2015 to June 2016	teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Educational Consultant are set-aside in the 2015-2016 budget. The school has a highly-qualified TESOL teacher who utilizes QTEL models and CTE-based literacy programs, including the Law Academy. Per session funds will be paid to teachers who support the before/after school and Saturday Academy sessions. Classroom teachers will administer Regents-based assessments throughout the year during regular instructional time.											
Per-session will be paid to teachers for before/after school and Saturday Academy sessions. Estimated 6 Teachers Per-Session Yearly Cost = 2hrs a day X 5days a week X 18 weeks = 180 hrs of service per teacher @ a \$41.98 rate = \$7,556.40 Total per Teacher = \$45,338.40 Yearly Cost. Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs (Kaplan/Barrons). Per diem and coverage funds for teachers out of the building for professional development .											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 50% of students will have passed a mock Common Core ELA Regents exam with a score of 65 or higher. By January 2016, 55% of students will have passed the January administration of the Comprehensive ELA Regents exam. By February 2016, administration and teachers will have conducted an item analysis of both the mock and January Regents in order to revise action plans, as well as unit and lesson plans. Beginning in January and ending in May 2016, administration, teachers, and instructional specialists will conduct non-evaluative learning walks to offer feedback to colleagues and revise curriculum, units, and lessons. In May 2016, students will take another mock Regents exam and will be offered targeted tutoring until the June administration of the Comprehensive ELA Regents .

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

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

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

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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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

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.

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

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students will be selected based on the mock regent’s results. Mock regents will be administered at the beginning, middle and end of every semester.	AVID / WICOR methodologies are incorporated into ELA instruction to address learning deficiencies in the areas of literary analysis, ability to explain how authors structure text and use elements to convey critical ideas and concepts, and acquisition of academic language	Small-group instruction.	Sessions are held during regular school hours, before/after-school hours and on Saturdays.
Mathematics	Students will be selected based on the mock regent’s results. Mock regents will be administered at the beginning, middle and end of every semester.	Instructional Specialist support via “push-in” to math classes to provide assistance to students in need based on Regents-based assessment data as well as provide teachers with best practices. WICOR methodologies incorporated into math instruction to address learning deficiencies in the areas of problem-solving skills and strategies for justification .	One-to one tutoring; small-group instruction	Sessions are held during regular school hours, before/after-school hours and on Saturdays.
Science	Students will be selected based on the mock regent’s results. Mock regents	WICOR methodologies are incorporated into science instruction to	Small-group instruction.	Sessions are held during regular school hours, before/after-

	will be administered at the beginning, middle and end of every semester.	address learning deficiencies in the area of scientific inquiry		school hours and on Saturdays.
Social Studies	Students will be selected based on the mock regent's results. Mock regents will be administered at the beginning, middle and end of every semester.	WICOR methodologies are incorporated into science instruction to address learning deficiencies in the areas of vocabulary, document analysis and essay writing.	Small-group instruction	Sessions are held during regular school hours, before/after-school hours and on Saturdays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are selected based on teacher and guidance counselor recommendations. Students who are at risk for failing courses and have below 80% attendance will be targeted.	Guidance counselors and social worker provide continuing interventions with at-risk students through one-to-one and small-group sessions. Peer mediations are conducted as needed. Academic and social-emotional issues are addressed during all sessions	One-to one tutoring; small-group instruction	Sessions are held during regular school hours, and before/after-school hours.

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.
The administration will work closely with the Human Resources Director to ensure that non-HQTs meet all HQT requirements in a timely manner. Instructional specialist Ms. Stricks is assigned to support struggling teachers, conducting lesson plan clinics. Administration regularly attends hiring fairs and works with partners Monroe College and CUNY Hunter College to identify and recruit highly-qualified teachers and utilizes those teachers in the appropriate subject areas. Highly qualified staff is encouraged through leadership positions within the school. Weekly Marvelous Mondays professional learning sessions provides high quality professional development that ensures staff is highly qualified. Teachers are sent to professional development workshops at the Bronx Borough Field Support Center as well.

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).
With the support of the instructional specialists Ms. Stricks and Ms. Bligen-Doyle, high-quality professional development on the CCLS is offered to all pedagogical staff members to incorporate the AVID system and WICOR methodologies into classrooms school-wide in an effort to ensure that all students meet CCLS. Teacher teams work together to ensure that curriculum is CCLS-aligned and all staff are trained in its implementation and ongoing development.

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).
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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.

Our teachers use standards based learning grading during the 2015-2016 school year. During Monday's professional learning session and Tuesday's parent engagement sessions, teachers receive support in creating formative assessment and summative assessments including performance tasks that are aligned to the key common core learning standards and content standards that they are focusing on in each unit/marking period. When developing rubrics for assessments teachers are using samples from the Sheridan County School District #1 Standards Based Learning Teacher Handbook 2014-2015.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	220,399.00	X	AVID & Read 180

Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		Read 180, Before/After School Program
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,816,409.00		AVID, Saturday, Before/After-School Program

¹Explanation/Background:

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

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) 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. The Felisa Rincón de Gautier Institute for Law and Public Policy 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. The Felisa Rincón de Gautier Institute for Law and Public Policy will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Felisa Rincon de Gautier Inst</u>	DBN: <u>08X519</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>42</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</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: _

English language learners have special English language challenges to face every school day. They are acquiring academic English language skills while taking courses to improve their comprehension of English and their understanding of subject content. We offer early morning, and after-school programs to strengthen the English skills needed for success in the subject classes. The two supplementary programs were designed to capture all of the ELL students to offer additional enrichment while respecting their family responsibilities and dynamics.

AFTER-SCHOOL

Our after-school program is aligned with the Common Core Learning Standards and uses ESL texts such as the Shining Star series and the Visions series, ELA novels such as Bodega Dreams, and other works of fiction and non-fiction.

Our program meets on Wednesdays, Thursdays, and Fridays from 2:20 p.m. to 3:05 p.m. from September-January and from February-June each year. The enrichment classes are taught by a certified ESL teacher in the same classroom.

The language of instruction is English, however, our teachers offer differentiated native language support for students, as needed, e.g., bi-lingual glossaries, translated texts, dual-language texts. The English language texts are Common Core aligned content area texts.

EARLY MORNING

Our early morning program is aligned with the Common Core Learning Standards and uses ESL texts such as the Shining Star series and the Visions series, ELA novels and other works of fiction and non-fiction.

Our program meets on Mondays-Fridays from 7:15 to 8:00 a.m. for 45 minutes each day from September-January and from February-June each year. The enrichment classes are offered by our certified ESL teacher.

