2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M288

School Name: FOOD AND FINANCE HIGH SCHOOL

Principal: ROGER TURGEON
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Food and Finance High School</th>
<th>School Number (DBN):</th>
<th>02M288</th>
</tr>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>310200011288</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>525 West 50th Street, New York, NY 10019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-586-2943</td>
<td>Fax: 212-586-4205</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Roger Turgeo</td>
<td>Email Address:</td>
<td><a href="mailto:rturgeo@schools.nyc.gov">rturgeo@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Roger Turgeo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Prince Johnson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Gigi Colon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Roger Turgeo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Chyna Colon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Steven Roque, Eliza Loehr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
<td></td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Marisol Rosales</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>333 7th Avenue, New York, NY 10001</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:mrosales7@schools.nyc.gov">mrosales7@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-356-3739</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)
**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Turgeon or Michael Bollati</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Prince Johnson</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Gigi Colon</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Catherine Gof</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Gigi Colon</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Steven Roque</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Chyna Colon</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Eliza Loehr</td>
<td>CBO Representative, if applicable/</td>
<td></td>
</tr>
<tr>
<td>Kerlene George</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Gigi Colon</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ramala Evans</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Brian O’Neill</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Anthony Chiarella</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Theresa Alley</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Michael Bollati</td>
<td>Admin</td>
<td></td>
</tr>
<tr>
<td>Tamiko Bacchus</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maritza Zevallos</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Raquel Goodwin</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Brian Simmons</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Deborah Francis</td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Mission:</strong></td>
</tr>
<tr>
<td>Food and Finance High School offers an academically rigorous career and technical education that focuses on culinary arts and finance related to the industry where students will develop critical thinking skills. The school is designed to serve a diverse population and to uphold and meet academic and industry standards. The mission of the school is to enable all of our students to become self-directed life-long learners as they transition to caring, reflective and...</td>
</tr>
</tbody>
</table>
thoughtful adults. We will use food and finance as the integrating force for teaching and learning for a sustainable future. Students will be engaged through internships and entrepreneurial ventures.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Food and Finance High School (FFHS) is NYC’s only public culinary focused high school. Founded in 2004, Food and Finance High School is a small high school located in the heart of Hell’s Kitchen in NYC. We are a Career Technical Education (CTE) school, offering students a 4 year sequence of cooking and baking, an industry based internship in their senior year and the pledge that all students complete their required academic classes needed to achieve the New York State Regents’ graduation requirements. Approximately 85-90% of all graduates will go on to a higher education, many of whom will attend culinary colleges. Through competition, students have the chance to achieve full to partial scholarships in leading culinary post-secondary institutions such as: Culinary Institute of American (CIA), Johnson and Wales University (J&W), Monroe College, and SUNY Cobleskill, to name a few. Additionally, students have the opportunity to receive a NYSED CTE endorsed diploma, an industry recognized certification with the National Restaurant Association, (ProStart), and/or a NYC Health Department Food Protection Certification.

The main objective of FFHS is to offer students a clear opportunity to be college and career ready by offering them a high quality academic education, while providing them with a specific skill set leading them into a rewarding career path that is in high demand.

Based on the 2016-17 Quality Snapshot data, there were 400 students from grades 9-12. The school’s population comprised of 39% Black, 52% Hispanic, 2% White and 5% Asian and other 2%.

Boys accounted for 43% of the students’ enrollment and girls 57%. The average attendance rate for 2016-17 was 90%. The school received Title 1 whereby 88% of the student body received free or reduced lunch.

According to the 2016-17 the 4 year graduation rate averaged 90.8%. The 6 year graduation rate 88.8%. College and Career Index was at 28.7%

Strategic Collaborations and Partnerships:

Since 2004, Food and Finance High School has been actively involved in developing and nurturing many partnerships to support its mission and vision:

• Food Education Fund (501(c) 3 - Food Education Fund (FEF) is the key and primary supporter in assisting the school with organizing the advisory boards and fund raising for students activities. Some of these activities include: SAT prep for juniors and seniors, after school programs, financially subsidizing senior college trips, facilitating internship sites, and grant writing to name a few. FEF has a full time Program Director who works closely with the school and teachers and was key in working with students this year in developing the Pop-Ups discussed later. The Program Director also put together a Junior Board made up of young professionals in not only the food industry by in any related industry who are interested in working in support of students here at FFHS.

• Careers through Culinary Arts Program (C-CAP) - Provides curriculum support, student work-based learning through job shadowing experiences, summer job placements, scholarship opportunities for students and professional development for teachers. One culinary teacher is participating in a summer internship at Pier Sixty. These teachers
will working with industry professionals to hone their skills and remaining current in industry trends to better prepare students.

• Several of our teachers are currently enrolled in leadership programs and will be doing their practicum here and other schools during the year to broaden their learning experiences in leadership.
  
  • The school is hosting a culinary SVA for it's second year. Culinary teachers are serving as the SVA's mentor.
  • Office of Teacher Effectiveness - Teacher development coaches offered one-on-one support to administration.

• Food Network - Staff and leadership of Food Network supports the school by actively participating in two of the school’s boards, as well as providing our students industry experience with internships in the area of food and production.

• College Affiliations with articulation agreements - Monroe College, J&W, Culinary Institute of America and SUNY Cobleskill.

School Strengths from 2016-17 Quality Review:

• The school establishes a coherent vision of school improvement that is reflected in a short list of focused, data based goals that are tracked for progress and are understood and supported by the school community. (3.1 Systems-Proficient)

Data taken from Advance Teacher Rating 2017-18:

Overall teacher rating:

• Highly Effective 13%
• Effective 87%

Measures of student Learning

• Effective 91%
• Developing 9%

Teacher Practice

• Highly effective 13%
• Effective 78%
• Developing 9%

Accomplishments-

• The school was approved in 2015 by the NYSED as a CTE endorsing high school for the next five years.

2018 graduates 25 students received their CTE endorsement

• 35 students earned their NYC Food Handlers Certificates
• Over $190,000 in scholarships for graduating seniors.

• Over 60 seniors participated in internships in very prestigious properties throughout the city.

• Student government and the National Honor Society coordinates and encourages service in school

  • The seniors developed and very successfully executed two entrepreneurship plans where they were involved in two Pop-Up enterprises with involved dozens of our partnerships. The first Pop-Up was Murphy’s Beans and Dreams at coffee shop. And the second was called Hot Diggity, a hot dog and fresh fruit drink business. Both projects benefited students with scholarships.

3. Describe any special student populations and what their specific needs are.

18.5% Students With Disabilities (SWD)- Meeting the specific needs and services indicated on the students IEP so that the student can achieve his/her goals.

4. Identify 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.

Growth:

In 2016-17, the school focused on higher level of collaboration among teachers and administration in regards to learning partnerships. From the beginning of the school a structure of year grade level teams were created. this was a need voiced by the staff at the close of the previous academic year. The structure was as follows: grade level team leader and grade level manager.

Focus:

The focus for the 2016-17 school year is to continue to strengthen inquiry by providing additional support to teacher teams to nurture the professional growth of teachers and staff, and team leaders based on professional learning activities. Focusing on various data collected through regents scores, MOSL’s, credits accumulation, common trends, graduation rates, college and career readiness index, etc. In addition we will continue to build on and to improve the incorporation of assessment within the classroom (Danielson 3d), using questioning and discussion techniques (Danielson 3b); as well as, improving collaboration between the special education team with its general education team. Additionally to continue to collaborate with teachers to improve classroom instruction as part of the Framework for Great Schools.
### School Demographics and Accountability Snapshot for 02M288

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>378</td>
<td>No</td>
</tr>
</tbody>
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#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>15</td>
<td>134</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
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#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># Foreign Language</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

- % Title I Population: 88.0%
- % Attendance Rate: 88.3%
- % Free Lunch: 79.4%
- % Reduced Lunch: 9.0%
- % Limited English Proficient: 5.3%
- % Students with Disabilities: 21.2%

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3%</td>
<td>39.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
</tr>
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<tbody>
<tr>
<td>49.7%</td>
<td>4.5%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

#### Years Principal Assigned to School (2018-19)

- 14.25

#### % of Teachers with No Valid Teaching Certificate

- % Teaching Out of Certification: 0%

#### % Teaching with Fewer Than 3 Years of Experience

- Average Teacher Absences (2014-15): 7.6

#### Student Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4: N/A

#### Student Performance for High Schools (2016-17)

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A
- US History Performance at levels 3 & 4: N/A
- 4 Year Graduation Rate: 88.4%
- 6 Year Graduation Rate (2011 Cohort): 90.2%
- Regents Diploma w/ Advanced Designation: 4.7%
- % ELA/Math Aspirational Performance Measures (2015-16): 2%

#### Overall NYSED Accountability Status (2018-19)

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

- 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
- ALL STUDENTS: N/A

##### High School

- 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
- ALL STUDENTS: N/A

#### Reward

- No Recognition: N/A

#### In Good Standing

- Yes: Local Assistance Plan
- No: Focus School Identified by a Focus District

#### Priority School

- No: Focus Subgroups
- N/A: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Science (2016-17): N/A

##### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): N/A
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17): N/A

2018-19 CEP
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Data/Trends, Source/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

Based on data obtained from: Advance (2016-17) 3b and 3d, professional conversation between staff during inquiry, pre and post observation conferences, content and grade level meetings and the Quality Review (2016-17), it is apparent that teacher teams need to engage in the inquiry process to use assessment in instruction. Through the continued work of the 16-17 school year of using questioning and discussion technique to increase assessment of students, teacher teams will use standardized assessment data to guide instruction and development of rigorous lesson plans.

