

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

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

**75X754**

**School Name:**

**J. M. RAPPORT SCHOOL CAREER DEVELOPMENT**

**Principal:**

**DANIEL HOEHN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Jeffrey M. Rapport School for Career Development School Number (DBN): 75x754  
Grades Served: 9-12  
School Address: 470 Jackson Avenue, Bronx, NY 10455  
Phone Number: 718-993-5581 Fax: 718-585-4624  
School Contact Person: Daniel Hoehn Email Address: Dhoehn2@schools.nyc.gov  
Principal: Daniel Hoehn  
UFT Chapter Leader: Freddie Cole  
Parents' Association President: Jisbel Barada  
SLT Chairperson: Jeffrey farley  
Title I Parent Representative (or Parent Advisory Council Chairperson): n/a  
Student Representative(s): Matt Nunez  
Alyn Tirado

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 First Avenue, NY, NY 10010  
Superintendent's Email Address: ghecht@schools.nyc.gov  
Phone Number: 212-802-1503 Fax: 212-802-1678

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Ave. Bronx NY, 10462  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 718 828 7776 Fax: \_\_\_\_\_

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeffrey Farley	*Principal or Designee	
Freddie Cole	*UFT Chapter Leader or Designee	
Jisbel Barada	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Matt Nunez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alyn Tirado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
A. Clayton	Member/ Teacher	
D. Scally	Member/ Teacher	
Dr. Cummings	Member/ Teacher	
C. Kelley	Member/ Teacher	
Doris Snell	Member/ Parent	
Dellia Conforme	Member/ Parent	

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Jeffrey M. Rapport School for Career Development (754X) is a District 75 high school located in the heart of the South Bronx. The school provides services to three distinct populations of special needs students spanning the ages of 14-21 years. We deliver academic, social-emotional, and transitional services to standardized assessment students who have been classified as emotionally disturbed as well as alternate assessment students who have been diagnosed as learning disabled or developmentally delayed. Standardized assessment students follow the traditional pathway toward graduation which includes the accumulation of credits and passing of Regents/RCT exams. Alternate Assessment students pursue the Skills and Achievement Commencement Credential. As such, these students receive educational, employment, and transition experiences which will serve them well as they proceed into adulthood. The majority of our students live in the area of the school which has historically been categorized as economically depressed. However, we do receive and welcome students from all across New York City. The following is the school's Mission Statement and Educational Vision:

### MISSION STATEMENT

At 754X, we support all students to achieve by educating the whole child. Our school seeks to accommodate all learners in a safe and productive environment. We work to prepare our students for the world after graduation where they are expected to apply new learning, and to adjust to new situations.

By being cognizant of the learning needs of each student, we incorporate the strategies and methodologies to support achievement. We provide a Standards based curriculum to all students, which offers multiple pathways to graduation, and transition to independent living.

In order to do this we welcome and celebrate all stakeholders, while emphasizing respect and collaboration, in a supportive, caring environment.

### EDUCATIONAL VISION

We are committed to providing students with the academic and social skills necessary to become productive citizens. We are dedicated to providing a rigorous and engaging curriculum that reflects the skills of a technology based 21st century workforce. As a community, we envision continual improvement of academic programs, social/emotional supports, pedagogy, and professional development.

As indicated in the school's Mission Statement, we, at 754X, seek to educate the whole child in a safe and productive environment. Our students, sadly, have oftentimes been failed by their previous schools and by numerous adults. We seek to re-establish structure and academic rigor in students' lives. We focus on developing and maintaining relationships with students in order to lay the foundation for academic and personal achievement. The school has developed partnerships with non-District 75 schools to offer additional pathways to graduation, provide services to students alongside their non-disabled peers, and deliver instruction in the least restrictive environment possible. The school has also developed partnerships with agencies and establishments across New York City to introduce students to the necessary skills for employment.

The school has made great strides in numerous areas this past school year. However, one area stands out in particular. Since 2012, 754X has annually increased the level of rigor in terms of classroom instruction. 2014-15 proved to be no different. Each staff member was provided with the 754X Instructional Handbook which contained the Citywide Instructional Expectations, the 754X Instructional Focus, 754X Prioritized Standards, Scope and Sequence, Rubrics, as

well as many more instructional tools. The dissemination of this Handbook improved instruction throughout all classrooms and all academies. Teachers were better prepared, knowledgeable of the school's expectations, and a high level of cohesiveness was evident throughout the organization. This can readily be seen in the data. To be precise: In the area of Designing Coherent Instruction (1E planning and preparation), 91% of teachers received a rating of Effective. In the observation portion of 1E, 18% of teachers received a rating of Highly Effective. Additional Advance data, in the Domains of Instruction and Classroom Environment, display similarly high levels of rigor contained in classroom instruction. This area of the Framework for Great Schools (Rigorous Instruction), will continue to be an area of focus in the 2015-16 school year.

Certain elements of the Framework will be a priority in the upcoming school year. One such element, Strong Family-Community Ties, is of particular interest to the school. As evidenced by the preliminary response rates of the NYC School Survey, the school has much work to do in strengthening the connection between parents and the school. According to the response rates, only 9% parents chose to complete the survey. Clearly, parents do not feel a connection to the school. This area will have to be improved upon in order to improve student achievement. The school will focus on collaboration with parents to ensure accountability, incorporate parents further into the decision-making process and be equal partners in their child's education.

Another element, Supportive Environment, will be focused upon in order for students to achieve their maximum academic and social-emotional potential. As previously indicated in the school's Mission and Vision statements, we at 754X seek to provide a safe and productive environment that delivers continually improving social/emotional supports.

A review of On-Line Occurrence Reporting System (OORS), Suspension, and Attendance data clearly indicate the need for the school to improve student support services in these areas.

## 75X754 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	572	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	2	# CTE	N/A
School Composition (2013-14)					
% Title I Population	N/A	% Attendance Rate			64.5%
% Free Lunch	74.7%	% Reduced Lunch			0.5%
% Limited English Proficient	37.2%	% Students with Disabilities			98.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.2%	% Black or African American			34.4%
% Hispanic or Latino	62.0%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	2.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			9
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.2%	% Teaching Out of Certification (2013-14)			10.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.97
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward	N/A	Recognition			N/A
In Good Standing	N/A	Local Assistance Plan			N/A
Focus District	N/A	Focus School Identified by a Focus District			N/A
Priority School	N/A				
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	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 Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

Despite significant strides made in the delivery of instruction to students, student performance data on Regents and RCT exams has not displayed the desired and corresponding results. To be specific: of the students who sat for exams in January 2015 (Regents/RCT), under 15% received a passing score. The data for the June testing period will be considered when scores become available. In order for the school to achieve its mission and vision and prepare students for college and career, instruction and student mastery of the Standards will have to improve.