The language of instruction is English, however, our teacher offers differentiated support for students, as needed, e.g., bi-lingual glossaries, translated texts, dual-language texts, etc.

Part C: Professional Development

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

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

Begin description here: _

Teachers are well-equipped to help English Language Learners adapt to the culture, school system, and possibly language. Our school's professional development program has been developed to support teachers and paraprofessionals as they address the needs of ELL students. All professional development will be Common Core-aligned to assure college and career readiness. All teachers and staff responsible for delivery of instruction and services to ELL students will receive training in strategies for instruction: graphic organizers, vocabulary building, scaffolding, etc. Additional topics will be addressed as need

Part C: Professional Development

arises. The CFN and ESL teacher will provide professional development to teachers during Chancellor's Professional Development days, at no cost to Title III. All teachers are encouraged to attend additional ELL training offered by the Office of ELLs, the CFN, as well as Fordham University, at no cost to Title III. The professional development is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms. The professional development at no cost to Title III during mandated days.

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: _

Parents are a valuable resource for students. As such, outreach to them needs to be helpful to both. Parents will be surveyed, and workshops will be scheduled based on parent interest, as needed. Possible topics include: financial aid, community resources, the college process and procedures, career options, and integration into the NYC DOE school system. Workshops will be conducted at various times by school administration and/or teachers. Parents will be contacted by mail in English and their preferred language, and by phone in English and Spanish. Parent meetings will held from 4:00 pm to 6:00 pm once during the Fall term and once during the Spring term. Workshops will be conducted by the school administration, guidance counselor, the parent coordinator and the ESL teacher. Parents will be notified of all activities by mail in English and their preferred language, and by phone in English and Spanish.

Part E: Budget

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

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	_____	_____

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 519
School Name Felisa Rincon De Gautier Inst for Law		

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 Grismaldy Laboy-Wilson	Assistant Principal Ida Lucas
Coach Kathleen Stricks	Coach
ENL (English as a New Language)/Bilingual Teacher Menorah Winston	School Counselor Sandie Maldonado
Teacher/Subject Area Kepner Clement /FL Teacher	Parent Padmini Coonjah
Teacher/Subject Area Miguel Pares /Read180 Teacher	Parent Coordinator Angel Ortiz
Related-Service Provider Maxine Green/Speech Teacher	Borough Field Support Center Staff Member Olga Mejia-Glenn HollyReichert
Superintendent Carron Staple	Other (Name and Title) Catia Cosme/Counselor

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	304	Total number of ELLs	43	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	12
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	18

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0			0			0
DL	0			0			0			0
ENL	17	3	0	8	2	1	18	1	11	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

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										7	13	12	7	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										0	1	1	1	0
Haitian														0
French										0	1	0	0	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	1	2	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										3	2	1	4	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	2		0	
Integrated Algebra/CC Algebra	9		0	
Geometry/CC Algebra	4		0	
Algebra 2/Trigonometry	0		0	
Math <u>N/A</u>				
Chemistry	0		0	
Earth Science	2		0	
Living Environment	7		2	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	9		0	
Geography	0		0	
US History and Government	4		1	
LOTE	8		6	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In our high school, we utilize the Scholastic Read 180 Baseline Assessment to determine a student's literacy level. The baseline assessment data is then utilized to determine the appropriate instructional approaches and strategies needed to address the students' learning needs. The baseline assessment showed that 100% of the newcomers tested whose dominant language was their native level and spoke little or no English required targeted instruction to develop phonemic awareness and decoding skills. As a result of these scores, we created two new literacy-based courses designed to address the students' early literacy skills needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data, which includes the results from the NYSESLAT shows that the majority of our ELL students are advancing towards Advanced or already Proficient; however, during our 2014-2015 academic school year, we welcomed a higher number of mid-year enrollments entering high school for the 1st time from other countries into the United States, who speak little or no English. The administration of the NYSITELL confirmed this trend and as a result, we have created two new programs for ENTERING/EMERGING ELL students, e.g., the introduction of the Read 180 program to address the individual needs of students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We utilize the information about Annual Measurable Achievement Objectives (AMAO) to identify the academic achievement of our ENLs and to design effective instructional programs and interventions that address their specific learning needs. In summary, the data shows that more than 25% of ELLs identified as Long Term ELLs (LTE); 43% of our ELLs made progress on the NYSESLAT; 22% reached proficiency; 22% advanced one proficiency level; AMAO 1 resulted in 30%; AMAO 2 resulted in 18%; 47% of our ELLs are under-credited based on age/grade; 65% of our Long-Term ELLs were identified as students having an Individualized Education Plan with disabilities ranging from Learning Disabled or Emotionally Disabled; 13% of our Long-Term ELLs were identified as Students with Interrupted Formal Education (SIFE) students; 22% of our Long-Term ELLs were identified as students whose home language, home environment, and community environment was solely in their native language. To address our individual academic and social/emotional needs, the following support systems were implemented:
 - The school developed a home-school partnership to ensure that parents can effectively support and monitor their child's

progress. To facilitate this partnership, the school has implemented the online Jupiter grade system. The school regularly shares information about school and parent-related programs, meetings, and other activities. We ensure that this information is formatted and translated in ways that parents can easily understand. We provide materials and training to help parents work with their children to improve their achievement level (e.g. literacy and use of technology). We provide parents with periodic written and verbal progress reports in their native language.