According to the data, the use of higher level of questions has increased across classrooms; however, an area of focus is the fostering of student discussion through higher level questioning.

It is evident that teachers assess students consistently, however, building on a student’s ability to self-assess and assessing their peers, needs to be strengthened. Students self-assessing will better prepare them to take a more active role in their learning. Additionally, data from assessments should continue to drive instruction and how their academic needs are being met.

2017-18 Term 2.

Data- School Lowest third - Percentage of credits earned for Cohort V 69%

School Lowest third - Percentage of credits earned for Cohort U 80%

School Lowest third - Percentage of credits earned for Cohort T 100%

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
The goal is to continue to build upon the student’s ability to critically think and to understand their own academic need in order to foster a more active role for the student in his/her learning.

Within the 2018-19 school year teachers will use formal and informal assessment data to adjust to engage students in rigorous task to increase student understanding using the Regents as measure with the goal of increasing overall regents scores by 3%. 
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
</table>
|  - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
  - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All teachers and parents. | This activity will start from September 2018 and continue through June 2019. |

Professional learning opportunities will be made available during Monday PL sessions in the area of “How to assess and provide feedback to students through small group discussion and purposeful groupings?”

This will provide teachers with the skill set to better construct discussion protocols within their instruction area. It will also provide ways to ensure that all voices are heard; as well as, providing that all learners’ needs are met (general education, SWD’s, ENL’s, and the general education student population).

The strategies listed will be introduced to parents via the Fall 2018 curriculum night, parent-teacher conferences throughout the year, SLT and PA meetings, phone calls, Skedula, instructional syllabi, and/or through letters sent home.

The outlined strategies in this action plan were developed collaboratively by teachers, administration, and members of the SLT.

Administration will meet with individual teachers during post-observation conferences, Monday’s and Tuesdays PL sessions and throughout the school year in order to provide one-on-one constructive discussion in order to build trust and meet the needs or each individual. Teachers will be part of a grade level team to collaborate and improve due to each other’s strengths and to offer support under Danielson’s 3b- Questioning and discussion and 3d- Assessment.

The employed strategies listed will be introduced to parents via the Fall 2018 curriculum night, parent-teacher conferences throughout the year, SLT meetings, phone calls, Skedula, instructional syllabi, and/or letters.

The suggested activity and strategies outlined in this action plan were developed collaboratively by teachers and administration.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers and parents.</td>
<td>This activity will start from October 2018 and continue through June 2019.</td>
</tr>
</tbody>
</table>

Teachers and administrators
Through these activities we will work to improved meta-cognition and develop their voice to become advocates of their own learning.

This will better meet all learners (SWD’s, ENL’s, etc.) because it will offer a clear procedure for students and teachers to follow in order to ensure that all voices are heard.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The parent coordinator will engage families by holding workshops to increase parent awareness of common core shifts and instructional practices. Workshops will be held every other month starting in October. Teachers, administrators, and guidance counselors will communicate student progress through PupilPath, phone calls, emails, and letters on a regular basis.

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.

Provide teachers with the time and tools (G-Suite for Education) to collaborate.

Provide teachers with the tool (Skedula) and time necessary to communicate with parents to enhance communication.

Assist teacher in developing plans to share best practices with colleagues.

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

| X | Tax Levy | X | Title I SWP | I | Title I TA | I | Title II, Part A | I | Title III, Part A | I | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| I | C4E | I | 21st Century Grant | I | SIG | I | PTA Funded | I | In Kind | I | 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.

In addition to regular feedback provided to individual teachers through the post-observation conferences. The midyear check-in will take place during the week of January 21, 2018 to measure progress.

• At least 50% of teacher teams develop and implement relevant strategies for student-to-student assessments. Teams will have assessment models.

• At least 75% of teachers teams are implementing student-teacher assessment rubrics. Rubrics will be
collected from the teams. The rubrics will aligned to the CCLS to reflect the goals in the Framework For Schools.

Using Advance evaluation data, professional learning calendar and teacher meeting.

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post observation conference notes and teacher self-reflection survey</td>
</tr>
</tbody>
</table>

| Part 5c. | In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Data from the 2016-17 Learning Environment Survey and School Quality Guide indicates that:

- 71% of Food and Finance students agree or strongly agree to feeling safe in their classes at school.
- 74% of Food and Finance students agree or strongly agree to feeling safe in the hallways, bathrooms, and cafeteria.
- 70% of students feel there is an adult who they can turn to for help when they need to.
- Mindfulness-Social Emotional Based learning is reported as a positive change in their behaviors and outlooks about school.

Needs:

The attendance rate has remained between 89-90% for the past several years.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, Food and Finance HS will increase the supportive environment score on the School Survey from 2.25 to 2.94.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of Student with frequent absences</td>
<td>Sept 2018-June 2019 With weekly meetings. By January 21 an assessment of progress will be made.</td>
<td>DOE provided Attendance team, guidance staff, parent coordinator, school teacher.</td>
</tr>
<tr>
<td>Students with disabilities, English language learners, overage under credited students</td>
<td>Sept-June with weekly meetings and follow ups</td>
<td>Success mentors; consisting of special ed. staff, ELL teacher, Guidance</td>
</tr>
<tr>
<td>Students in Mindful Fitness PE class</td>
<td>Sept-June</td>
<td>Mindfulness teacher</td>
</tr>
</tbody>
</table>

- **School dean to address student discipline and safety** by incorporating, restorative justice practices and student voice. The dean and administration will work with a teacher from each grade level to monitor student progress, discipline, and outreach to parents. Dean and administration will work with teacher teams to provide an active presence to improve school climate.

- **Teachers on grade level teams** will review and monitor the progress of students with disabilities (SWD’s), English language learners (ENL’s) and over age under credited students. The grade level teams will monitor student attendance, academic performance and provide supports as needed. Teachers will continue to invite families into discussions with students about their progress.

- **Students will engage in mindfulness social emotion activities** through a structured program of self-regulation techniques. Research for this initiative comes from A Mindful -Teach Breath Learn.

- **Monthly attendance award will be given for improved attendance.** Principal will host monthly breakfast for students with improved attendance that month and those with perfect attendance.

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent Coordinator will facilitate meetings with families based on student needs determined by the grade level teams. Parent coordinator will improve parent involvement in monthly attendance celebration breakfast through increased outreach to families.

Part 4 – Budget and Resource Alignment

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

Professional development will be provided by trained staff members during the Monday after school professional learning schedule on mindfulness and student voice.

Attendance team will meet weekly on Monday mornings to discuss student absences and brainstorm ways to encourage our youth to come to school and stay in school. Incentive breakfasts and town halls will be planned to celebrate students with improved attendance.

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<th>C4E</th>
<th></th>
<th>21st Century Grant</th>
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<th>SIG</th>
<th></th>
<th>PTA Funded</th>
<th></th>
<th>In Kind</th>
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Part 5 – Progress Monitoring

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

Administration will review the SOHO Occurrence summary on a bi-weekly, Dean will monitor and report to teacher teams students with regular discipline issues. Dean will complete a monthly report shared with staff detailing student attendance, discipline, and outreach to families.