### 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, all students consistently registered at the school will demonstrate proficiency in the school’s prioritized Focus Standards. This will be measured by a 10% increase in the passing rate of standardized exams administered in January 2016. This goal will be achieved through the employment of specific strategies outlined in the school’s Action Plan and will prepare students for College and Career.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Identification of the school's 2015-16 Priority Focus Standards in Reading, Writing, and the Instructional Shifts in Math</p> <p>Creation and communication of the school's Instructional Focus</p> <p>Creation of the school's Scope and Sequence for Humanities in grades 9-12</p> <p>Creation of the school's Scope and Sequence for S.T.E.M. in grades 9-12</p> <p>Creation of the school's Instructional Handbook</p>	<p>Teachers</p>	<p>July 2015</p>	<p>Administration</p> <p>Teacher Leadership Team</p> <p>Instructional Leads</p>
<p>Formation of the 2015-16 Assessment Team</p> <p>Creation of Rubrics to be applied school-wide, by Unit, in both Standardized Assessment and Alternate Assessment</p> <p>Creation of Knowledge of Students Forms</p> <p>Schedule Common Planning Time for Teachers</p> <p>Provide professional development training for staff members in the area of 2B-Establishing a Culture for Learning</p>	<p>Teachers, 100% of Students</p>	<p>September 2015-May-2016</p>	<p>Administration</p> <p>Assessment Team</p>
<p>Via the ADVANCE cycle of observations, conduct formal and informal classroom observations</p> <p>Provide professional development training to staff members in the area of 3C-Engaging Students in learning</p>	<p>Teachers, 100% of Students</p>	<p>October 2015-May 2016</p>	<p>Administration</p> <p>Instructional Leads</p>

Organize Final performance Task Presentations			
Conduct Rubric Review			
Conduct school “walk-through's”	Teachers, Parents, 100% of Students	November 2015-June 2016	Administration
Conduct Bulletin Board Evaluations			Instructional Leads
Conduct Knowledge of Student Form Review			Counselors
Conduct Scholarship Report analysis			Parent Coordinator
Provide professional development training to staff members in the area of 3D-Using assessment in Instruction			
Final Performance Task Review			
Schedule and advertise Regents Preparatory Review			
Contact Parents regarding importance of exam participation and success			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Teachers										
Teacher leadership Team										
Assessment Team										
Administration										
Counselors										
Parent Coordinator										
Instructional Leads										
Danielson Framework for Teaching										
Knowledge of Student Forms										
Unit Rubrics										
Schedule Adjustments										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

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

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>ADVANCE data analysis December, 2015</p>
<p>Knowledge of Student Binder Review November, 2015</p>
<p>Regents/RCT performance analysis February, 2016</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 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.

As indicated in the school’s Mission and Vision statements, the school is committed to providing a safe and productive environment which will allow students to succeed. The school provides a number of social/emotional supports that help to achieve our vision and keep incidents to a manageable level. These supports include a Positive Behavior Supports system, access to counseling, additional programming options, and an open-door policy to the Principal’s office. These supports enable the school to:

- decrease the number of reportable incidents as the school year progresses
- maintain the significant majority of On-Line Occurrence Reporting System (OORS) to the Level 2 category
- reduce the number of suspensions
- solicit student voice
- provide a number of different student options

Although this system of supports is in place, this school year has seen an uptick in the number of incident reports entered. Based upon data culled from OORS, the NYC School Survey, and attendance, it is evident that the school needs to improve its social/emotional supports in an effort to reduce the number of reportable infractions and improve student attendance. Reduction of such infractions will improve student achievement and allow the school to progress in maintaining and supporting the academic and social/ emotional growth of all students.

### **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 school will have reduced the number of reportable infractions indicated in the NYCDOE Discipline Code by 10%. This reduction will be visible as compared to the number of incidents entered in school year 2014-15 and a corresponding decrease in the number of Principal and Superintendent suspensions of the same time period.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Deliver Introductory Student Assembly</p> <p>Presentation of iCare PBIS System</p> <p>Presentation of Student Handbook</p> <p>Delivery of Discipline Code Lessons</p> <p>Presentation of Student Behavior Contract</p> <p>Block Scheduling utilized to minimize transition</p> <p>Strategic room utilization by Cluster</p> <p>Provide training to staff members in Therapeutic Crisis Intervention</p> <p>Provide training to staff members in Post Crisis Response</p> <p>Develop Crisis Team schedule</p> <p>Deploy Administration at morning entry</p> <p>Solicit staff participation in the PBIS Team</p>	<p>100% of students,</p> <p>Teachers,</p> <p>Counselors</p>	<p>September 2015</p>	<p>Administration</p> <p>Teachers</p> <p>Counselors</p>
<p>Establish Student Safe Zone</p> <p>Strategic deployment of staff members to provide additional student supervision</p> <p>Monthly OORS/Attendance data analysis</p> <p>Establish Student Mediation Center</p>	<p>100% of students</p>	<p>October 2015- June 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Students</p> <p>Crisis Team</p>

<p>Conduct Student Government Elections</p> <p>Administer Student Surveys</p> <p>Enhance appearance of classrooms/hallways</p> <p>Establish Student Recognition Areas</p> <p>Provide additional student options for stress-inducing times of day</p> <p>Solicit student representatives for the PBIS Team</p>			<p>Teachers</p> <p>Counselors</p> <p>Paraprofessionals</p>
<p>Conduct iCare Awards Assembly</p> <p>Enhanced student rewards offered</p> <p>iCare Trips</p> <p>Conduct Student Government –Principal conferences</p>	<p>100% of students</p>	<p>November 2015-June 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Students</p> <p>Crisis Team</p> <p>Teachers</p> <p>Counselors</p> <p>Paraprofessionals</p>
<p>Detail student requirements for transition to Least Restrictive Environment (LRE)</p> <p>Conduct student tours of LRE sites</p> <p>Identify and celebrate students moving to LRE</p> <p>Detail Alternative Pathways to Graduation</p>	<p>100% of students, Teachers</p>	<p>December 2015-June 2016</p>	<p>Administration</p> <p>Teachers</p> <p>Counselors</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers</p> <p>Crisis Team</p> <p>Paraprofessionals</p> <p>Counselors</p> <p>NYCDOE Discipline Code</p> <p>Students with Disabilities Graduation Requirements</p>

ICare PBIS System

Block Scheduling

Teacher scheduling adjustment

Fund raising

Per Session Funds

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

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

OORS data analysis December, 2016

OORS data analysis February, 2016

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

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

**Section 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.

**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.

**Part 3 – Action Plan**

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

**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.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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 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"> <li>• 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.</li> <li>• 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.</li> </ul>

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

**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.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

As mentioned earlier, an area of particular focus will be strengthening Family and Community Ties. Initial response rates on the NYC School Survey indicate how disconnected families felt toward the school. This is particularly disturbing because the Parent response rates had improved by 100% between 2012-13 and 2013-14. In addition, despite having strong responses from parents in terms of the Instructional Core, Communication, and Engagement, the school was still outperformed as compared to the Citywide average for other District 75 schools. Thus, the gains made by the school in prior years seemed to be slipping away. Student performance trends in the areas of attendance, social/emotional development, also indicate a need to better engage our parents in an attempt to bolster student achievement and enhance accountability.

### **Part 2 – Annual Goal**

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

By June 2016, the school will have increased parent participation in the educational and social/emotional aspects of each student’s High School career by at least 50% as compared to the previous school year. The school’s progress in meeting this goal will be measured in a variety of ways. Specifically: Attendance at Parent/Teacher Conferences, Parent Participation at school-wide events, and an increase in the response rate on the NYC School Survey.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Beginning of school year contact with families:  Principal's Welcome Letter  Parent Telephone Contact  Delivery of semester 1 Syllabus by subject area Teachers  Set up of Parent NYC Schools Accounts  Creation of 754 Monthly Calendar of Events	Parents  100% of students	September, 2015-October 2015	Administration  Teachers  Counselors  Parent Coordinator
Creation and distribution of monthly Parent Workshop schedule  Participation in the PROMISE Program initiative	100% of students Identified PROMISE Students  Parents	September 2015-June 2016	Administration  Parent Coordinator  PROMISE Team
Conduct Parent Conferences 4 times per year regarding IEP Progress Report Updates  Increase mailings to parents regarding Report Card grades, Parent/Teacher conferences, Regents Exam Invitations  Parents invited to Mid-Year and End of Year Academic/PBIS Award ceremonies	100% of students  Parents	November 2015-June 2016	Administration Teachers  Counselors
Conduct Title III program  Parent invitation to Mid-Year and End of Year Family Fun Days	100% of ELL students.  100% of students	February 2016-June 2016	Teachers, Paraprofessionals, Counselors  Administration  Parent Coordinator