- During daily Common Planning Time throughout the academic school year, teacher teams work collaboratively with support from the administration, Literacy coach, and CFN instructional specialist to develop CCLS performance tasks and rubrics and discuss implementation and analysis of student work. We have implemented the Advancement Via Individual Determination (AVID) system school wide to help close the achievement gap by preparing all our ELL students for college and career readiness. Specifically, we have incorporated Writing, Inquiry, Collaboration, Organization and Reading to Learn (WICOR) methodologies in our daily instructional practices to increase students' learning and outcomes.
- To build proficiency, long term ELLs are programmed for an extended day option, including after school enrichment. Counselors and trained support staff provide ongoing social and emotional support. The ENL teacher in conjunction with content area teachers provide targeted instruction based on a variety of assessments including teacher made baseline assessments, classroom assessments and summative assessments.
- We have also implemented the Scholastic Read180 program in our daily instructional course offering for our ELLs. Our ELL students receive intense academic intervention services to address the reading and writing deficits. READ 180 supports educators with a comprehensive system of curriculum, instruction, and professional development, while providing students with personalized rigorous instruction for college, career, and beyond.
- The Read180 Response to Intervention (RTI) Approach utilizes a comprehensive support method that addresses students' individual needs. The Read180 program was implemented in our school as a Response to Intervention for Students in Tier I, Tier II & III where the majority of students are reading below grade level. Through various classroom observations, and students' progress reports we have noted that 90% of the ELLs have increased their reading comprehension by at least one grade level.
- During our daily instructional programs, the high levels of rigor and support result in higher academic achievement for ELLs. Classes are conducted in English with native language support in the form of glossaries, translated texts, etc. Effective strategies used across all content areas include: differentiation, small group instruction during extended day, explicit academic vocabulary instruction, and scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text representation). Our ELL school focus is on reading and analyzing non-fictional texts and writing opinions and argumentative essays in response to the readings, across all content areas, and in alignment with Common Core standards. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for instruction in the native language (or with native language support).
- Students' NYSISTEL, Formal LABR, NYSESLAT, Regents scores and credit accumulation are used to monitor students' progress. This data is also analyzed to ensure that our ELLs who require additional instruction before/after school hours by a licensed content area teacher and/or a licensed TESOL teacher receive the appropriate instruction and support.
- Our teachers, including our ESL teacher, attend ongoing professional development facilitated by New York City Department of Education educators and private vendors. Additionally, our in-house weekly Marvelous Monday Professional Learning focuses on differentiated instructional strategies geared to address the needs of our varied levels of ELL's population.

4. For each program, answer the following:

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

An analysis of the data shows ELL students across all grade and performance levels at our school consistently gain proficiency, particularly in speaking and listening. In the classroom, these students quickly transition to test taking in English and are generally successful with appropriate scaffolds. Our Regents ELL students, whenever possible, are offered both English and native language versions of the tests. As a learning community, we administer Regents-based assessments to all students including the ELLs as part of our inquiry process. The teacher grade teams analyze the data then distribute it to the school community and it is utilized to direct instruction with support from the ESL instructor. Our teachers, working with EM and EN students, have incorporated dual-language instructional materials for student consumption, whenever possible.

In addition, during daily Common Planning Time throughout the academic school year, teacher teams work collaboratively with support from the administration, Literacy coach, to develop CCLS performance tasks and rubrics and discuss implementation and analysis of student work. Teachers, at least every six weeks, are provided professional development on ways to incorporate the needs of the ELL students into the preparation of their lessons, supportive language acquisition tools, collaborative work, and classroom instruction.

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](#).]

High school - not applicable.

6. How do you make sure that a student's new language development is considered in instructional decisions?
At the beginning of the academic school year all teachers are provided with a list of current and former ELLs. Also, as student enrollment changes throughout the year, teachers are provided with an updated student list including biographical information to plan instruction. Teachers meet regularly during teacher team meetings and/or during common planning to discuss instructional practices and strategies to ensure the ELL students' success through the implementation of the common core learning standards aligned with the content area curriculum. ELL students are provided with native language support including translated texts, glossaries, dictionaries, and technical support via the use of computers, laptops, smartboards, ipads, etc. The success of the ELLs program is measured by improved students outcomes. The school leadership meets bi-annually to evaluate proficiency levels and Regent passing rates of all ELL students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Due to enrollment based on parent choice, we currently do not offer a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the ELLs program is measured by improved students outcomes, which includes the number of students progressing in stages from ENTERING to ADVANCED to PROFICIENT, to credit accumulation and test scores (NYSESLAT, NYS Regents, etc.). We evaluate our progress also by the number of students who are counted as proficient and/or commanding. Another segment of the evaluation which can and does project positive outcome is by the teachers' understanding and incorporation of ELL strategies into the daily instruction. The school leadership meets bi-annually to evaluate proficiency levels and Regent passing rates of all ELL students. Although we have made progress in meeting AYP for our ELLs, we had a large influx of ENTERING students across all grade levels in the spring 2015 and this will affect our statistical growth of ELLs integrating into the proficient and commanding categories.

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.

STEPS TAKEN

English Language Learners are identified by the state mandated Home-Language Identification Survey (HLIS) that determines the student's home language. The parent/guardian of a student who enters the NYC school system for the first time completes the HLIS. If the HLIS indicates that a language other than English is spoken at home, the student is given an informal interview to further verify that the student's home language is other than English.

The trained ESL coordinator, assists the parents in completing the HLIS. The Assistant Principal, ESL coordinator, and the Guidance Counselors conduct the interview with the parents and student, along with a translator.

ESL TEACHER

The certified ESL teacher, Menorah Winston, then administers the state mandated NYSITELL exam to determine the student's English language proficiency level. The NYSITELL scan sheets are scored utilizing the electronic ATS system. If the NYSITELL results indicate that the student is an ELL, then the student is placed in the appropriate program within 10 days of enrollment, as per CR Part 154. When a student enrolls in our school as a current ELL per the ATS system, the ESL Coordinator reviews his most current NYSESLAT score for proper placement. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. All entitled ELLs are administered the NYSESLAT annually.

Students who score below proficiency (Beginner/Entering; Low Intermediate/Emerging; Advanced/Expanding; Proficient/Commanding levels) remain ELLs and continue to receive services according to their proficiency level.

Proficient/Commanding level students will continue to receive services for an additional two year to further support with ENL/ELA or other content areas. Parent letters (continuation of entitlement and transitional) are sent to parents in English and in the parents' preferred language, to advise them of the students' eligibility for ELL services.

We currently have at least five teachers who speak more than one language which include: Spanish, French, and others.