During the week of January 21, 2019, Administration will review data taken from the online Occurrence Summary and the 2017-18 School Environmental to determine and realize a 6% decrease of occurrences during the school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

ATS RDAL report will be monitored weekly and trends will be analyzed early so that recommendations can be made and action can be taken by Attendance Team members. Skedula anecdotal logs

**Part 5c.** In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc.

Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The 2016-17 Quality Review indicated an area of celebration in strategic alignment for the school, however, assessment is an area the school needs to improve upon. Thus the reason for establishing grade teams and assigning teachers as grade team leaders. Teacher conversations on student progress and assessment will continue to shift to a data focused inquiry process. The plan for improving teacher teams is for teachers to work on a grade level and focus their inquiry on common students. This will allow teachers to accurately assess student progress and needs. Teachers will be targeting their focus on improving the credit accumulation and Regent’s scores in the lowest third with a lens on math and ELA. The analysis taken for the 2018-19 year end data.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

To improve and develop teacher team leaders through an ongoing professional development in data analysis and inquiry.

Teacher teams will provide regular accountability reports through G-suite Apps.

Teacher teams will be meeting three Tuesday each month to collaborate and focus on common students

Will be achieved by June 2019

By January 21, 2019 teacher teams will meet at least two times per month under the guidance of a teacher team leader to develop rigorous tasks aligned to the CCLS standards as measured by Advance data for individual team members.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Administration and teacher team leaders | September 2018 through June 2019 | Administration and teacher team leaders |

Administration and teacher team leaders will provide professional learning opportunities to teacher teams in order to strengthen and support their teaching.

The purpose of strengthening teacher teams is to improve the inquiry process so that teachers can better meet the needs of all learners and apply various data sources in order to drive instruction. The team leaders will meet with the administration to establish collaboration and trust.

The strategies listed will be introduced to parents in the Fall of 2018 curriculum night, parent-teacher conferences throughout the year, SLT meetings, phone calls, instructional syllabi, and/or letters.

Administration will provide professional learning opportunities and support based on effective ways increase collaboration to strategically drive instruction through tools such as Skedula and G-Suite for Education. In addition, special education teachers participate in a team meeting following the SIT protocol chaired by administrator at least one time per month.

The purpose of strengthening the relationship and collaboration between the special education and general education pairings under the ICT model is to better meet the needs of the all learners within the class, build trust among teachers, and would afford the opportunity to differentiate instruction, offer support, and improve student groupings within the classrooms.

The aforementioned strategies listed will be introduced to parents in the Fall 2018 curriculum night, parent-teacher conferences throughout the year, SLT meetings, and during IEP meetings.

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During the Fall 2018 Curriculum Night, parents and families will be informed of the structural changes to teacher teams to improve communication between teachers and families. Parent coordinator will act as a point person to communicate to families and teacher teams.

**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.

Resources needed to implement this action plan include:

- Instructional support
- Adjustment to school calendar to allow for Team Tuesdays and additional collaboration time
- Funding for per session (Team meetings, data analysis team, professional learning opportunities, etc.)
- Professional learning opportunities
- Time allocated for administration to meet with both teacher teams leaders; as well as, special education teachers monthly

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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<tbody>
<tr>
<td></td>
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</table>

**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.

In addition to regular feedback provided to during monthly meetings. The midyear check-in will take place during the week of January 21, 2019.

- All teacher teams will have a teacher team leader who has established a clear focus for inquiry
- Implementation of Universal Design for Learning (UDL) elements increase 50% due to better collaboration among Integrated Collaborative Teaching (ICT) teachers

Teams will have documented their inquiry process and will analyze the results using student data, regents, formative assessments, written student work and report cards.
Based on the results will determine how to proceed.

Evidence collected from teacher team meeting using GSuite Apps and task analysis of shared students among the teacher teams.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student progress reports, formative assessments, grading reports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>

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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As indicated in QR 4.2 and NYC Survey, to continue to develop distributed leadership through collaborative teacher teams such as Grade Team Leaders, Grade level Managers

- Encourage teacher professional growth through professional development and peer collaboration

- Leverage district provided professional development for Teacher Leaders. Data Team Leaders, Data Specialist and Special Education team leaders

- The QR and NYC Survey indicate a need to continue to develop and monitor systems of school leadership and development

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the 2018-19 School year, administration will engage in shared leadership practice and adaptive leadership strategies by holding weekly meeting with grade level team leaders and grade level student managers. Through these meetings these members will communicate and develop positive school climate initiatives and the professional learning plan.

The school will continue the work in regards to equity in education and opportunity for all, making sure that all of our students receive the same opportunities that they are due. Bringing to the for front the existing institutional biases and addressing them head on.
**Part 3a – Action Plan**

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment team strategies by providing teams leaders the training necessary to assist the teams. Leverage resources provided by the District Leadership Team’s Teacher leader training series.</td>
<td>All teachers</td>
<td>September 2018 to June 2019</td>
</tr>
<tr>
<td>Will hold regular meetings with members of the school community to include, staff, teachers and administrators to encourage the sharing of ideas to address the needs of our SWD, and ENL under credited subgroups.</td>
<td>Staff, teachers, teacher teams and administrative team.</td>
<td>Monthly meetings</td>
</tr>
<tr>
<td>Foster conversation and dialog with parent community through PA meetings and with Parent Coordinator outreach.</td>
<td>Parents, families</td>
<td>September 2018 to June 2019</td>
</tr>
<tr>
<td>Will attend workshops and sessions on the topic of courageous conversations and equity and share this information with teachers, staff, parents and students.</td>
<td>Leadership, Teachers, Parents and students</td>
<td>September 2018 to June 2019</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent Coordinator will collaborate with PA president to increase family engagement in school events. PA President, as a sitting member of the SLT, will share PA concerns and needs with school administration.

**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.

Teachers will have the opportunity to attend scheduled meetings as part of their professional duty time. Staff will also be provided with opportunities for additional time.

Teacher personal professional learning activities will be encouraged and promoted funded based on individual goals.
### Part 4b
Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Fund Source</th>
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</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>Title I SWP</td>
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<tr>
<td>Title II, Part A</td>
</tr>
<tr>
<td>Title III, Part A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
</tr>
<tr>
<td>C4E</td>
</tr>
<tr>
<td>21st Century Grant</td>
</tr>
<tr>
<td>SIG</td>
</tr>
<tr>
<td>PTA Funded</td>
</tr>
<tr>
<td>In Kind</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

During the week of January 21, 2019, administration and grade level leaders and student managers will review the professional learning plan and the results of school climate improvement initiatives over the first term to review the impact on student achievement through scholarship reports.

#### Part 5b
Indicate the specific instrument of measure that is used to assess progress.

Monthly agendas, minutes and attendance records. Analyze documented results that impact the work and how it relates to the Framework.

#### Part 5c
In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Parental involvement is a vital component needed for the success of any student; it includes but is not limited to parent-teacher meetings, PA attendance, communication (phone or digital), attending schools and attending school-wide events. According to the 2015 School Performance Dashboard under the Framework scores the school did not meet expected outcomes the school rated 1.54 due to 14% parent response to the NYC Survey. Data from Skedula as of June 2019, shows us that 33% of our parents registered with Pupil Path to access their student’s records online which is down 20% from last year due to incoming families not yet having the ability to register. Studies show that even slight communication between parents and teachers can be a significant factor in increasing student success. Several parent workshops are being scheduled to encourage and assist parents.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 the end of June 2019 Food and Finance High School will increase Parental Involvement to build on a strong partnership between families and school. We will increase parent registration in PupilPath to 65% by June 2019 to increase communication to and from teachers, parents and students.
## Part 3a – Action Plan

### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of all students including ENL and SWD's.</td>
<td>Workshops will begin in September 2018 and continue throughout the school year until June 2019</td>
<td>Guidance Staff, Parent Coordinator Administration</td>
</tr>
</tbody>
</table>

### Food and Finance High School

Food and Finance High School will offer workshops designed to inform parents with vital information regarding College and Career Planning 9th-11th grade, Financial Planning, Impact of Regent score/Regents Prep, Digital Footprint, etc., These strategies are designed for all students to be thoroughly informed.

Parents will be informed by telecommunication, letters, email, and PA meetings. Parent Coordinator will communicate directly with parents throughout the year about workshops and activities.

### Activities that address the Dual Capacity Framework for Family School Partnership

- Honor and recognize parents and families
- Commit and encourage family engagement to student learning
- Create a welcoming inviting culture

Students and parents will be informed on specific school wide event through example but not limited to:

- Student Showcase, where students create and showcase dishes from different cultures to guest, parents and partners
- National Honors Society Ceremony
- Parent College Night by Career College Guidance
- Food Education Fund events

These strategies are designed for all students.