Information distributed to Students/Parents regarding the NYC School Survey			
Parent invitation to Mid-Year and End of Year Attendance luncheons			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers											
Counselors											
PROMISE Team											
Parent Coordinator											
Scheduling adjustment											
PROMISE Program funding											
Per Session Funds											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Parent /Teacher conference attendance (50%) November, 2015
Parent participation at Family Fun Day (65%) February, 2016
Learning Environment Survey Response Rates (50%) April, 2016
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Below grade level on Scantron assessment  Transcript Analysis  Report Card Grade analysis	Wilson Reading  GED classes  Pre-GED classes  Regents/RCT Prep	Small Group  One-to-One	During school day  After School
<b>Mathematics</b>	Below grade level on Scantron assessment  Transcript Analysis  Report Card Grade analysis	Regents/RCT Prep  Homework Help	Small Group  One-to-One  Tutoring	During school day  After School
<b>Science</b>	Transcript Analysis  Report Card Grade analysis	Regents /RCT Prep Homework Help	Small Group  One-to-One	During school day  After School
<b>Social Studies</b>	Transcript Analysis  Report Card Grade analysis	Regents /RCT Prep Homework Help	Small Group  One-to-One	During school day  After School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	OORS analysis  Teacher Observation	Counseling  Mediation  FBA/BIPx	Small Group  One-to-One	During school day  After School

## 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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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.

#### **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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Jeffrey M. Rapport School</u>	DBN: <u>75X754</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>36</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>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</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:           The Title III supplemental instructional program will take place after school beginning in mid-February on selected Tuesdays and Thursdays from 3:20 p.m. – 5:20 p.m. for 12 weeks. For the 36 students projected to attend the program, we plan to have three classes with a 12:1:1 ratio as per students' IEP. Metrocards will be provided to the 10 students who will be travelling from the school's worksites to participate in our program.

The Title III instructional program will supplement content areas addressed during the school day with emphasis on the four language modalities: reading, writing, listening and speaking. The two-hour after-school session will be divided into two components: in the first hour, students will be instructed in literacy with a focus on oral and written language that is specific to cooking. The second hour will provide mathematics instruction in the context of health and wellness, more specifically, the measurements in preparing healthy meals. Technology will be embedded throughout the program to support literacy and mathematics learning. Ten iPad Airs will be purchased with Title III funds to support students' instruction in the classroom during the Title III instructional program.

Students will engage in learning activities in English geared toward promoting healthy eating and good nutrition. Students will learn about food groups, the nutritional benefits of various foods, cultural similarities and differences regarding food, how to make healthy food choices, estimate the cost of ingredients, and how to maintain cleanliness in the kitchen. An example of a unit activity will be students creating recipe books. During the literacy block, students will research healthy eating options and come to a consensus on what recipes they would like to include in their recipe book. During the math block, students will have the opportunity of making the recipes they learned about and enrich their mathematical skills by measuring and weighing ingredients.

The Title III Health and Wellness program will continue to address students' language acquisition and functional needs by focusing on literacy (reading, writing, and comprehension), technology, and mathematics (consumer math). The grouping of students will be age and grade appropriate as all students will be within three contiguous grades of their classmates. Instruction will commence after school and will be delivered by 2 certified ESL teachers and 1 Spanish Bilingual special education teacher. There will also be one Spanish bilingual school psychologist who will work collaboratively with teachers and students during classroom instruction to support students' social needs and interaction with peers and staff. The program will also be supported by 3 Spanish bilingual paraprofessionals who will assist teachers by providing individualized assistance in academic and social-emotional areas. There will also be one Assistant Principal to supervise the program and participate in professional development training and delivery.

Daily instruction for ELLs follows Balanced Literacy which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. The use of software and multimedia such as Rosetta Stone enhances and supports the development of English acquisition by bolstering students' listening skills. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English and Spanish, including books adapted by teachers to meet the needs of students with severe disabilities.

Culminating projects from the Title III program will include, but are not limited to, student-made Spanish-English glossaries with vocabulary words and phrases, student-made nutrition brochures, and student-made recipe books reflecting evidence of students' cultural history and experiences. Incorporating technology provides an excellent opportunity to enrich students' literacy

## Part B: Direct Instruction Supplemental Program Information

skills as well as enhancing experience with using computers and the internet to conduct research. Lastly, students will participate in food shopping, organizing ingredients, and sanitizing food preparation areas and equipment. This learning activity will address one of the school's goals, which is to prepare students for the world of work. Overall, students will be able to develop and enhance academic and vocational skills supplemental to the daily curriculum.

The Title III program will also address the Common Core State Standards and focus on the Chancellor's Citywide Instructional Expectations and ESL standards. According to the Chancellor's expectations, students will experience Common Core-aligned instruction across all subject areas. Units of study for the after school program will focus on: Reading Informational Text Standard 1; Writing Standard 1; Speaking and Listening Standard 1 and Language Standard 6. In mathematics, units of study will focus on: Algebra – Reasoning with Equations and Inequalities, using mathematical practices Standard #4, Model with Mathematics, and Standard #3, Construct Viable Arguments and Critique the Reasoning of Others.

Reading Information Text Standard 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Standard 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Speaking and Listening Standard 1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language Standard 6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics – Algebra

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

- ESL (All CCSS plus):

STANDARD 2:

Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

STANDARD 4:

Students will listen, speak, read, and write in English for classroom and social interaction.

Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

STANDARD 5:

Students will demonstrate cross-cultural knowledge and understanding.

Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of

### Part B: Direct Instruction Supplemental Program Information

varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

### 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: Professional Development (PD) for our Title III Program will explore best practices in ESL in the form of a Professional Learning Community (PLC) where all will contribute by facilitating a PD session. The administrator, three teachers, bilingual school psychologist and three paraprofessionals will participate in all Title III Program PDs. The precise distribution of the PDs among the eight (8) members of the Title III afterschool program will be determined after the prospective participants have applied for and obtained their positions.

The PD will begin two weeks prior to commencement of the supplemental program, in early February. The PD will take place each Wednesday from 3:20 p.m.-4:20 p.m. for 12 sessions, excluding holidays. Professional development sessions will continue to focus on scaffolding techniques delineated in the Quality Teaching for English Learners (Q-TEL) model. All participants will engage with Classroom Instruction That Works with English Language Learners (Hill and Bjork, 2008), during each professional development session. The sessions will begin with Chapter 1, Introduction to Research and conclude with Chapter 15, Generating and Testing Hypotheses. The professional development sessions will focus on this text and development of multidisciplinary lesson/unit plans (math, literacy, science) focusing on nutrition, based on concepts in the literature.

The developed lessons and/or unit plans will be presented and disseminated to teachers in academy meetings during school hours.

### 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: Workshops will be provided to parents on Wednesdays from 3:20 p.m. to 5:20 p.m for 6 weeks of the 12-week program. Of the 36 parents participating in the program, twenty will be provided with metrocards for transportation, and the remaining sixteen have indicated that they will provide their own transportation. Workshops will be provided by Keys to Abundant Life, Inc. Keys to Abundant Life, Inc. is a health and nutrition consulting company. They provide health-conscious cooking classes and health and nutrition workshops to students, staff, and parents in head start programs, pre-schools, elementary, middle, and high schools, colleges, universities, summer camps, temporary housing sites, and municipal housing authority sites. Their programs cater to participants ranging in age from 4 years to adulthood. The program focuses on creating entertaining classes that allow participants to experience healthy foods/nutrition, self-care, physical activity, knowledge of the body, and healthy living activities.