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).
Within the first 30 school days from the initial enrollment our school will make an initial SIFE determination by utilizing a SIFE questionnaire. In our school, the SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Our SIFE Identification Process consist of an administration of the oral interview questionnaire, and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). We then follow all of the same steps as when we identify an ELL. During this process if we note that there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we then proceed with the SIFE Identification Process as outlined in CR Part 154. Students who are Initial SIFE status will be indicated in the our ATS system no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we understand that we have up to one year to make a final determination of SIFE status; therefore, we will enter the initial SIFE identification within the 30 days but it may be modified for up to one year. We monitor our SIFE status and remove it once the students' ELL scores at the intermediate/transitioning level or higher on the NYSESLAT. A parent letter of continuation of entitlement and non-entitlement will be sent to parents in English and in the parent's preferred language to advise them of the students' eligibility of services.
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).
Our newly enrolled students with IEPs who are NYSITELL eligible will be based on the determination of the Language Proficiency Team (LPT). Our LPT is comprised of our assistant principal, a certified teacher, the special education supervisor, the student's parent or guardian, and a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands. All members listed above will be present at each meeting of the LPT. Our LPT will make the determination whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following: The student's history of language use in the school and home or community; the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language; and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, our LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. Our principal will then accept or reject this recommendation. If our principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language. At that point the final decision will be made by the superintendent or superintendent's designee. The superintendent or designee will notify our school within 20 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, our school will administer the NYSITELL, and notify the parent or guardian within the next 5 days. The Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder. Our team will receive on-going professional development as needed to ensure that they understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability because components of language acquisition can seem to mirror a learning disability but it does not necessarily indicate a learning disability. Within 10 days the student will be placed in the ELL program.
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.
Based on the parent's program choice and the hand scored LAB-R results, the child is placed in the appropriate level of English language instruction within 10 days of enrollment. An entitlement letter as well as a placement letter, in English and the family's home language, is sent to parents to inform them of their child's ELL eligibility and placement. Continued entitlement letters are mailed to parents in English and their preferred language. The ELL Coordinator is responsible for the distribution of all entitlement and placement letters, as well as collecting the parent survey and program selection form from the parents at the orientation meeting. Copies of all such notification are maintained by the ELL coordinator in the ELL files. If parent surveys and program selection forms are not returned, the default program is TBE. Names of students whose parents indicate TBE on the parent selection form or by default, are entered on a waiting list. When the list contains 20 names or more, in any one grade, requesting TBE in the same language, the school will notify the parents and create a bilingual program that honors the parents' choice.
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).

Parents will receive school correspondence in their preferred language that they have the right to appeal ELL status within 45 days of enrollment as stated in the ELL Policy and Reference Guide. The LPT team is responsible for notifying the parent. All correspondence from the LPT to parents are filed in the students' cumulative file for the length of time the student is enrolled in school and upon graduation students' records are moved to long-term records storage. If students transfer to another DOE school, the records are forwarded to the new school. A school file is also maintained in a central location with all correspondence.

The HLIS forms of newly identified ELLs who have completed the language proficiency process are placed in students' cumulative folders and are a part of their permanent record.

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.

Parents/guardians of newly identified ELLs are invited to a parent orientation during which they are shown a video that illustrates the three different programs offered by the NYCDOE. The video is presented in English and in the parents' preferred language. The parents also review the ELL Parent Brochure in their preferred language. Following the video, the ESL teacher fields questions to ensure parents' understanding of the differences among the programs. The parents then complete the parent survey and the program selection form on which they indicate the order of their preference of the three program options: Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a New Language(ENL). If the parents' first choice is TBE, they are provided an opportunity to transfer to a school on the list of schools that offer TBE. If the parents opt to stay with our school, they are informed that while currently the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The waiting list for TBE will be maintained and routinely reviewed by the ESL Coordinator, Assistant Principal and Guidance Counselor. Translations are provided during all interviews and parent meetings. All information is provided in English and in the child's home language. If translation is not available within the school community, the school contacts the Translation and Interpretation Unit for translation support over the phone or onsite.

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.

Based on the parent's program choice and results of the NYSITELL, the student is placed in the appropriate level of English language instruction within 10 days of enrollment. An entitlement letter as well as a placement letter, in English and the family's home language, is sent to parents to inform them of their child's ELL eligibility and placement. Continued entitlement letters are mailed to parents in English and their preferred language. The ELL Coordinator is responsible for the distribution of all entitlement and placement letters, as well as collecting the parent survey and program selection form from the parents at the orientation meeting. Copies of all such notifications are maintained by the ELL coordinator in the ELL files. If parent surveys and program selection forms are not returned, the default program is TBE. Names of students whose parents indicate TBE on the parent selection form or by default, are entered on a waiting list. When the list contains 20 names or more, in any one grade, requesting TBE in the same language, the school will notify the parents and create a bilingual program that honors the parents' choice

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Program Selection forms will be completed during a parent meeting. If the parent does not complete and return the form, then the attendance teacher or family worker will make a home visit. Constant parent outreach will be conducted by our office staff including our guidance counselors, community assistant and parent coordinator.

9. Describe how your school ensures that placement parent notification letters are distributed. Program Placement Letters or Entitlement letters (newly identified ELLs) will be mailed to parents utilizing returned receipt confirmation. Follow-up telephone conferences will be conducted by our guidance counselor. All letters are provided in the parent's preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation for each child is filed in each student's cumulative file, as well as in an ELL cabinet secured in the main office records room. Copies are also retained by our assistant principal, guidance counselor, ESL teacher and program coordinator.

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 school takes the following steps to ensure that all ELLs receive the NYSESLAT annually: using ATS reports (RLAT, RYOS, etc) to determine eligibility and ELL status, and scheduling students to take the exam. If a student is absent on the scheduled test day, the student is scheduled for a make-up test date, within the testing window. In this way, each student is administered all four sections of the NYSESLAT annually.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement Letters or transitional support letters (newly identified ELLs) are mailed to parents utilizing returned receipt confirmation. Follow-up telephone confirmation and conferences will be conducted by our guidance counselor. All letters are provided in the parent's preferred language.

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

After reviewing the Parent Survey and program selection form for the past few year, 99% of our parents have requested the program choice offered at our school, The Freestanding ESL program. Our program model offered at our school is aligned with our parents requests. The parents completes the parent survey and the program selection form on which they indicate the order of their preference of the three program options: Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a New Language(ENL). If the parents' first choice is TBE, they are provided an opportunity to transfer to a school on the list of schools that offer TBE. If the parents opt to stay with our school, they are informed that while currently the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The waiting list for TBE will be maintained and routinely reviewed by the ESL Coordinator, Assistant Principal and Guidance Counselor. Translations are provided during all interviews and parent meetings. All information is provided in English and in the child's home language. If translation is not available within the school community, the school contacts the Translation and Interpretation Unit for translation support over the phone or onsite.

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]).
- Freestanding ENL program.

The Felisa Rincon De Gautier Institute for Law & Public Policy offers an integrated and standalone ENL program as per CR Part 154.2. Our students are placed in ungraded classes according to their English language proficiency levels. Our certified ENL teacher provides ENL instruction to ELLs during the regular school day and collaborates with content area teachers to monitor individual ELL's progress in core subject classes. During our daily instructional programs, the high levels of rigor and support result in higher academic achievement for ELLs. Classes are conducted in English with native language support in the form of glossaries, translated texts, etc. Effective strategies used across all content areas include: differentiation, small group instruction during extended day, explicit academic vocabulary instruction, and scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text representation). Our ELL school focus is on reading and analyzing non-fictional texts and writing opinions and argumentative essays in response to the readings, across all content areas, and in alignment with Common Core standards. Through our targeted professional learning sessions, we have learned that studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for instruction in the native language (or with native language support).