**Activity:**

- Food and Finance High School will offer workshops designed to inform parents with vital information regarding College and Career Planning 9th-11th grade, Financial Planning, Impact of Regent score/Regents Prep, Digital Footprint, etc., These strategies are designed for all students to be thoroughly informed.

**Target Group(s) Who will be targeted?**

Parents of all students including ENL and SWD's.

**Timeline What is the start and end date?**

Workshops will begin in September 2018 and continue throughout the school year until June 2019

**Key Personnel Who is responsible for implementing and overseeing the activity/strategy?**

Guidance Staff, Parent Coordinator Administration
Parents will be informed by telecommunication, letters, email, and PA meetings. Parent Coordinator will communicate directly with parents throughout the year activities.

| Workshops specifically designed for students with disabilities and or English Language Learners and their parents | Parents of all students including ENL and SWD’s | Throughout the 2018-2019 School Year | Guidance Staff, Parent Coordinator, Administration, Special Education Team, Teachers |
| Workshops will include but are not limited to the following: | | | |
| • Alternatives to 4-Year College Program | | | |
| • Transitioning | | | |
| • Coping with change and Learning to let Go | | | |
| • Special Programs for Students After High School: | | | |
| Access VR | | | |
| • Undocumented Youth | | | |

These strategies are designed for all students to be thoroughly informed.

Parents will be informed by telecommunication, letters, email, and PA meetings. Parent Coordinator will communicate directly with parents throughout the year about workshops and activities.

Pupil Path will continue to provide Parents and Students with up to date information on academic progress, attendance, transcripts, and graduation requirements. Progress reports will be emailed to parents each marking period.

These strategies are designed for all students.

Parents will be informed by telecommunication, letters, email, and PA meetings. Parent Coordinator will communicate directly with parents to ensure Pupil Path access. Guidance team will continue to assist parents and students with Pupil Path Log-in information.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| Through ongoing, regular, and repeated family outreach by teachers, Administration, Parent Coordinator, and students, through the use of School Messenger, Skedula, backpack announcements and the food education fund website. | | | |

**2018-19 CEP**
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.

Resources will include professional development to inform teachers with updates to Pupil Path. Time will be allotted for teacher to communicate with parents by phone or email. Outside organizations and College Administration Offices that give presentation and workshops for students and parents

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By January 21, 2019, we will review Pupil Path data to calculate non registered families and develop a strategy to enroll additional families

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Monthly Skedula parent registration report be used to measure progress towards meeting annual goal.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>ENL beginners and intermediate learners as well as general education students at level 1 and 2</td>
<td>Targeted intervention based on student needs. Levels 1-2 enrolled in Achieve 3000</td>
<td>One on one, small group and/or tutoring Software reading and college and career readiness program</td>
<td>Lunch periods, after school and/or weekend academy. Achieve is scheduled during the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>SWD, ENL and general education students at a level 1 and 2 math level.</td>
<td>Regents prep and Study Island math software program Teachers will use JMAP as a resource.</td>
<td>Individual, small group and tutoring</td>
<td>Lunch periods, after school and/or weekend academy.</td>
</tr>
<tr>
<td>Science</td>
<td>All students who meet the Inquiry teams criteria</td>
<td>Individual and group tutoring and Regents prep sessions will be scheduled Teachers will use Test wizard software resource</td>
<td>Individual, small group and tutoring</td>
<td>Lunch periods, after school and/or weekend academy.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>All students whose scores need intervention</td>
<td>Tutoring and Regents prep sessions will be scheduled, Teachers will use Test wizard software resource</td>
<td>Individual, small group and tutoring</td>
<td>Lunch periods, after school and/or weekend academy.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Anecdotal and referrals by the school psychologist, social worker and/or guidance.</td>
<td>Individual and/or family counseling, conferencing</td>
<td>Individual and/or small group</td>
<td>Lunch periods, after school as required</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td><strong>2.</strong> Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

  - Initial interview to assess their needs. All provided with basic school supplies, uniforms and is many cases clothing, assist in providing students with equal opportunity to participate in peer activities. Provide students with one no one counseling sessions, maintain contact with service providers and outside counselors, provide students with additional academic services that may be deemed necessary.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td><strong>2.</strong> Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

When recruiting teachers the school seeks the assistance of the Borough Field Center (BFC) in finding highly qualified individuals. Additionally, the school also utilizes the DOE's New Teacher Finder and other personnel resources, while making sure that the potential candidates meet the specific needs of the school and are qualified. Teachers are assigned programs in which they are certified to teach and receive professional learning (PL) from the school, BFC or through the DOE PL sources. Newly hired teachers are assigned a mentor who will assist the new teacher in guiding them in the areas of: organization, classroom management, lesson planning along with support from the administrative team. All other teachers are supported by the administrative team and are encouraged to team up with a colleague and take part in peer to peer inter-visitations to learn best practices.

2b. High Quality and Ongoing Professional Development

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

Professional Learning activities will occur on twice per month and teachers will have the opportunity to co-plan for twenty minutes per day. These activities can range from content team meetings, grade level meetings or inquiry team meetings. The activities will be determined by the SDC, which is made up of the administrative team and teachers, and will be based on the school's needs. The professional learning activities will be designed to enable all students to meet Common Core Learning Standards.

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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

During PL activities, teachers will receive guidance and information on multiple assessment options. Teachers will be given training during the Monday/Tuesday PL sessions on how to make use of the data generated from the selected assessment options. Teachers will be attending training offered by the borough support office in regards to alternative assessment enabling them to better decide as a team what is best of each student.

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>230534</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

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.
### Title III, Part A

**Federal**

<table>
<thead>
<tr>
<th>Program</th>
<th>Source</th>
<th>Identification Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2910035</td>
<td>5a, 5b, 5c, 5d</td>
</tr>
</tbody>
</table>

#### 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>Food and Finance High School</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Finance High School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training sessions 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;

Parents have been asked to complete a survey of their needs and interest and the Parent Coordinator in collaboration with the PA Executive board to analyze the needs and determine priorities.

The school’s Parent Involvement

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

- 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;

### Encouraging School-Level Parental Involvement

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 and Title I Parent Committee;

- supporting or school community events;

- 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 calendar for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

- Communicating with parents using phone and texting system (School Messenger) in regards to student attendance, meetings, announcements and surveys.

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

Food and Finance High School in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) 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 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
Student Responsibilities:

- attend school regularly and arrive on time;
- complete homework and submit all assignments on time;
- follow the school rules and be responsible for your actions;
- show respect to yourself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try your best to learn.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>288</td>
</tr>
</tbody>
</table>

School Name: Food and Finance High School

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Roger E. Turgeon</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Michael Bollati</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
<td>Coach N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Michelle Kong</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>David Limato/Special Educatio</td>
<td>Paula Astor</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Bryan Pi/Math</td>
<td>Parent Coordinator Carmen Mercado</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>I. Leibowitz/Speech and Langua</td>
<td>Field Support Center Staff Member Paula Waldron</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Marisol Rosales</td>
<td>Other (Name and Title) E.Adams, Pupil Accounting Secr</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
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</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
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</tr>
<tr>
<td>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)</td>
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</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

If yes, indicate language(s):

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   1) The following formative assessments and curriculum – embedded assessments are being used to guide instructional planning for our ELLs:

   - Beginning of Year Assessment (BoY) for Measure of Student Learning (MoSL) for baseline data
   - End of Year Assessment (EoY) for Measure of Student Learning (MoSL) for formative and summative data
   - Diagnostic exam in Achieve 3000 to determine initial lexile scores in both English and available native languages
   - Embedded formative assessments in Achieve 3000 to continuously measure lexile score data in both English and available...
native languages
8th Grade New York State exams (English Language Arts, Math, Science) scores to use for initial planning and programming
Previous year’s New York State summative exam scores (Regents, NYSESLAT) to use for initial planning and programming
Various teacher – created assessments aligned to Common Core Learning Standards (CCLS) and Targets of Measurement (ToMs) used throughout the school year including but not limited to the use of rubrics, surveys, ranges of test and performance scores, self- and peer- assessment forms, and observable data such as the effects of strategic questioning and answering and the fostering of high level classroom discussions.