### Part D: Parental Engagement Activities

Keys to Abundant Life, Inc. will provide health-conscious cooking classes to parents and parent workshops. In these cooking classes, the participants will be exposed to cuisines from around the world. Participants will learn about different foods and cultures utilizing a STEM approach. STEM Education refers to utilizing the NYS MST Standards in the teaching and learning of the Science, Technology Education, Engineering, and Math disciplines, in an innovative, integrated, collaborative, and applied fashion to a level of challenge sufficient for college and/or career readiness. (Developed in part from the National STEM Initiative).

Participants will gain increased knowledge of nutrition and healthy food choices, a sense of community gained from interactions with other parents and students, and a new appreciation for fun in the kitchen. The parent workshops will be interactive and informative. Parents will understand their health from a holistic perspective which will enable them to analyze their own physical, financial, and nutritional health to achieve balance and optimal health in life.

The school will continue to use Level I of Rosetta Stone English to help parents in second language acquisition. Support sessions will focus on the dynamic immersion of this program by developing speech activation, natural discovery, and native socialization to support parents when communicating with school staff and supporting their children with their academics. Workshops will be provided to parents on Wednesdays from 3:20 p.m. to 4:20 p.m. for 6 weeks of the 12-week program.

Information for the Title III Program will be disseminated using the official Title III letter and translated into the parents' native languages. They will be sent home with students as well as mailed to the homes. The letters will be followed up by several phone calls home by teachers to invite parent participation in the program. We will also schedule a parent orientation session prior to the commencement of the program which will be facilitated by the Parent Coordinator. Parents will be invited to participate in their child's learning in numerous aspects of the Title III Program. As such, parents will develop a sense of connection with the school, a sense of relevance in their child's education, and a sense of membership in the community.

### Part E: Budget

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

Allocation Amount: \$29412

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$21,058.72</u>	<u>After-school Instructional Program</u> <u>3 teachers x 4 hrs/week x 12 weeks</u> <u>(\$50.50) = \$7272</u> <u>3 paras x 4 hrs/week x 12 weeks</u> <u>(29.05) = \$4183.20</u> <u>1 Bilingual School Psychologist x</u> <u>4hs/week x 12 weeks (54.29) =</u> <u>\$2605.92</u> <u>1 Administrator x 4 hrs/week x 12</u> <u>weeks (52.84) = \$2536.32</u> <u>1 secretary x 10 hrs (31.12) = \$311.20</u> <u>Profesional Deveelopment</u> <u>3 teachers x 1 hrs/week x 12 weeks</u> <u>(\$50.50) = \$1818</u> <u>3 paras x 1 hrs/weekly x 12 weeks</u> <u>(\$29.05) = \$1045.80</u> <u>1 Bilingual School Psychologist x 1</u> <u>hrs/week x 12 weeks (\$54.29) =</u> <u>\$651.48</u>

**Part E: Budget**

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

Allocation Amount: \$29412

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>1 Admin x 1 hrs/week x 12 weeks (\$52.84) = \$634.80</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>\$2400</u>	<u>Keys to Abundant Life, Inc. (parent workshop) 6 sessions - (\$400 x 6)=\$2400</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$5251.00</u>	<u>iPad Air Wi-Fi 32GB Space Gray (10-Pack) with AppleCare+ = \$4871</u> <u>iPad Smart Cover - 10 @ \$38 = \$380</u>
Educational Software (Object Code 199)	<u>N/A</u>	<u>N/A</u>
Travel	<u>\$600</u>	<u>20 Metro Cards for 6 parent workshops(\$5.00 each)=\$600</u>
Other	<u>\$102.28</u>	<u>Refreshments for parents</u>
<b>TOTAL</b>	<b><u>\$29,412.00</u></b>	<u>_____</u>

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Bronx</b>	School Number <b>754</b>
School Name <b>J.M.R. School for Career Development</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Daniel Hoehn</b>	Assistant Principal <b>Jeffrey Farley</b>
Coach <b>Samantha Schwartz</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Allison Nunez</b>	School Counselor <b>Michelle Hernandez</b>
Teacher/Subject Area <b>Wilma Gonzalez/Global Studies</b>	Parent <b>Delia Conforme</b>
Teacher/Subject Area <b>Elba Valarezo/Science</b>	Parent Coordinator <b>Ariela Rosario</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>491</b>	Total number of ELLs	<b>173</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	173	<b>Newcomers</b> (ELLs receiving service 0-3 years)	33	<b>ELL Students with Disabilities</b>	173
<b>SIFE</b>	14	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	52	<b>Long-Term</b> (ELLs receiving service 7 or more years)	88

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	11	2	11	3	1	3	10	1	10	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	22	5	22	48	1	49	79	4	78	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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**Freestanding English as a New Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										28	23	25	68	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1		1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													3	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										8	11	16	51	0
<b>Emerging</b> (Low Intermediate)										3	2	7	13	0
<b>Transitioning</b> (High Intermediate)										0	2	1	2	0
<b>Expanding</b> (Advanced)										1	1	0	1	0
<b>Commanding</b> (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2	0	0	0
Integrated Algebra/CC Algebra	5	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	5	0	0	0
Living Environment	6	0	0	0
Physics	0	0	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	1	0	0	0
Geography	0	0	0	0
US History and Government	2	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA	33	0	33	0
NYSAA Mathematics	33	0	33	0
NYSAA Social Studies	33	0	33	0
NYSAA Science	33	0	33	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
The school uses SCANTRON Performance Series to assess students early literacy skills. SCANTRON is a computer based assessment that utilizes lexile measures to analyze student levels in Language Arts, Reading and Mathematics. SCANTRON automatically adjusts student performance levels as they navigate through the various assessments and provide detailed evaluation of student literacy skills embedded through the content areas. Assessment data and results show severe deficiencies in literacy skills across content areas for our ENL students. SCANTRON data accounts for more accurate student placement, diagnosis of instructional needs, including instructional adjustments, and measurement of student gains across reporting periods.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The data patterns indicate that a significant number of students, regardless of grade level, reside in the lower levels of performance. 86 total students register in the Entering(Beginning) category. Despite overall success in acquiring course credit and passing report card grades many of our students do not achieve the same type of success on the examinations. This does not necessarily indicate, however, severe deficiencies in English language proficiency. The significant disabilities of our students must also be taken into account. The students at our school display a wide range of impairments that include cognitive disabilities, emotional disturbance, and test anxiety. In evaluating the whole child, which these assessments do not, it becomes apparent that student language proficiency is not as poor as it may appear.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
At the present this time, statistical data (RNMR) is unavailable. Our analysis is based on other indicators. The assessment data showed there is a pronounced need to increase support in all literacy areas --Reading and Writing and in Listening and Speaking in English for ELL students. In general, students achieved at higher English Proficiency levels in the speaking and listening modality of the exam. Students scored lower in the reading modality as well as the writing modality throughout all grades.

Our work amongst teachers of ELLs encompasses a focus on assessment-driven/data-informed instruction. We look closely at information from AMAOs in order to guide our instruction for the upcoming year, and analyze the results in terms of annual increases

in the number of students making progress within the language modalities (speaking, listening, reading, and writing) in order to plan for guided small group instruction.

The pedagogical practice that will be implemented is continued mandated support for ENL students with additional Academic Intervention Services (AIS) using researched-based programs and methodologies. The school will also request extension of services for students in need, coupled with the Title III supplemental instructional program which will support academic remediation for students after regular school hours. The levels of English proficiency are considered when preparing lesson plans in order to implement scaffolding strategies and activities to help build on literacy and academic concepts. Teachers provide scaffolding support that is responsive to the students' needs in developing academic language.

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?