- TBE program. *If applicable.*

Due to enrollment based on parent choice, we currently do not offer a TBE program.

- DL program. *If applicable.*

Due to enrollment based on parent choice, we currently do not offer a dual language program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have a strong ELL team, comprised of an assistant principal, ENL program coordinator, two guidance counselors, a parent coordinator, attendance teacher, ENL teacher, Foreign Language teacher and content area teacher. Our teachers are equipped with diverse expertise within their multiple credentials, licenses, and extensions. We are a small school which permits the needed flexibility to meet the needs of our individual students. To implement an effective program model, we found it necessary to utilize multiple staffing and financial resources that can accelerate ELLs' academic English language proficiency and content-area mastery. For example, our program model is geared to enhance our ELLs' existing home language skills. We also program our students in groups of ELLs with the same home language background in subject area classrooms to allow students to access content by interacting

with peers at varying levels of language proficiencies. Our teacher teams also work collaboratively to organize tasks that target content and generate interactions in the home language among peers. Our instructional tasks are enriched with academic English language development strategies within each content area. Also, home language resources (libraries, texts, technology, primary resource materials) are available in the classroom and in the school's library as additional resources to support learning. We also offer a home language arts (HLA) class, to support and expedite the students' transition to academic English proficiency. Within our Freestanding ENL program our students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginner/Entering ENL students receive a minimum of 540 minutes of ENL instruction; Low Intermediate/ Emerging ENLs receive a minimum of 360 minutes of ENL instruction; Intermediate /Transitioning ENLs receive a minimum of 180 minutes of ENL instruction; Advanced/Expanding ENL students receive a minimum of 180 minutes of ENL instruction; Proficient/Commanding ENL students receive a minimum of 90 minutes of ENL instruction. All ENL instruction is delivered in English with native language support by a certified ENL teacher. Students' receipt of mandated services are ensured by close review of student schedules by the ENL coordinator, ENL teacher, guidance counselors, programmer, and assistant principal.

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.

Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Classes are conducted in English with native language support in the form of glossaries, translated texts, technology, etc. Effective strategies used across all content areas include: differentiation, small group instruction during extended day, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text representation). Our ELL school focus is on reading and analyzing non-fictional texts and writing opinions and argumentative essays in response to the readings, across all content areas, and in alignment with Common Core standards. Through our various weekly professional learning sessions, we have learned that studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for instruction in the native language (or with native language support).

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

ELLs are evaluated initially with the Spanish LAB to determine language dominance and language skills. Side by side content area area Regents are provided to all ELLs in their native language. In addition, ELLs are offered the option of responding to performance tasks and teacher created tests using their home language. The ENL teacher collaborates with the content-area teachers during departmental meetings and grade inquiry meetings so that all ELLs will be fully supported in the content area classes during the regular school day. Native language support is provided in all classes including the use of bilingual glossaries, translated textbooks, libraries and resources in the student's home language. The ENL teacher provides ongoing professional development on how to incorporate literacy strategies into content-area courses in order to make content comprehensible to enrich language development of our ELLs. Some of the strategies the ENL teacher shares with her colleagues are as follows: Extraction of the Main Idea; Skimming; Scanning; Transcribing for Accuracy; Listening-Note-taking; Active Reading; Think-Pair-Share; Balanced Literacy Strategies; Use of graphic organizers; Successful use the "workshop model" in one's classroom.

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

Our Common Core-aligned curriculum stresses all four modalities for the ELLs. Evaluations include city and state formal assessments, as well as formal and informal teacher assessments. Examples may include note-taking during a speech or lecture, student presentations, essays and research papers, and textual readings with high-level Depth of Knowledge comprehension questions.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Specific differentiation strategies differ by ELL subgroups:

a. SIFE - SIFE students need to acquire English language proficiency and content area knowledge. To support student development, SIFE students receive a resource period or an extra period of ESL during the instructional day. Additionally SIFE students are encouraged to also join lunch period and after school tutoring sessions, as well as an ESL Enrichment program after school. All teachers are trained to use classroom assessments, digital technologies, flexible groupings and targeted interventions to address gaps in students' knowledge base. The ENL teacher is responsible for keeping in constant contact with all of the teachers who have the SIFE students in their classes, as well as the resource room teacher, the guidance counselor, and the family, if possible.

b. Newcomers - Teachers leverage native language knowledge and literacy in order to engage newcomers. Strategies include hands-on learning; having students write, illustrate, and record their own books, having students create their own picture dictionaries and flash cards; incorporating drama to act out events and stories; use of interactive activities such as the SMARTBoard, manipulatives, and reciprocal teaching. Teachers introduce appropriate new vocabulary, building students'

social and academic language. When using new vocabulary or explaining new concepts, teachers rephrase, define in context, and clarify explanations.

c. ELLs receiving service 4-6 years - Teachers continue prior instructional practices and build competencies by using word associations, wordsplash relationships, KWL charts, and anticipation guides. Teachers provide a print rich environment by covering their walls with lots of visual resources that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Teachers continue to develop collaborative and social skills through project based learning and group work. Additionally vocabulary and literacy is promoted through the use of Hi/Low texts, native language materials, and bilingual glossaries.

d. Plans for Long term ELLs (7 or more years) - To build proficiency, long term ELLs will be programmed for extended day options when possible, including after school enrichment. Counselors and trained support staff will provide ongoing social and emotional support. The ESL teacher in conjunction with content area teachers will provide targeted instruction based on a variety of assessments including ELA MOSL baseline assessment, classroom assessments and summative assessments. Additionally, longterm ELLs will be encouraged to participate in the College Now program. The school developed a home-school partnership to ensure that parents can effectively support and monitor their child's progress. To facilitate this partnership, the school has implemented the online Jupiter grade system. The school regularly shares information about school and parent-related programs, meetings, and other activities. We ensure that this information is formatted and translated in ways that parents can easily understand. We provide materials and training to help parents work with their children to improve their achievement level (e.g. literacy and use of technology). We provide parents with periodic written and verbal progress reports in their native language. During daily Common Planning Time throughout the academic school year, teacher teams work collaboratively with support from the administration, Literacy coach, and CFN instructional specialist to develop CCLS performance tasks and rubrics and discuss implementation and analysis of student work. We have implemented the Advancement Via Individual Determination (AVID) system school wide to help close the achievement gap by preparing all our ELL students for college and career readiness. Specifically, we have incorporated Writing, Inquiry, Collaboration, Organization and Reading to Learn (WICOR) methodologies in our daily instructional practices to increase students' learning and outcomes.