2. What structures do you have in place to support this effort?
2) We use formative and curriculum – embedded assessments to guide instructional planning for our ELLs. Structures that we have in place to support this effort include:

- Analyzing data generated from both formative assessments and curriculum – embedded assessments for programming students into specific classes targeting specific needs each term (i.e. – Additional content- or skill- targeted electives for students performing below grade-level on formative assessments; Advanced Placement (AP) classes for students performing above grade – level in specific content area exams.)
- Analyzing and targeting content skills needed for students to be successful in each academic discipline in both content – area teams and grade – level teams during common planning time
- Analyzing data to create skill and content targeted formal and informal study groups for ELLs in English and with native language support (i.e. - Informal lunch discussions with speakers of the same languages; formal after school tutoring; shared Google Docs with translations; peer tutoring)
- Documenting student progress electronically via Google classrooms, emails, and Skedula.
- Progress monitoring through PupilPath/Skedula in both English and available native home languages available to students, families, and school personnel.
- Creating guiding questions that focus on targeted instruction based on data
- Involving teachers and staff in Professional Learning Opportunities (PLOs) about using data to drive instruction

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
3) Summative assessments or baseline/benchmark assessments used to identify baseline, progress and areas of need include:

- New York State assessments (Regent Exams, NYSESLAT)
- End – of – unit test (Including materials from JMap, Pearson Common Core, Houghton Mifflin Collections, and teacher – created assessments)
- Student report card grades and transcripts
- Our school’s annual Adequate Yearly Progress (AYP) scores

4. What structures do you have in place to address interventions once the summative data has been gathered?
4) Structures that we have in place to address interventions once the summative data has been gathered include:

- Programming the appropriate minutes of discrete and integrated English as a New Language (ENL) instruction for each individual ELL.
- Programming the ENL teacher in classes where students show a priority need for additional support (i.e. – If data trends show students are performing below grade level or below standards in a specific content area and not in another, the ENL teacher should prioritize instruction and allocate integrated ENL minutes to that content area.)
- Ensuring the mandates and suggestions from Individualized Education Plans (IEPs) are in place if the ELL is a Student with Disabilities (SwD)
- Programming students for appropriate support classes (i.e. – Additional content- or skill- targeted electives for students performing below grade-level on summative assessments; Advanced Placement (AP) classes for students performing above
grade — level in specific content area exams.)

- Provide targeted formal and informal instructional and learning opportunities for students with native language support (i.e. -
  - Informal lunch discussions with speakers of the same languages; formal after school tutoring; shared Google Docs with
    translations; peer tutoring)

5. How does your school use 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.]
  5) We do not service grades K - 5.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?
  ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

  6) Outcome assessments data that we use to evaluate and inform our ELL programs include data from:

  - NYSESLATs
  - New York State Regents
  - ATS Reports (RLAT, RMNR, HISE, REXH, RESI)
  - ELL Data Analysis Tool (EDAT)

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
  7) Structures that we have in place to disseminate these findings in order to make adjustments to our programs include:

  - Using tools to share outcome data (PupilPath/Skedula, Outlook, Google Classroom)
  - Professional Developments providing instruction on how to better analyze data for adjusting programs
  - Using outcome data to reprogram students (i.e. - Offering students who show English proficiency more advanced English
    classes or more challenging electives; Offering students who show less proficiency more appropriate support classes; Providing
    students with appropriate number of discrete and integrated ENL minutes)
  - Using outcome data to program ENL to teacher to provide targeted integrated ENL support in specific content area
    classrooms (i.e. - EDAT shows many ELLs are deficient in Living Environment credits, the ENL teacher should provide integrated
    support in the Living Environment class that those ELLs must retake.)

---

**Part IV: ELL Programming**

### 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.

      1a) Based on parent choice and the analysis of data including formative, summative, and outcome data, we deliver
         instruction and implement data as per CR Part 154.2 in the following ways:

         - Students are provided their mandated discrete and integrated ENL minutes based on their most recent NYSESLAT
           scores
         - Generally, ELLs in the same grade level travel together in a block
         - In core content classes, ELLs are in heterogeneous groups
         - In discrete ENL classes, ELLs are in homogeneous groups
b. TBE program. *If applicable.*

1b) Based on parent choice, we do not currently have a TBE program.

c. DL program. *If applicable.*

1c) Based on parent choice, we do not currently have a DL program.

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)?

   The mandated number of instructional minutes are provided according to proficiency levels in the program model selected by parent choice. According to CR Part 154.2, mandated instructional minutes are provided to each proficiency level in our parent selected freestanding ENL program. Our school ensures that the correct number of minutes in the correct programming is delivered to each individual student based on his or her English language proficiency level as determined by his or her most recent NYSESLAT score. Our school provides targeted instruction for ELL students based on other data gathered from 8th grade NYS exams, Achieve 3000 lexile levels, periodic assessments, NYS Regent exams, report cards, transcripts, teacher-created classroom assessments, and classroom observations. For example, if data and observations show that there is a trend of ELL students struggling particularly in math, integrated ENL support will be provided in the math classes. If trends show that a group of 10th grade ELLs struggle with reading and writing, integrated ENL support will be provided in the Global History classes to help better the students’ abilities for the NYS Global History Regents exam.

2a) Explicit ENL minutes are delivered based on proficiency levels as follows:

   Entering: 180 minutes of standalone ENL + 180 minutes of integrated ENL/ELA + 180 minutes of standalone OR integrated ENL/ELA = 540 minutes/week
   Emerging: 90 minutes of standalone ENL + 180 minutes of integrated ENL/ELA + 90 minutes of standalone OR integrated ENL/ELA = 360 minutes/week
   Transitional: 90 minutes of integrated ENL/ELA + 90 minutes of standalone OR integrated ENL/ELA = 180 minutes/week
   Expanding: 180 minutes of integrated ENL/week
   Commanding: 90 minutes of integrated ENL/week

   In addition to mandated ENL instructional minutes, all students including ELLs are also provided ELA instruction regularly. ELLs at the Entering, Emerging, and Transitional levels also receive integrated ENL support in their regularly appointed ELA classes.

   Students are provided their minimum 25% HLA support through the use of the following:

   - Translated materials (oral and written)
   - The use of glossaries and dictionaries
   - Access to libraries with literature and texts in native languages
   - The use of technology (listening devices, translations online, media representations in native languages)
   - Computer based programs with native language choices, access, and supports (Achieve3000, Khan Academy, PupilPath/Skedula, Houghton Mifflin Collections Online Units)
   - Grouping with students familiar with the same native languages for group discussions and tutoring

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.

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.
Based on parent choice, our school currently supports our ELLs through a Freestanding ENL program model. ELLs are provided their mandated ENL minutes based on their English language proficiency levels as determined by their most recent NYSESLAT scores and CR - Part 154.2. ELLs are programmed to take all content area classes (English, math, science, and social studies). All content area instruction is given in English.

Instructional approaches and methods are used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Our school provides targeted instruction for ELLs based on data gathered from formative and summative assessments, ATS reports, the use of EDAT, and for SWDs - information from their IEPs. Based on formal data trends, teacher observations, an annual parent conferences and meetings, integrated ENL support is provided in content areas where there is a trend of ELLs struggling in a particular content area. For example, if data and observations show that there is a trend of ELL students struggling particularly in math, integrated ENL support will be provided in the math classes. If trends show that a group of 10th grade ELLs struggle with reading and writing, integrated ENL support will be provided in the Global History classes to help better the students’ abilities for the NYS Global History Regents exam. In addition to providing explicit ENL support in content area classes, based on content teachers, special education teachers, and ENL teacher collaborations, students are provided with scaffolded lessons, modified materials, and native language support through the use of translated materials, grouping with students who speak the same native language, and assisted technology. All materials are grade-level- and age- appropriate for both fostering language development and meeting the demands of the Common Core Learning Standards. All teachers are encouraged to plan their lessons and curriculums utilizing the Common Core Standards, but also the Targets of Measurements (ToMs). All teachers including core content teachers are provided with and have access to ELL data including English proficiency levels, native language backgrounds, and student reports such as NYS exam scores, transcripts, report cards, and IEPs.

ELL students also have access to email or a messaging system via PupilPath/Skedula to reach content area teachers for additional questions about classes, homework, or setting up a meeting time for additional assistance. These messaging systems are also available in multiple languages. ELLs also have the opportunity for informal tutoring during lunch with the ENL teacher daily. After-school tutoring specifically for ELLs is also provided once a week to help support core content instruction.