In analyzing the NYSESLAT results, student performance varies in each modality and in each grade. However, it clearly highlights the need to develop the reading and writing modality in general while identifying listening and speaking as its area of strength. It is through strategic professional development that this valuable data will be shared with content teachers of ELLs and ESL staff within the school community. This is done through department and grade level meetings. The principal has arranged for professional development and instruction that responds to findings from our ongoing assessments. Periodic assessments for ENLs are analyzed by teachers in our weekly grade meetings and weekly Inquiry Team meetings. Additionally, our teachers participate in staff development throughout the school year. PDs focus on analyzing assessment data, and using this data to inform instruction. For example, we have found from periodic assessments that our students are strong in phonemic awareness, and struggling in reading comprehension. The school leadership collaborates with ENL staff to support teachers in planning strategies that address comprehension. This includes storytelling and model lessons, as well as read- alouds and accountable talk. Our periodic assessments reflect similar results as our formal assessments (e.g. NYSESLAT and LAB-R). We see that students develop first in their native language skills, and then transfer these skills to English language proficiency. For all ENLs, students first build a base in oral language proficiency, and then are able to develop literacy skills.

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*.] Currently, 754x serves ELLs in grades 9-12.
6. How do you make sure that a student's new language development is considered in instructional decisions?

Students have the opportunity to case conference during weekly meetings with ENL teachers and related service providers. These meetings are designed to support teachers in collaboratively determining appropriate strategies to meet individual student needs. ENL teachers implement SIOP strategies, which allow students to access rigorous academic content knowledge, through supportive language scaffolds. Collaborative planning time and professional development is provided school-wide by ELL pedagogues to address the increasing need for best practices and ENL methodologies across the content areas.
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?

Currently, 754x only features ENL and TBE programs.

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

The success of our ELL program is evaluated using a variety of data which includes NYSESLAT, NYS exams, Periodic Assessments, and a wide variety of informal assessments, such as portfolios and report card grades. We use an ELL Inquiry team to study longitudinal progress of every student. This data compares not only the NYSESLAT and ELA scores but the percent gains in each of the aforementioned assessments. We closely monitor assessment data to determine the academic success of our instructional approach to our ELL programs. Assessment data is reviewed officially by school leadership on a quarterly basis through paper and online reporting. We also consider the engagement of our ELL families as a factor in the success of our ELL programs. It is essential to involve our parents in order to promote students' success. Our ELL parents are engaged in parent workshops during the supplemental program. The progress that these parents make, in their language development and in their ability to engage in their students' school work, is an element of our ELL program success. Additionally, our staff members' professional progress is a measure of the success of our ELL programs.

## 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.

CSE provides ELL recommendation services for students in District 75. Home Language Identification Surveys (HLIS) are provided via the CSE for all students who are new to the New York City DOE system. If there is no record at the CSE level, the school:

1. Provides the HLIS to parents during registration along with an informal oral interview, conducted in English and in the native language when necessary, by members of our LPT. Our bilingual pedagogues are fluent in Spanish and English.
2. If the home language is other than English or the student’s native language is other than English, the school will conduct a thorough interview with the student and examine any accompanying educational documents (ex: IEP, transcripts) to determine NYSITELL eligibility.
3. NYSITELL, if necessary, is administered by our certified Bilingual teachers and/or by our certified ENL teachers to determine service placements for students.
4. Spanish LAB (if necessary) is administered to Spanish speaking ELLs to determine language of dominance. Placement of ELL students is based on the results from the NYSITELL, Spanish LAB, conversations with parents regarding the programs the school has to offer, and students’ IEP recommendations. This is done within first 20 school days (for IEP students) when a student enters the NYCDOE system.

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).

We use the SIFE identification policy for ELLs beginning with administering the oral interview questionnaire to the student and family. For students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). We will note the initial SIFE status on the DOE’s data collection system no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status, thereby allowing the SIFE identification to be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

All students enrolled in the school have an IEP. Accommodations, goals and objectives are listed therein. The Language Proficiency Team contains the parent or guardian, an Assistant Principal, ENL teacher, Counselor, Bilingual Teacher, Coach and Parent Coordinator.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

In District 75, entitlement and non-entitlement parent identification letters are distributed at the CSE.

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).

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school will initiate a review of the ELL status determination upon receipt of a written request from:

- A student’s parent or guardian
- A student’s teacher (if the teacher’s request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process .
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student’s work in English and in the home language.
4. School 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. School consults with parent or guardian.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff 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 qualified personnel, 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 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 must be kept in the student's cumulative folder.

#### 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 a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services

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.  
In District 75, this process is done at the CSE.
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.  
In District 75, this is done at the CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
In District 75, this is done at the CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.  
In District 75, this is done at the CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
HLIS records are kept in the student permanent file within the school secure records room. This is accomplished by the school's PAS Bilingual and ENL Teachers, as well as student counselors and administrators, have access to this information if necessary. Entitlement records and parent choice records are the responsibility of the CSE and are not distributed or monitored by the school.
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 analyzes ATS report RLER to identify those students eligible to take the NYSESLAT examination. Timelines are established by NY State for administering the different sections. The LPT, in conjunction with the school's Testing Coordinator, establishes a schedule that conforms to these timelines. The team also notifies parents and students about the test administration window. Pedagogues Mrs. Ben-Anath, Mrs. Nunez, Ms. Klemas, and Mr. Keegan administer the examination.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
In District 75, students receive entitlement and transitional support until graduation or the age of 21. If students receive a passing score on the NYSESLAT, additional services are provided for the subsequent 2 years.
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).  
Approximately 86% of parents ELL students at the school have tended to select our TBE programs according to Parent Surveys and Program Selection forms for the past few years. The programs offered at the school are in direct alignment with requests rendered by parents of ELL students.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Instruction is delivered to ELL's in the following ways:
    - ENL teachers collaboratively teach with traditional subject area teachers using various co-teaching models
    - Pull-Out services
    - Integrated ModelStudents are grouped in our standardized assessment program based upon grade level which is determined by credit accumulation. In our Alternate Assessment program, students are ungraded and classes consist of students in similar age groups and similar academic levels, where possible. Therefore, students are taught in heterogeneous settings by both grade and level. Most of the time, students are in groups according to whether they are designated standardized or alternate assessment.
  - b. TBE program. *If applicable.*  
We only have an alternate assessment TBE program. HNL is taught by the classroom teacher in conjunction with ENL services provided by an ENL teacher.
  - c. DL program. *If applicable.*  
Currently, 754x only features ENL and TBE programs.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Instructional minutes, as described on the charts below, are delivered to students by way of the Push-In, Pull-Out model conducted by the school's ENL teachers. The LPT analyzes student requirements and communicates student needs to the ENL teachers. ENL teachers are required to devise their schedule, which receives oversight by the Asst. Principal of the LPT, to ensure accuracy and proper instructional time. Our bilingual teachers are each responsible for teaching 2 of the 4 core subject areas. Classes visit different teachers and thus receive instruction in all content areas. Additional native language support is provided through the use of specifically selected school personnel who are fluent in the student's native language.  
  
Students assigned to our TBE program are serviced by bilingual teachers and ENL teachers. Students in this program receive the number of units of ENL and HLA instruction as delineated by CR Part 154. ENL instruction for all Entering ELLs is 540 minutes per week ; 360 minutes per week for our Emerging ELLs and 180 minutes per week for our Transitioning and Expanding students along with 180 minutes of ELA instruction. ENL minutes are delivered by an ENL pedagogue. Additionally, TBE students receive 180 minutes of Native Language Arts (HLA) per week by certified bilingual pedagogue.  
  
Our ENL teachers also provide pull-out services to students at our off-sites and at our main-site. Students in our ENL program with IEP mandates for ENL only receive ENL services from our certified ENL teacher. Students' with IEP recommendations for a TBE program that benefit from the ENL program are provided with Alternate Placement Paraprofessionals who speak the students' native language and English. Students in our ENL program according to the CR Part 154 are entitled to the following: for students at the Entering level, 540 minutes per week for ENL instruction, students at the Emerging level receive 360 minutes of ENL instruction per week and for students at the Transitioning and Expanding levels, 180 minutes of ENL instruction and 180 minutes of ELA per week. Commanding students receive 900 minutes of ENL instruction for two additional years.
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.