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.

We have implemented a re-identification process that allows our school's parents and students who believe that a student may have been misidentified as an ELL or non-ELL to request that the ELL Identification Process be administered a second time. This process takes place within 45 school days of enrollment as per the ELL Policy and Reference Guide. We have established protocols and assign qualified and trained staff to manage both the initial and Re-identification Process. The Re-identification Process is completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process is completed within 20 school calendar days. The Re-identification Process consists of the following steps:

1. The school receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. The ENL Coordinator reviews all documents related to the initial or reentry identification process detailed above.
3. The ENL teacher reviews the student's work in English and in the home language.
4. The ENL teacher may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. The ENL Coordinator consults with parent or guardian.
6. The school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. The ENL Coordinator consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the ENL Coordinator and ENL teacher, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents are kept in the student's cumulative file and in a main ENL file in the main office records room.

A calendar of events will be maintained in the main office by the ENL Coordinator, so that deadlines are met as mandated.

Phase 2: between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL Coordinator, the parent/guardian, and the student. If the principal, based on the recommendation of the ENL Coordinator and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or her designee. Final decision notification will be in writing to the parent, guardian, and the student in the parent's preferred language within 10 school calendar days.

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?

Plans for ELLs with special needs - SWD-ELLs are served as per the students' IEP. Teachers regularly meet during departmental meeting and grade inquiry team meeting to address the needs of all students through differentiated instruction and scaffolding based on the particular students' IEPs. Graphic organizers, other visual aids, and sensory tools help students with special needs move from concrete to abstract understandings. Teachers focus on building student's schema by relating new materials to students' prior knowledge and experience base. All materials used by teachers for both the general education and ELL population is common core aligned. Our school only offers a free-standing ENL program.

As previously mentioned, the Read 180 program is a computer-based enrichment program specifically designed to support individual ELL student needs.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school offers a Freestanding ENL program where students are programmed in ungraded classes according to their English Language proficiency levels. Our school makes every effort to meet the diverse needs of SWD-ELLs within the least restrictive environment. Our certified ENL teacher's schedule is flexible enough to allow her to provide ENL instruction to ELLs during the regular school day, as well as collaborate with the departmental team and grade inquiry team to monitor individual ELL's progress in core subject classes and by grade. Supplemental support for ELLs is provided by a licensed ESL teacher during early-morning and after-school classes for further enrichment. One of our special education teachers offers after school academic support to ELL-SWD students preparing for NYS Regents examinations.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