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

4) Based on parent choice, our school currently supports our ELLs through a Freestanding ENL program model. ELLs are appropriately evaluated in their home languages throughout the year through a variety of methods. These methods include:

- Providing grade-level- and age- appropriate materials in native languages (I.e. - a student can read Romeo and Juliet in his or her native language and be held accountable by participating in a discussion or an activity using English; using previous NYS Regent exams in other languages for student practices)
- Grouping students of native languages together for discussions and activities in native languages.
- Providing access to translated materials from online programs such as Achieve3000, Khan Academy, PupilPath/Skedula, and Houghton Mifflin Collections.
- Allowing students to respond in their native languages.
- Gathering data from their assessments and performance in the Language Other than English (LOTE) class if the language is the same as their native language. (For example, our school currently offers French as a foreign language course and the home language of some of our ELLs is French.)
- Involving multilingual staff to communicate and assess ELLs in their native language abilities through oral and written communication.

5. 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**

5a) **SIFE**

Students with Interrupted/Inconsistent Formal Education (SIFE), are identified at the beginning of the year and periodically throughout the school year for midyear transfers and students new to the NYC Department of Education by reviewing ATS data.

We conduct the SIFE Oral Interview Questionnaire, the NYS Writing Screener, and gather any educational data and information that can be obtained about the student as a starting point to gauge instruction and supports for differentiation.

Many SIFEs have enter with very low literacy skills or possibly none at all depending on their previous experiences. This also means that besides not having yet acquired skills in English, they may not have literacy skills in their native language or any other language either. Because of low literacy skills and interrupted or inconsistent formal education, these students may also be below grade level in core subject content. For these students, grade-level and age-appropriate modified materials will be provided for these students. [I.E. - 9th Grade ELA class is reading Romeo and Juliet, abridged copies in English and native languages will be provided. Student can listen to the text and/or watch a film or a film adaptation with subtitles.] Students will also be assigned a student mentor - with the same native language and/or cultural background if possible - to assist them both academically and socially. Students will also be allowed to use assistive technology in classrooms to help guide understanding for content. [I.E. - Images and videos to better demonstrate content information.] Because some SIFEs may not be familiar with certain technology depending on his or her previous experiences, teachers will also be trained and encouraged to guide the use of technology for students.

Students may have interrupted or inconsistent formal education for many reasons, and some of these reasons may result in the need for social and psychological care. (I.e. - Trauma from migration; the unavailability of formal education in a previous country; living in an unsafe or a war-torn environment) SIFEs will also be provided counseling services and encouraged to attend tutoring activities and other extra curricular activities for social involvement. Again, SIFEs will also be assigned a student mentor - with the same native language and/or cultural background if possible - to assist them both academically and socially. Teachers will be made aware of a student’s backgrounds with consent from the student and his or her family so that teachers can be more attuned to each student’s behaviour and needs.

5b) **Newcomer**

Newcomers, or those who have received less than 3 years of ENL support, are provided much support in terms of both language support and social-cultural support.

In order to provide appropriate differentiated instruction for a newcomer, our school first assesses the student’s knowledge of his or her home language. If the student is literate in his or her home language, the translations of texts and the use of dictionaries and glossaries are useful to ensure that the student can continue learning content while acquiring English language skills. If a student is only somewhat literate or only orally and aurally fluent in his or her home language, then oral translations of texts and information will be provided either through an interpreter, recording, or a video. Texts will be modified and instruction will be targeted. For example, if the goal is for students to respond to an analytical question, the wording in the question can be modified to eliminate words unnecessary or not as pertinent to the ability of answering a question. Also, depending on the ability of the newcomer, the student may be allowed to respond orally or with assistance in writing a response.

It is also important for teachers to draw on a student’s previous knowledge and experiences - whether academic or a cultural norm - in order to better engage a newcomer and to continue building on foundations. Newcomer students will also be assigned a student mentor - with the same native language and/or cultural background if possible - to assist them both academically and socially. In classes, students will also be grouped with students of the same native language and/or cultural background for support. Newcomers are also encouraged to attend small group tutoring and other extra curricular activities.
for social involvement.

5c) Developing

Developing students, or students who have received 3+ - 6 years of ENL services, are provided differentiated instruction in their classes in many ways. While he or she has most likely developed some familiarity with English, a developing student may benefit from the use of modifications to the text in English. For example, a student could be asked to focus on specific, highlighted paragraphs in a dense text and provided with appropriate guiding questions to check for understanding. Students are given graphic organizers to help keep track of usable new knowledge as reference to better incorporate this new knowledge into everyday practices. For example, students can be given a range of sentence starters for different scenarios or a place to write down vocabulary to use for different subjects and situations. Students may also be the option to present in other methods that are more comfortable. For example, if a student is assigned to give a speech on a topic, the developing student may be allowed instead to present a powerpoint with visual cues and bullet points to help clarify and direct communication. A student may be allowed to pre-record a speech and present the video in order to provide the developing student with a more opportunities to rehearse and edit his or her words in a less stressful environment.

Students are also grouped with students of slightly stronger English abilities to work towards better English language acquisition. Depending on the needs of the student, this grouping may include other students with the same native language and/or cultural background.

5d) Long Term

Long Term ELLs, or students who have received 6+ years of ENL services, are being prepared to continue their education without as much structured English language support as other previous subcategories. They are encouraged to read through all texts without the use of translations, less use of dictionaries and glossaries, and are instead, given instruction with a focus on using context clues. Students are also taught by drawing connections between other disciplines and provided cross-content application opportunities to better stimulate and advance growth and understanding. For example, a student struggling with explaining his or her steps in calculating a math problem can be asked to think back to the steps of writing a lab report in science class or even how to write a recipe for cooking. A student struggling with explaining a historical event in a social studies essay can be asked to draw connections to the skills in retelling or summarizing a story in chronological order. Students are also grouped with students of stronger English abilities to work towards better English language acquisition.

Long Term ELLs may also be asked to act as mentors to SIFEs or Newcomers to both provide knowledgeable support for those acquiring English, and also to learn how to become more self-sufficient and an advocate for oneself while advocating for another.

5e) Former ELLs up to two years after exiting ELL status

Former ELLs up to two years after exiting ELL status are still provided continuing support services in the form of integrated ENL. Our school places emphasis on providing integrated ENL services in content areas where our former ELLs show deficits or may still foreseeably need extra support. For example, an former ELL may still need support in writing - particularly in areas that require extensive amounts of writing coupled with new and very specific and unfamiliar content such as US History, which also culminates in a NYS Regents exam required for graduation. Because of this, our school provides former ELLs with integrated ENL support in this class.

Former ELLs may also be asked to act as mentors to SIFEs or Newcomers to both provide knowledgeable support for those acquiring English, and also to learn how to become more self-sufficient and an advocate for oneself while advocating for another.
6. 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?

6) Instructional strategies and grade-level materials that teachers of ELL - SWDs use that both provide access to academic content areas and accelerated English language development include:

- Scaffolded instruction [Careful step-by-step directions; information provided in logical, chronological order, time allotted for discussions/questions/answers]
- Side by side texts [Original - Modified/Simplified English - Native Language]
- Blocking techniques to allow students to focus on specific areas of text
- Access to aids such as audio, visual, and realia
- Electronic communication for questions or assistance through G-Suite or PupilPath/Skedula in multiple languages
- Providing internet links to informational sources and references for homework support through G-Suite or PupilPath/Skedula in multiple languages
- Use of other assistive technology such as approved electronic translators, cell phones, internet
- Using the TI-Nspire calculators which can connect to the SmartBoard and computer programs to better monitor students’ progress to adjust instruction
- Using the TI-Nspire calculators in multiple languages
- Targeting content and language instruction by choosing articles on programs such as Achieve3000 that highlight topics from math, science, social studies, and ELA in multiple languages.
- Using programs like Achieve3000 or Khan Academy which adjust questioning to a level just above students’ performance levels on different types of questions and skill sets.
- Using programs that have supplemental supports such Study Island for alternative learning opportunities and credit accumulation
- Using programs like Houghton Mifflin Collections that provide online supplemental tools such as a section for students to highlight and take notes electronically from the direct text in multiple languages.
- Offering multiple entrance opportunities for a student to engage in a single lesson (Written response sharing, large and small group discussion, small group editing, individual presentations, etc.)
- Grouping homogeneously or heterogeneously based on content ability and skill levels or language abilities for different activities.

Teachers develop these instructional strategies and discuss appropriate grade - level materials for ELL - SWDs through collaborative planning between Integrated Co - Teaching (ICT) in all core content settings for SWDs.

7. 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?