To ensure that students meet the demands of the Common Core Learning Standards and pass the required state and local assessments, ENL instruction is delivered via content specific curricula. In English Language Arts and Content Areas, instruction for ELLs emphasizes on language acquisition through planned linguistic objectives and integrates principles of Universal Design for Learning (UDL). We use ongoing assessments to modify language allocation in instruction throughout the year, so as to most appropriately scaffold students developing language proficiency as students progress in response to instruction. This strategy incorporates the principle of Academic Rigor, as teachers scaffold students to perform at the height of the Zone of Proximal Development.

Teachers, equipped with a current and comprehensive view of their students' levels of language proficiency within each modality, are best able to plan for instruction that both supports and challenges their students, with the most appropriate allocation of native and target languages, to meet the demands of the CCLS. We then focus on integrating these cognitive approaches throughout the subject areas. This extends language learning, as well as promotes content comprehension. Instruction is provided in a classroom environment that supports academic language development. Characteristics of this type of encouraging environment include comprehensible input, low affective filter, and error acceptance. In addition, students practice language while processing complex and abstract ideas. This scaffolded curriculum is driven by standards-based instruction in order to promote high student achievement. ENL teachers collaborate with classroom teachers to ensure coherence of content instruction. Instructional plans are shared so that ENL teachers and classroom teachers are planning for students to achieve the same lesson objective, with scaffolded approaches tailored to individual students' needs. We utilize multiple ELL-appropriate resources to support our children in content-area learning.

Instruction is supported with multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. To comply with New York City's Literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities. All instructional materials, service supports and resources, and adapted teacher-made materials are age and grade appropriate. In the school's TBE program, core content is delivered to students via certified teachers who are responsible for 2 core content subject areas. In the school's ENL program, ENL teachers work collaboratively with traditional subject area teachers to impart instruction. Collaboration between all members of the ELL community is essential in determining student needs and creating viable student objectives. This collaboration is achieved by way of administrative scheduling and includes analysis of student work by members of the school's Assessment Team. All teachers utilize the Danielson Framework for Teaching in an effort to reflect, refine, and successfully deliver instruction. Multi-Sensory instruction is common throughout both programs as well as teaching language in context. Additional methods include scaffolding, differentiation of instruction, and the continued introduction of content-specific vocabulary. This allows for the successful delivery of the demands of the Common Core Standards regardless of what program a student is in.

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

All content area subjects in our TBE programs are delivered in English with the exception of HLA, which is delivered in Spanish. HLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by bilingual teachers utilizing native language literacy materials. The use of bilingual software and multimedia enhances and supports the development and assessment of native language skills. Native language supports are used to evaluate the content understanding of students who are not yet able to express their knowledge in English. Bilingual teachers assess students' reading proficiency using native language books. Content area knowledge is evaluated using translated content specific assessments for new ELL students. Ultimately, language of evaluation is determined based on ELLs' dominant academic language.

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

The SCANTRON Performance Series is given twice a year and the NYSESLAT is given every spring, to ensure that ELLs are appropriately evaluated in all four modalities throughout the year.

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

SIFE students are well supported through individualized and differentiated instruction from all content area teachers and receive small group instruction during AIS periods concentrating on areas of concern. SIFE students are encouraged to attend after school programming at the school as well. ENL teachers design appropriate instruction and assessments to maintain rigorous instruction. Specifically, teachers utilize DOK and UDL guidelines.

Newcomers to the ELL program (1 to 3 years of service) receive mandated bilingual and ENL instruction and additional support to build communication skills in English and in the student's native language through AIS, bilingual paraprofessionals and Title III. For ENL students who are in years 3 through 6 of service, we provide continued development and support for continued acquisition of skills through a balanced literacy approach, enhanced communication in both Spanish and English,

provisions of bilingual and ENL instruction at the worksites, and follow-up activities both in the community and at home. Our long-term ELLs (in excess of six years) receive services based on their IEP mandates, and in accordance with their proficiency levels as indicated on the NYSESLAT. Some of our long-term ELL students also attend our Transitional Sites where they gain additional training and job placement from AHRC. All instruction is designed to promote language acquisition and language growth.

When students score proficient on the NYSESLAT, they are provided with additional support for two years. Students continue to benefit from the school's after school programs. Differentiated strategies and extended time are utilized to support language needs.

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

The student's guidance counselor will monitor student progress as a result of the newly assigned status. Progress will be measured by transcript analysis, credit accumulation and/or report card grades, and passing scores on NYS examinations.

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?

Subject area teachers collaborate with the ENL teacher to work with students in small groups, twice weekly, to provide native language support in the content concepts and vocabulary, as well as targeted exam preparation for students who will take the NYS exams. Cluster teachers collaborate with the ENL teacher to support students in using language-appropriate strategies to scaffold content learning for students. ENL teachers will specifically work on vocabulary and grammar for all aspects of academic language. Comprehension and writing skills are honed and taught by the ENL teacher during ENL instruction.

As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills. Targeted students work with guided reading specialists one-on-one or in small intervention groups; language of instruction is according to student need (English or Spanish, based on dominant language in literacy).

Students also receive support through our Title III program, which focuses on building comprehension through targeting academic vocabulary.

Instruction is provided by certified Special Education teachers with bilingual extension and by certified ENL teachers. ENL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, Whole Language, and multi-sensory materials. Students designated as having an alternate placement paraprofessional receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. The use of technology is incorporated into ENL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. ELL subgroups also benefit from Wilson Reading during the school day and also participate in all after school programs such as CHAMPS, Title III After-School Program, and other sports programs. Wilson reading provides decoding, encoding, and sight word fluency, vocabulary, oral expressive language development, and comprehension.

The use of software and multimedia such as Rosetta Stone enhances and supports the development of English Literacy. Focus on language acquisition is extended throughout the curriculum and subject areas through embedded informational text reading strategies, multisensory approaches, cooperative learning, the infusion of the arts, and the use of technology. Language instruction within content area subjects is crucial for ELLs to succeed in achieving Cognitive Academic Language Proficiency (CALP), in targeted language. In addition to other resources, ENL teachers utilize content-specific material to implement effective instruction for reading and writing. Materials are acquired or created based on consultation between the ENL teachers and content area teachers. All materials reflect DOK levels and are Common Core aligned.

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?

All students who attend 754 are identified as having special needs. All students including ELL subgroups (SIFE, newcomers, ELLs receiving service 4 to 6 years and Long-Term ELLs) have opportunities to participate equally in instructional programs with AIS supports and our shop classes. Our school features the following shop classes: Dance, Plastics, Woodworking, Auto Mechanics, Recycle-a-Bike, Cooking and Catering. Our students also participate in other work related programs such as, part-time and full-time community-based work and school-based internships when they turn 17 ½.

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.