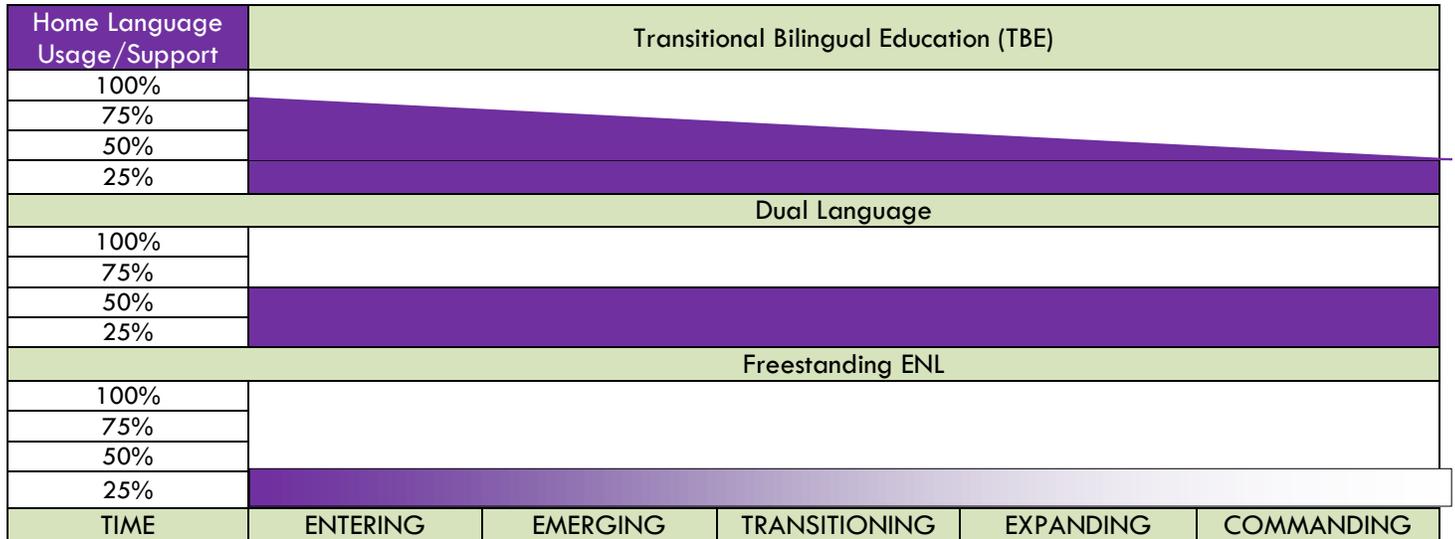


*Note “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs for entering and emerging ELLs across all content areas are as follows: Literacy Development across the content areas (All teachers are reading teachers-not just content instructors). This year's NYCDOE instructional expectations focus on reading and analyzing informational texts and writing opinions or arguments in response to the text. These specific skills are taught across all content areas and are aligned with the NYS Common Core Learning Standards and include the use of technology, visual, auditory, and tangible real-life materials regarding the delivery of instruction; some bilingual instruction for entering/emerging students who have recently arrived to the country; peer tutoring provided by the National Honor Society students; components of the SIOP Model are used in all core subject classes; components of the workshop model are used in all core subject classes; Columbia Teacher's College Lucy Calkins Balanced Literacy Model. All interventions are offered in English with strong native language support. The push-in model of instruction is also utilized in content areas with a concentration of entering/emerging ELL students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our Proficient/Commanding ELLs receive 90 minutes of instruction integrated in ENL/ELA AND/OR other content area, as needed. Transitional support will continue within and outside the ESL classroom. Former ELLs are entitled to and are accorded testing accommodations for up to two years after testing out on the NYSESLAT. Specific interventions include: extension of testing time, small group settings, native language support (bilingual glossaries, translated texts, bilingual classroom libraries, students' work may be presented in native language). The effectiveness of the current program is ongoing. The effectiveness of the current program on the new ELL admissions is still to be determined.
12. What new programs or improvements will be considered for the upcoming school year?
- We have implemented the Scholastics Read180 program in our daily instructional course offering for our ELLs. Our ELL students receive intense academic intervention services to address the reading and writing deficits. READ 180 supports educators with a comprehensive system of curriculum, instruction, and professional development, while providing students with personalized rigorous instruction for college, career, and beyond. The Read180 Response to Intervention (RTI) Approach utilizes a comprehensive support method that addresses students' individual needs. The Read180 program was implemented in our school as a Response to Intervention for Students in Tier I, Tier II & III where the majority of students are reading below grade level. Through various classroom observations, and students' progress reports we have noted that 90% of the ELLs have increased their reading comprehension by at least one grade level. Our new programs will include more field trips within and out of the city for ELLs to acculturate students to American historical sites, SAT prep course, college tours, the literary society, etc.
13. What programs/services for ELLs will be discontinued and why?
- n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all programs in our school community. All communications, flyers, letters to home and the students to inform them of programs and activities are provided in English as well as in the student's home language. ELLs are encouraged to join programs and activities that are open to all students at GILPP. The activities include: Newsletter Committee, ENL Enrichment during extended, lunch period tutoring, email the teacher, honor society, yearbook club, moot court/mock trial, online credit recovery. Notification, newsletters, flyers, letters to parents/students are distributed in English and in the students' home language. Title III program provides instruction and supports that are over and above the support provided in the regular school day. For the school year, 2014-2015, our senior class president and valedictorian was an ELL student, just one of many who participate in academic and extracurricular activities.
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.
- We use the following instructional materials and technology to support ELLs in the content area as well as in language acquisition: the Shining Star series, Gateway to Science, Sadlier-Oxford Vocabulary Workshop books, novels, teacher-created materials, Barron's Regents Review books (all content areas), PowerPoint, Word, Internet, Smartboard, Media Library, laptops, iPads, etc.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native language support is delivered via the Freestanding ENL program model across content areas, but especially in ENL classes with the ENL teacher. The ENL teacher used the text, meeting the needs of Second Language Learners, written by Judith Lessow-Hurley and uses the methods outlined in her book, as well as shares these methods with her colleagues in charge of the content-specific course rigor. ELLs can, and have, benefited from the concept that students who are literate in their native language(s) will acquire literacy in another language much more easily. Skills learned in a first language will transfer over when learning English. When teaching, heterogenous and/or homogeneous grouping (one should switch on and off with each task or day-to-day lesson) will allow students to converse in their native tongue with each other, while reading and writing in English. Bilingual glossaries, bilingual textbooks and other reading materials, and translations are provided in ENL and in all content area classes. School-related tasks require a sophisticated grasp of the English language and native language support can help students develop their

language and literacy skills. Students who are highly proficient in two languages appear to have academic advantages over monolingual students. Supporting native language also bolsters students' self-esteem.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Concepts taught, ideologies explored, content learned, and the resources which assist our teachers in reaching every student are age, level, and grade appropriate. Support services are aligned to age and grade level through grade-team meetings to ensure alignment among NYS Common Core Learning Standards, NYS content standards, curriculum, and age appropriateness. Our teachers are bell-to-bell instructors, role models, guidance counselors, community out-reach personnel, academic rigorists, team players, and everyday learners themselves.
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).
Newly enrolled ELLs are paired with more advanced ELLs in an informal "buddy" system. The ENL teacher provides tutoring to help those students catch up and progress in their classes. Peer tutoring is also available. Our guidance counselors also have a daily check-in system to support students smooth integration and transition into our school community. Teachers and related staff are notified of newly admitted students via online email communication and notices in their mailboxes.
19. What language electives are offered to ELLs?
At our school, Spanish is offered as a language elective.
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)?

Due to enrollment based on parent choice, we currently do not offer a dual language program.

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.)
Professional development sessions are geared toward the identification of ELLs and the instructional needs of ELLs. The ENL teacher will continue to be a part of the Professional Development team at our school, as well as continue to provide training for all content area teachers. Participants include: Assistant Principals, guidance counselors, secretaries, office personnel, and the parent coordinator on city mandated PD days in November, February, and June. Professional development is offered during our mandatory professional development meetings on Mondays to all pedagogues. In addition, content-specific PD is offered to content area teachers by disciplines. All professional development opportunities offered by the DOE are shared with our staff and those who attend turn-key the knowledge internally. Support staff: guidance counselors, psychologists, etc., receive professional development through external and internal workshops.
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?
All ELL training sessions emphasizing the Common Core Learning Standards take place on select PD days, teacher team meetings, on campus, off campus, by the ESL teacher, RB-ERN, QTEL, ELL Considerations for CCLS, and additional organizations sponsoring PD's around the city.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Professional development sessions for staff assisting ELLs transition to high school are held during the first day of school with the support of the ESL teacher, the department teams, coach, network support specialist and administration. Various strategies to help the ELLs are presented such as scaffolded instruction, social immersion, cultural adjustments, differentiated instruction, etc. Resource materials includes the LAP Tool Kit.
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.
Our professional development requirements per CR Part 154.2, mandate that 15% of total hours for all teachers, and 50% of total hours for ENL teachers receive ELL-specific professional development. We maintain agendas and attendance records of all our weekly professional development sessions. We ensure that all school staff receives the minimum hours of ENL training in ELL identification and ESL strategies. Records of attendance and workshop certificates are maintained by the school secretary in the ESL Coordinator's Office. Workshop certificates are also maintained in the teachers' personnel files.

C. Parental Involvement

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

Parents of ELLs are invited to parent orientations, parent meetings, and small group workshops throughout the school year. At the meetings, parents are advised of the NYS standards, curriculum, state assessments, NYSESLAT, student projects, credit accumulation, graduation requirements, as well as celebrate accomplishments and discuss projected goals. The meetings are facilitated by the school staff to include the parent coordinator, assistant principal, ENL Coordinator, ENL teacher, guidance counselors, content area teachers. Translators with translated materials are provided for all parent meetings. Our guidance counselors, parent coordinator, family worker and attendance teacher support families with housing, employment, GED and substance abuse concerns.

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.