7) Our school uses curricular, instructional, and scheduling flexibility to enable ELL - SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment in the following ways:

- Providing Integrated Co-Teaching (ICT) in all core content settings for SWDs
- Grouping homogeneously or heterogeneously based on content ability and skill levels or language abilities for different activities.
- Allowing flexibility in student presentation [i.e. - Turning in an assignment electronically or by hand; allowing the use of technology for assignments; Accepting oral or written responses for different assignments]
- Allowing extended time for certain assignments
- Providing daily early morning resource room before 1st period
- Providing daily informal tutoring at lunchtime
- Providing scheduled after school tutoring for different subject areas
- Offering students who are below grade level in reading or struggle with specific reading and/or writing tasks Achieve3000 classes and access
- Offering students alternative learning opportunities such as Study Island a chance to learn and accumulate credit
- Providing mandated testing modifications for ELLs including the use of approved translated exams, glossaries, and extended time and whatever the student’s IEP states [i.e. - Separate location, preferential seating, on task prompting, use of a scribe, allowable breaks, use of assisted technology]
- Utilizing G-Suite and Pupil/Path Skedula to communicate anecdotes and observations of student performance and behavior

Teachers, administration, counselors, psychologists, and programmers develop these curricular, instructional, and scheduling strategies for ELL - SWDs through collaborative planning between Integrated Co - Teacher planning time, annual IEP meetings, IEP revision meetings, triennial IEP meetings, meetings and discussions with the student’s IEP case manager, meetings with the student’s counselor(s), meetings with the student’s related service provider(s) (if applicable), and Student Implementation Team (SIT) meetings. The ENL teacher is always involved in all meetings pertaining to the ELL student’s IEP and learning needs. Information is communicated through face-to-face meetings, phone conversations, emails, and interactions on live documents such as IEPs on SESIS.

8. 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.

8) Targeted intervention programs for ELLs in ELA, math, and other core content areas are created based on baseline, formative, and summative data. This data is collected through ATS reports (RESI) and the use of the ELL Data Analysis Tool (EDAT).

Intervention programs are created and implemented for different subgroups.

- Achieve3000
  [Entering, Emerging, and Transitioning students for ELA (reading and writing) support - can be used in English and/or other languages; 9th grade ELL - SWDs scoring 1-2.5 on 8th Grade ELA exam; All ELLs who perform below standards on reading comprehension, analytical, and short responses on science and social studies exams - articles with science and social studies content will be selected for practice use]

- Study Island
  [Long Term and Former ELLs in math who need to earn credit and pass a math regents exam; predominantly upper classmen scoring below 65 on previous math regents]

- Khan Academy
  [Additional math homework tutorials for all Entering, Emerging, and Transitioning students (available in other languages)]

- Resource Room
  [Early morning open class for ELL - SWDs to come for extra tutoring for student selected topics and assignments.]

- ELL Tutoring [Informal]
  [All ELLs are welcome, but this is specifically an opportunity for SIFEs and Newcomers to meet with Long Term and Former ELL mentors to interact socially and receive monitored academic assistance during the students’ lunchtime.]
- ELL Tutoring [Formal]
[All ELLs are welcome, but this is specifically an open opportunity for students to receive assistance through the use of technology in the computer lab and one-on-one assistance from the ENL teacher in student selected topics and assignments.]

- Integrated ENL Programming
[This is created and implemented based on baseline, summative, and formative data from the previous semester. Targeted support is provided in content areas where there is a trend of ELLs struggling in a particular content area. For example, if data and observations show that there is a trend of ELL students struggling particularly in math, integrated ENL support will be provided in the math classes. If trends show that a group of 10th grade ELLs struggle with reading and writing, integrated ENL support will be provided in the Global History classes to help better the students’ abilities for the NYS Global History Regents exam.]

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   9) Based on data and trends, the following new programs or improvements will be considered for the upcoming school year:
   - Programming an extra period of math for subgroups of students with below satisfactory math grades and scores on math regent
   - Offering a day of ENL tutoring dedicated to writing skills specific to taking Social Studies Regents
   - Hosting more ENL mentor/mentee events and opportunities
   - Offering more professional learning opportunities for all staff on differentiating for ELLs and ELL - SWDs

10. If you had a bilingual program, what was the reason you closed it?
   10) Based on parent choice, we do not have a bilingual program this year.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   11) ELLs are afforded equal access to all school programs. After school and supplemental services are offered to ELLs in our building include:
   - ELL Tutoring (Hosted by the ENL teacher)
   - Subject area tutoring (Hosted by the subject area teacher with modifications and support discussed with the ENL teacher during Common Planning Time, meetings, emails, and other forms of communication.)
   - Regents tutoring (Hosted by the subject area teacher with modifications and support discussed with the ENL teacher during Common Planning Time, meetings, emails, and other forms of communication.)
   - Visiting Chef’s Program (Professional chefs from a variety of different cultural and language backgrounds visit the school weekly to teach students about cooking from their personal cultures and experiences.)
   - Campus-wide sports (Integration of all small schools on campus - including bilingual, dual language programs, and free standing ENL programs - to interact in intramural, junior varsity, and varsity sports teams.)
   - Counseling services (mandated and upon request) offered in English and other languages.

   ELLs and their families are notified of school programs offered through:
   - Email blasts and notifications through PupilPath/Skedula written in English and in the language of student choice and to the families in the written language of parent(s) choice
   - Newsletters and notifications mailed through USPS written in English and in the language of parent choice
   - Newsletters and notifications given to students written in English and in the language of parent choice
   - Phone calls home in English and the language of parent choice
   - The work of our bilingual Parent-Coordinator
   - The assistance of multilingual staff members
   - The use of the Language and Translation Unit
12. **What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.**

12) Instructional materials, including technology, are used to support ELLs across all content areas. These include access to the following:
- Internet
- Computer Lab
- Laptop Carts [Lenovo; Chromebooks]
- SmartBoards
- Promethean Boards
- TI-82, 83, and Nspired calculators [Nspired calculators can be programmed into multiple languages] for all math classes
- G-Suite [Students each have their school-based Google email and use this platform for assignments across all content areas; G-Suite can be accessed in multiple languages]
- Online academic programs in multiple languages for math, English, Science, and Social Studies [Achieve3000, Khan Academy, Study Island, Houghton Mifflin Collections]
- Voice Recognition devices - computers, cell phones, tablets - to assist with transfers of oral language to written language
- Copies of previous Regents exams in English and other languages available online
- Communication programs in multiple languages [PupilPath/Skedula, Gmail, the use of the Translation and Interpretation Unit]

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

13) Based on parent choice and the analysis of data including formative, summative, and outcome data, we deliver instruction and implement data as per CR Part 154.2 in the following ways:

- Students are provided their mandated discrete and integrated ENL minutes based on their most recent NYSESLAT scores
- Generally, ELLs in the same grade level travel together in a block
- In core content classes, ELLs are in heterogeneous groups
- In discrete ENL classes, ELLs are in homogeneous groups

Based on parent choice, we do not currently have a TBE program. Based on parent choice, we do not currently have a DL program.

14. **Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.**

14) Our school ensures that all required services/resources support and correspond to ELLs’ ages and grade levels by providing age-appropriate high-, mid-, and lower- level readers for our students. These readers correspond to appropriate content area topics and Common Core Standards. These materials are decided with the input of teachers, administration, and guidance. For example, in an ELA class, students may have a thematic topic targeting certain Common Core Learning Standards. The students are divided into literature circle groups based on lexile scores determined from Achieve3000 and other summative assessments. From there, the grouped students are asked to choose a group novel from a certain collection of novels that correspond to lexile levels just above the students’ levels. These are novels approved by New York State TextBook Law (NYSTL) which come with marked reading levels.

Content area, ENL, and Special Education teachers also utilize common planning time to adjust materials accordingly for each content area for each grade level. For example, if an 12th grade Expanding ELL is struggling with understanding the way the US election process works in his or her US Government class, teachers can plan different ways to help the student better understand. Teachers can access articles of the same topic written with less political and formal jargon, modify the structure of the writing into bullet points or a flow chart, or access a video with subtitles that explains the process in English and/or the student’s native language. The teachers could then utilize questioning and discussion and/or written responses to check for student understanding. This planning could also be done through emails and online interactions.