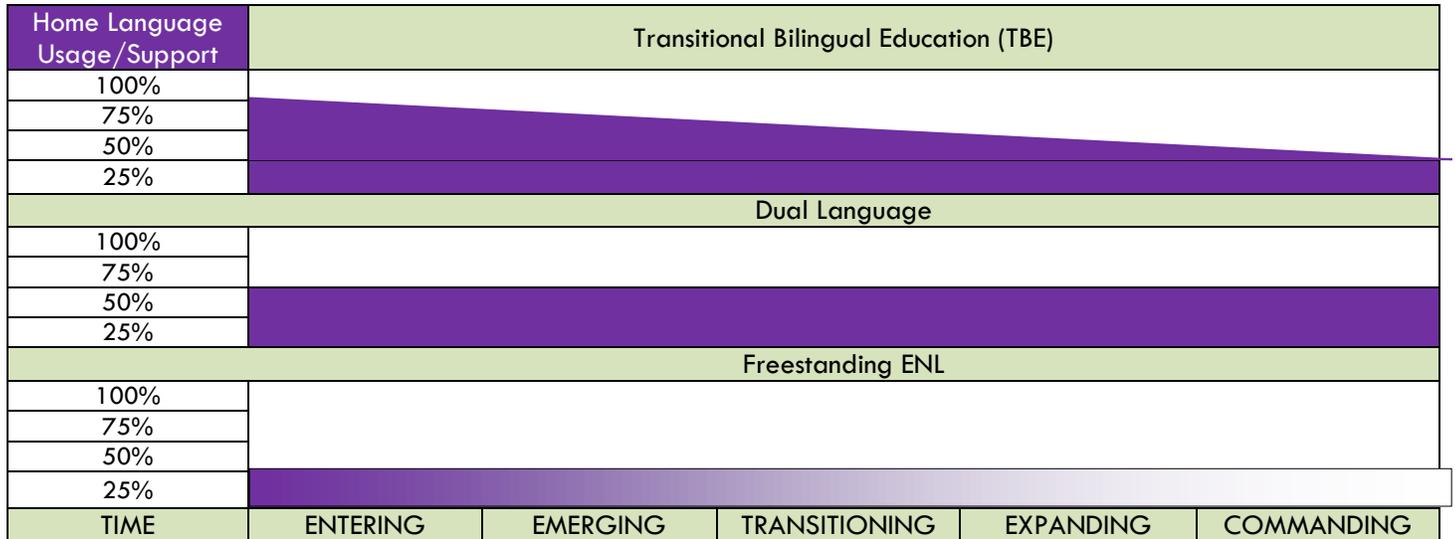


\*Note “other approved services” does not apply to New York City at this time.

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.

Students in our school receive the following targeted interventions in each content area:

- Small student to staff ratio which allows for more interaction with teachers and individually tailored instruction.
- Specially qualified teachers who receive the latest training in ENL, TBE, and special education services.
- Differentiation of Instruction which allows information to be presented in ways students can understand including DOK, UDL, and Common Core aligned activities and assessments.
- Teacher cluster meetings where teachers analyze student data to create individualized interventions for each content area subject

In addition, our school offers the following intervention programs:

- Occupational Therapy, Physical Therapy and other related services in order to enhance the development of the whole child and alleviate hindrances to learning
- Counseling to increase the social-emotional development of the student and enhance learning
- Title III after school program which provides additional support for students, and parents, in language acquisition
- CHAMPS after school program which provides additional support for students and promotes positive interactions as well as physical development

All of our intervention programs for ELLs incorporate English and native language when possible.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our program is difficult to measure by way of standardized assessments. As mentioned earlier, the large majority of our students do not achieve proficiency on traditional assessments for a variety of reasons. However, this does not indicate the program is ineffective. The number of students who are increasingly conversant in English, who are achieving course credit, who are excelling in the work environment, and graduating indicates the effectiveness of the program.

12. What new programs or improvements will be considered for the upcoming school year?

A new program to incorporate horticulture and botany for bilingual and ENL students is currently being designed.

13. What programs/services for ELLs will be discontinued and why?

Currently, 754X does not plan to discontinue any programs for ELLs.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL students are afforded equal access to all school programs as is any other student. Announcements and flyers notifying students about any program are given on both English and Spanish. Additionally, we will have flyers translated to other languages as needed. Teachers and staff also call parents/guardians to notify them of any programs that are available.

Some of our programs include:

Title III

CHAMPS

Basketball

Volleyball

Cheerleading

Regents Prep

Clubs

Gardening

Full-Time/Part-Time Worksites

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.

A new, state of the art Library Media Center was installed. It is a virtual research facility complete with appropriate reference material and a computer lab with Internet access. Our in-house Library Media Specialist plays an integral role in ELA, HLA, ENL resource allocation and research skill development for both teachers and students. ELLs are trained to evaluate websites, locate current event articles through on-line databases, and prepare evidence-based claims. Materials utilized include TrueFlix, BookFlix, BrainPop, Tumble books and National Geographic en español. Content area materials are available in English and Spanish via NYPL resources. The school also has the benefit of SmartBoards and numerous computers available for use. Classrooms have extensive libraries with both English and Spanish titles.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
TBE students receive 90 minutes of instruction in their native language per week. HLA classes mirror the ELA curriculum. ENL students do not receive instruction in the native language, although they are given the opportunity of working with a bilingual paraprofessional. Native language materials are available for students and teachers at our Library Media Center. Home language support is delivered in each program via the use of teachers, paraprofessionals, technology, and adapted materials. Instruction is given based on CR Part 154 guidelines.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
As 754 is a special education high school, the school is ever vigilant in ensuring that material disseminated to students is grade-level appropriate. In both our standardized and alternate assessment programs, the general education curriculum is utilized. Modifications and differentiation occur, but the material is the same. Adapted materials and technology play a large role in providing necessary resources and support.
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).  
Prior to entering the new school year, newly enrolled students have the opportunity to participate in Chapter 683 (Summer School Program) where instruction focuses on acculturating students to the school in addition to supporting them with language acquisition. Newly enrolled ELLs also have access to the school's Title III program. Both programs have the benefit of bilingual counseling services.
19. What language electives are offered to ELLs?  
Currently, 754X does not offer language electives for ELLs.
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, 754X only features ENL and TBE programs.

## 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.)

Individual professional development goals for teachers are discussed with the Principal and/or Asst. Principal. This discussion is held at the beginning of the school year at the Initial Planning Conference and allows teachers to reflect on their practice and establish ownership of their professional development. The Asst. Principal and teachers are able to analyze offerings provided by the District 75 Office of English Language Learners and register for training, if appropriate. ENL personnel then turnkey the information to the rest of the ENL department. Workshops are also held at the school during professional development days targeting ENL needs.

In-house professional development is provided by members of the Language Proficiency Team as an ongoing process throughout the school year. Focus is geared towards supporting ELLs as they engage in the CCLS. Some of the topics include utilizing UDL principles in curriculum development, integrating ENL methodologies through unit/lesson planning, and looking at student work. Teachers, counselors and paraprofessionals are in constant communication both formally and informally to discuss student needs and determine overall ELL goals and progress. Common planning preparation periods have been established within school class schedules in order to enable ENL teachers, bilingual teachers and content area teachers to plan curriculum and units of study that utilize ENL methodologies with alignment to the CCLS. The school's teachers and paraprofessionals serving ELLs are also supported through coaching services provided by the District 75 ENL instructional coach. A portion of our school is alternate assessment, ungraded, high school students. These students are working on transition goals and CDOS standards to assist them as they transition from high school to the community. The remaining portion of students are standardized assessment. These students earn course credit, sit for the appropriate NYS examinations, and proceed toward college and career.

Jose P. workshops are provided by District 75 OELL, which specifically target instructional support for Special Education ELLs. All non-ENL teachers are required to fulfill 10 hours of training. Records of attendees are maintained in-house and are updated on periodic ENL compliance documents. Additionally, we encourage and allow all teachers, paraprofessionals, counselors, parent coordinator, therapists and secretaries to attend appropriate professional development opportunities offered through OELL and other DOE offices. The Principal/Assistant Principals approve any appropriate training to help our ELL students succeed.
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?