Attendance records, staff members present at the orientation/meeting, and languages used other than English are recorded using a file system in our main office records room. Parent/student interaction and communication is recording in our ATS iLOG system. All communication letters and documents are filed in the students cumulative file and in the file system in our main office. All ELL-related documents (including but not limited to those listed below) are kept in the student's cumulative record. The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, we maintain an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. As required we refer to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA). We maintain all critical ELL documents include the following: Dated and signed copies of each student's Home Language Identification Survey; Parent Survey and Selection Form; Program Placement Letter; Entitlement letter for newly identified ELLs; Continued entitlement letter for continuing ELLs; Non entitlement letter; Language Proficiency Team NYSITELL Determination Form ; among others as required.

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

We have developed a home-school partnership to ensure that parents can effectively support and monitor their child's progress. To facilitate this partnership, the school has implemented the online Jupiter grade system. The school regularly shares information about school and parent-related programs, meetings, and other activities. We ensure that this information is formatted and translated in ways that parents can easily understand. We provide materials and training to help parents work with their children to improve their achievement level (e.g. literacy and use of technology). We provide parents with periodic written and verbal progress reports in their native language. 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. The Felisa Rincón de Gautier Institute for Law and Public Policy 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. All informational materials and communication is available to parents in their preferred language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently we are actively seeking Community Based Organizations partnerships.

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

Intake and yearly parent surveys are assessed with our community mapping project, census and Department of Health reports for our area by our School Leadership team (SLT) to determine the needs of parents in our learning community. Translators with translated materials are provided for all parent interactions.

The parent coordinator works closely with the school and the parents to increase parental involvement.

He outreaches to community organizations, through constant outreach he engages parents in their children's education. Mr. Ortiz facilitates parent meetings, and assists in the organizing of open school day- and evening meetings.

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

Our parent coordinator organizes bi-annual, bilingual parent forums based on our formal and informal parent and community surveys. Agendas, forum materials, surveys are provided in English and in the parents' preferred language. We offer English

language enrichment opportunities to our parents, GED and community college information and assistance. Mr. Orti, our parent coordinator, facilitates parents' use of our computerized interactive grading system and our interactive school website, in addition, to the other responsibilities outlined in item # 5.

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.

N/A

School Name: Felisa Rincon de Gautier Insti**School DBN: 08X519**

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)
Grismaldy Laboy-Wilson	Principal		7/23/15
Rosa Salcedo	Assistant Principal		7/23/15
Angel Ortiz	Parent Coordinator		7/23/15
Menorah Winston	ENL/Bilingual Teacher		7/23/15
Padmini Coonjah	Parent		7/23/15
Kepner Clement/ FL Teacher	Teacher/Subject Area		7/23/15
Miguel Pares / Read180 Teacher	Teacher/Subject Area		7/23/15
Kathleen Stricks	Coach		7/23/15
	Coach		1/1/01
Catia Cosme	School Counselor		7/23/15
Carron Staple	Superintendent		7/23/15
Olga Mejia-Glenn	Borough Field Support Center Staff Member		7/23/15
Sandie Maldonado	Other <u>Counselor</u>		7/23/15
Maxine Green/ Speech Teacher	Other <u>Speech Teacher</u>		7/23/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08x519**

School Name: **Felisa Rincon De Gautier Institute**

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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Home language surveys inform us that we have a 80% Latino (Spanish-speaking) population, with other parents speaking, Arabic, Bangali, French, Oneida, and Soninke. The school's principal, assistant principal, foreign teachers, guidance counselors, programmer, community associate, and parent coordinator are bilingual in Spanish and English. They translate all newsletters and parent letters in Spanish as well as provide oral translations. Teachers and staff are aware that some parents prefer communications in their native language, since preferred languages are shown in both ARIS and on student emergency blue cards. As needed we also use the DOE translation and interpretation unit.

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.

Our parents preferred languages are Spanish, Arabic, Bangali, French, Oneida, and Soninke.

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.)

Our school disseminates the following documents every year which contain critical information about educational programs and services:

Monthly Newsletter; parent-teacher conference announcements; after-school and Saturday school program information; New York testing dates announcements; Parent Association notices; letters from the school Leadership; attendance notices; etc. These documents will be provided to parents / guardians in their preferred language. As needed we use the DOE translation and interpretation unit.

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.

During formal face-to face parent meetings throughout the school year informational interactions will be translated/interpreted to parents in their preferred language. The school's principal, assistant principal, foreign teachers, guidance counselors, programmer, community associate, and parent coordinator are bilingual in Spanish and English. As needed we also will utilize the DOE translation and interpretation unit. We anticipate the following formal face-to-face meetings: Curriculum Night in September; ELLs Parent/Guardian Annual meeting in October; Term 1 Parent Teacher Conference in November; End of term Awards Ceremony in January; Parent Teacher Conference in March; Parent Teacher Conference in May; End of Year Awards Ceremony in June; daily parent outreach by parent coordinator and guidance counselors; weekly home visits conducted by our family worker and attendance teacher; etc.

Part C: Providing Language Assistance Services

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

In house staff is majority bilingual in Spanish and English. Staff translates all newsletters and parent letters in Spanish immediately. The required signage and DOE translations are posted in the school to inform parents of their rights to translation services. The phone number for the Translation and Interpretation Unit is readily available in the main office and in our staff handbook. As needed we also use the DOE translation and interpretation unit

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.

The principal and assistant principal as well as the parent coordinator are bilingual in English and Spanish. They serve as translators to parents. As needed we also use the DOE translation and interpretation unit.

Part D: Training Staff on Policies and Procedures

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

Professional Development will be provided to all staff in September to ensure that all staff members are aware of how to use the translation services and the over-the phone interpretation services. Translation and Interpretation brochures and all other available DOE language documents will be distributed through email to all staff. The phone number for the Translation and Interpretation Unit is readily available in the main office and in our staff handbook. Ongoing professional development will be provided to all staff during our weekly Professional Learning Monday meetings. As needed we also use the DOE translation and interpretation unit.

Part E: Providing Notice of Language Assistance Services

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

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

Our school staff helps our school meet the parental notification requirements for translation and interpretation services as per Chancellor's Regulations. Phone calls are made routinely and signs are posted to remind parents of the contacts at the school and from the DOE.

Part F: Monitoring and Quality Control

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

Spanish speaking parents for the most part want communication to be in Spanish (i.e. letters from the school in Spanish). The principal, the assistant principal, the parent coordinator, and the foreign language teachers are bilingual in English and Spanish. Findings were reported to the school community at staff meetings and PTA meetings. According to the annual parent surveys, parents indicated that they prefer communication from the school to be translated to Spanish.