Trainings offered by the Office of English Language Learners are attended by ELL personnel who turnkey the information to the rest of the ELL department. Workshops are also held at the school during professional development days targeting ELL needs. In-house professional development is provided by members of the ELL Team as an ongoing process throughout the school year. Focus is geared towards supporting ELLs as they engage in the CCLS. Some of the topics include utilizing UDL principles in curriculum development, integrating ENL methodologies through unit/lesson planning, and looking at student work. Teachers, counselors and paraprofessionals are in constant communication both formally and informally to discuss student needs and determine overall ELL goals and progress. Common planning preparation periods have been established within the school class schedules in order to enable ENL teachers, bilingual teachers and content area teachers to plan curriculum and units of study that utilize ENL methodologies with alignment to the CCLS. The school's teachers and paraprofessionals serving ELLs are also supported through coaching services provided by the District's instructional coach.

Jose P. workshops are provided by District 75 OELL, which specifically targets instructional support for Special Education ELLs. All non-ELL teachers are required to fulfill 10 hours of training. Records of attendees are maintained in-house and are updated on periodic ELL compliance documents.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

754X is a high school that serves students in grades 9-12.
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.

All staff is encouraged and permitted to attend professional development activities. Records of attendees are maintained in-house and are updated on periodic ENL compliance documents. The attendance secretary maintains these records accordingly. All certificates of completion are put into the staff member's personnel file kept in the school.

### 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?

The school provides information on the aforementioned items during scheduled IEP meetings and through monthly telephone calls to parents. A consistent and open line of communication exists between the school and families. This year, a pilot program is being established which will invite parents in to the school to meet with the LPT to discuss the previously mentioned items. This meeting will occur two times per school year and allow the school to present information and serve as an additional opportunity to discuss student progress. Connecting with parents regarding these items is also accomplished via the orientation and follow-up sessions conducted for the Title III program. Parents are also invited to become members of the School Leadership Team and participate in the Parent-Teacher Association. We provide translation services at all meetings where deemed necessary. We utilize in-house translators, but will use an outside vendor if a special language is needed that we cannot accommodate from in-house staff.

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.

Counselors maintain records regarding meetings with ELL parents and secure them in their student folders. Requests made by parents at these meetings are forwarded to the Asst. Principal. If parent needs are still not met, the request goes to the Principal. Similarly, documentation regarding parent outreach is kept by the counselor. As the Parent Coordinator also conducts outreach, this documentation is maintained in the PC's Office. As part of the pilot mentioned in the previous answer, documentation from the bi-yearly meetings will be kept by the LPT with a copy to the student's cumulative folder. We will utilize in-house translation services, or acquire an outside vendor when needed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELL students have excellent opportunities to become involved. To begin, parents are sought out by our Parent Coordinator to become members of the School Leadership Team. Parents who do not speak English are welcomed and interpretation services are provided. This affords parents the opportunity to be an integral part of the decision-making process at the school level. Parents are also invited to attend and participate actively in the school's PTA. The Leadership Team and the PTA offer parents fantastic opportunities to receive information, offer input and feedback, and understand the direction the school is heading. Outreach is also conducted by the Parent Coordinator to solicit information from parents as to ways in which the school can offer assistance. The school conducts monthly workshops for parents based upon the information gathered. Title III is another way parents are engaged and involved in the school. This program occurs after school and is accompanied by a newsletter and weekly opportunities for parents to come to the school and engage in educational activities with their children.

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

Yes., the school partners with other agencies and provides presentations by:

The Office of People With Developmental Disabilities

AHRC

IncludeNYC

FECS

Medicaid Service Coordinator

Social Security

Keys to Abundant Life

Translation services are provided for these meetings, utilizing in-house translators first and out-sourcing as needed.

5. How do you evaluate the needs of the parents?  
Information, input, and feedback from parents is always sought by the school's administration. As such, counselors, teachers, and other members of the school community act as conduits for information to reach the Principal. More formal measures include the distribution of the NYC School Survey and parent meetings with members of the LPT. Translation services are provided by the school's Language Access Coordinator as well as other available members of the school's LPT. The Parent Coordinator assists in contacting parents to serve as an additional relayer of information.

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

As parent input and feedback is presented, the LPT analyzes the information and devises strategies in an attempt to accommodate parent requests. As such, the activities offered by the school (mentioned above) are in direct response to parent needs.

#### **D. Additional Information**

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

**Paste response here:**

**School Name: JMR School for Career Dev't**

**School DBN: 754X**

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)
Daniel Hoehn	Principal		1/1/01
Jeffrey Farley	Assistant Principal		1/1/01
Ariela Rosario	Parent Coordinator		1/1/01
Allison Nunez	ENL/Bilingual Teacher		1/1/01
Delia Conforme	Parent		1/1/01
Wilma Gonzalez	Teacher/Subject Area		1/1/01
Elba Valarezo	Teacher/Subject Area		1/1/01
Samantha Schwartz	Coach		1/1/01
	Coach		1/1/01
Michelle Hernandez	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **75X754** School Name: **JMR School, P754X**  
Superintendent: **Hecht**

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

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

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

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

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

---

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

The data and methodologies used to assess our school's written translation and oral presentation needs consists of the following:

- Home Language Identificaiton Surveys (HLIS)
- Parent interviews, specifying what language is preferred for all written and oral correspondence
- Student Registration Form
- Place of Birth report (RPOB)
- Parent Orientations
- Emergency blue cards - parents' language preference is written on the card
- PTA Meetings

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

The majority of the translation and interpretations need to be in Spanish. However, we have added Haitian Creole and several African dialects as needed. Our findings were recorded during faculty conferences, staff memos, and ongoing communication between the teachers and the families.

## 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.)

The written translation services our school provides are primarily for correspondence to parents and include the following:

- Translated Bill of Rights and Responsibilities
- Student Registration Form
- Translated Home Language Identification Surveys
- ENL (ELL) Parent Orientation
- Workshop information
- Title III After-school Applications
- Monthly newsletters and calendars
- Special forms (lunch forms, blue emergency cards, health, etc.)
- IEP/Evaluation notices
- Permission slips/consent forms
- Progress reports
- Testing information
- Legal, disciplinary, and safety matters
- Summer School Forms

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.

The formal face-to-face meetings will typically include the following:

- Parent-Teacher conferences
- Open School Night
- IEP meetings
- Meetings with guidance counselors/social workers
- PTA meetings
- Informal calls to student homes

## Part C: Providing Language Assistance Services

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

School staff provides written translation services in-house since we have numerous staff members who are fluent in Spanish including counselors, teachers, paraprofessionals, school secretaries, and the parent coordinator. We have obtained translated documents found on the DOE's website and, if necessary, the Language Translation and Interpretation Unit will be utilized. All translated documents are distributed at the same time as the English document.

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.

School staff provides translation for most interpretation needs. This includes over-the-phone interpretations, as well as face-to-face needs. The Translation and Interpretation Unit or an outside vendor will be called in for languages we cannot accommodate in-house.

## 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.)

Staff will be given a Translation and Interpretation brochure, as well as emailed information with regards to school procedure and correct protocol. The staff will also be given a list of onsite staffing who can interpret and translate for families.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

In order to fulfill section VII or Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we compile and review HLIS and RPOB data to determine the primary language

spoken by the parent of each student enrolled in the school. In addition, in our main office we have posted in English and the 8 languages as per the chancellor's Regulations, the signs indicating to parents the availability of language services provided by the DOE. The data collected is used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members provide the written translations and interpretation services needed to the greatest extent possible. When in-house staff members cannot provide the specific services needed, we request services from the Department of Educations' Translation and Interpretation Unit. We also distribute written notification to all parents, whose primary language is a covered language by the DOE, of their rights regarding translation and interpretation services.

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

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

In addition to the procedure outlined in Part E, we will monitor all new entrants in the same manner, relying on in-house support or the Translation and Interpretation Unit. If internal resources are not available, we will enlist an outside vendor for translation and interpretation services.