Appropriate grouping is also used to ensure that ELLs are working with their grade-level peers on content area. Former ELLs who have stronger English proficiency can be grouped with ELLs who are less proficient. Former ELLs are great mentors and advocates for current ELLs because they understand the patience and process taken to acquire content knowledge in a new language and they themselves are immersed in the same studies.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

15) Our school shares a building (collocation). This takes a strong building-wide effort to program shared spaces such as the student-scanning at the entrance, gymnasium, library, cafeteria, nurse’s office, and auditorium accordingly. We coordinate the following efforts to ensure that all of the ELLs needs (academic, linguistic, socioemotional) are met:

- Posted signs provided by the Translation and Interpretation Unit to help indicate what language is needed in areas where people frequently seek assistance (medical office, main offices, guidance offices, main entrance and scanning)
- Bilingual and culturally sensitive male and female staff at entrance to handle ID swiping and student-scanning (Parent-Coordinator, Security Agents, Administration, School Aides)
- Bilingual and culturally sensitive male and female staff in shared spaces like the gymnasium/locker rooms, cafeteria, and auditorium
- Library space with texts in English and other languages
- Signs posted for events and services in multiple languages
- Bilingual building-wide relationship counselor
- Bilingual school psychology staff
- Bilingual condom availability staff

16. 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).

16) Activities that assist newly enrolled ELLs before the beginning of the school year include:

- Initial meeting with bilingual parent-coordinator or bilingual staff and the ENL teacher to establish knowledge of an adult of the same home language or someone who is aware of the student’s home language need
- Initial meeting with a bilingual counselor or a counselor and a translator to provide basic orientation for programs and assistance.
- Providing scheduled check-ins with bilingual guidance counselors and parent-coordinator the first few weeks
- Open houses with bilingual staff available for guidance (Parent-Coordinator, Counselors, Teachers, School Aides)
- Open houses with Student Government, National Honor Society, and upperclassmen mentors who are current and/or former ELLs of different language and cultural backgrounds
- Summer orientation with oral translators and written translated materials

Activities that assist new ELLs who enroll throughout the school year include:

- Initial meeting with bilingual parent-coordinator or bilingual staff and the ENL teacher to establish knowledge of an adult of the same home language or someone who is aware of the student’s home language need
- Initial meeting with a bilingual counselor or a counselor and a translator to provide basic orientation for programs and assistance.
- Providing scheduled check-ins with bilingual guidance counselors and parent-coordinator the first few weeks
- Introducing new ELLs to the ELL lunch tutoring group (facilitated by the ENL teacher)
- Assigning older ELLs to provide a tour of the school facilities
- Assigning a grade-level ELL to act as a guide and an advocate for the new student in classes
- Introducing the new ELL to other students of his or her native language and/or cultural background if available
- Inviting new ELL to join after-school activities where other ELLs are directly involved such as ELL tutoring, Multicultural Visiting Chef’s program, athletics, music clubs, drama club, and Student Government
- Integration into the annual ELL cultural holiday party
17. What language electives are offered to ELLs?

17) At the moment, our only language electives offered to all students, including ELLs, is French.

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

18) Based on parent choice, we do not currently offer a dual language program.

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**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 and non-pedagogic staff.) 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?

1) All staff, including all teachers of ELL and non-pedagogic staff, receive Professional Development (PD) and support in regards to educating and working with ELLs.

Staff receive their contractual professional development minutes each week and this time is used to develop plans to better educate and support all students, including ELLs. Sometimes, these PDs are led by the ENL teacher who may introduce topics targeting specific aspects of our ELL population, and sometimes these school PDs are turnkeys of information gathered from outside PDs. Sometimes these topics are led by administration and other staff. The topics are often chosen based on data gathered from baseline, summative, and formative assessments and other data tools such as ATS and EDAT. Often when trying to target our “lowest third”, this grouping includes many of our ELLs and our ELL - SWDs. From this, we develop PDs centered targeted around Common Core Learning Standards that these groups struggle with such as “Analyzing complex primary sources...” or “Evaluating authors’ differing points of view...”

Each year, the ENL teacher and a school counselor who are the school’s Language Access Coordinators (LACs) also attend an annual training hosted by the Field Language Access Coordinator, and turnkeys this information to the rest of school staff including teachers and non-pedagogic staff. The information from these trainings help our entire school community better understand the importance of the needs of our ELLs and their families.

Planning and supporting ELLs specifically includes taking knowledge from the PD topic and working in co-teaching teams including a content area teacher, a special education teacher, and an ENL teacher. This team will take the knowledge from the PD and use their own content specialty backgrounds to best develop practices and supports for ELLs.

These co-teaching teams may often attend other professional developments together to continuously develop as a team of professionals. A few PLO attended by teacher teams specific to planning and supporting ELLS include, but are not limited to:

- NYC Department of ELL and Student Support PLO: Algebra - A Gateway to STEM series (Math and ENL teachers)
- Brooklyn Historical Society: Women’s and Gender History PLO (Social Studies, Special Education, and ENL teachers)
- NYSESLAT Training (Math, Special Education, and ENL teachers)
- NYC Department of ELL and Student Support PLO: Developing Academic Literacy - Delving Deeper into Argumentation and Academic Conversations (Social Studies, Special Education, and ENL teachers)

The professional development plan for teachers of ELLs including the ENL teacher in supporting ELLs as they engage in the Common Core Learning Standards includes participation in many Professional Learning Opportunities (PLO) and Professional
Learning Communities (PLC) such as:

- Manhattan Field Support Center (MFSC) PLO: ELL Leads Meeting Series
- MFSC Professional Learning Community PLC: Preparing ELLs for the English Regents Exam Series
- MFSC Professional Learning Expo
- NYC Department of ELL and Student Support PLO: Algebra - A Gateway to STEM series
- NYS/NYC Regional Bilingual Education Resource Network (RBERN)
- NYS ELL Student and Family PLOs hosted by Fordham University
- NYS ELL Student and Family PLOs hosted by New York University

2. 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.

2) Our school meets the professional development requirements as per CR Part 154.2 including the 15% of total hours for all teachers and 50% of all hours for the ENL teachers receiving ELL-specific professional development. Records are kept through agendas distributed at the beginning of each PD held in school as well as shared through Google Docs. Attendance sheets are signed at the beginning of each PD and kept by the school administration. Teachers are also encouraged to document their own PD hours, especially to maintain their licenses and earn their Continuing Teacher and Leader Education (CTLE) hours.

These PD requirements are met through a combination of PDs developed by school staff including all teachers of ELLs and non-pedagogic and other PLOs and PLCs outside of the school. Staff is continuously encouraged to seek outside learning opportunities independently and as co-teaching teams. PDs are found through a variety of email subscription newsletters, including ones from the NYC Department of ELL and Student Support (DELLS) and the DELLs intranet page.

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?

1) The school provides 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. This annual individual meeting is outside of mandated parent orientations, IEP meetings and reviews, and DOE-scheduled parent conferences. This meeting is a small meeting between the ENL teacher and the family of the ELL student. During this meeting, the group discusses the development of an ELL’s language skills based on a combination of data including classroom assessments and anecdotal evidence and baseline, summative, and formative assessments. Scores such as periodic lexile assessments, BoY and EoY exams, regents scores, and NYSESLAT scores are discussed. Classroom performance and grades will also be provided through teacher notes and grade books and an examination of student work across all content areas.

This annual individual meeting with parents of ELLs is made accessible to the families by being knowledgeable of their oral and written language preferences through ATS data and general knowledge of our ELL family community. If the family uses a home language of someone on staff, we will have that person on staff translate and interpret. If not, we will utilize the services of the Translation and Interpretation Unit by having written documents translated ahead of time, and calling for an over the phone interpreter.

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

2) Parents of ELLs are invited and welcomed at all school-wide events, and translations and interpreters will be provided through our multilingual school staff or the use of the Translation and Interpretation Unit.
Activities specific to fostering parental involvement for parents of ELLs include:

- Annual ELL Holiday Party
- Updated Informational Board [Information providing information for Adult ESL classes, ESL Writing Seminars, ELL-targeted SAT classes, and ELL student and family activities during weekends, holidays, and summer]
- ELL Family Cookbook

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.

We are very proud of the accomplishment of our current and former ELLs. Recent accomplishments and participation include:

- Work-Based Learning (WBL) Internship programs
- Public Schools Athletic League (PSAL) sports teams
- National Honor Society
- Careers through Culinary Arts Program (C-CAP)
- Pro-Start Certification
- Food Handler’s License
- NYU Aspire Program
- Acceptances to colleges and universities
- Scholarships to colleges and universities
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Roger E. Turgeon, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

### School Name: Food and Finance High School  
**School DBN: 288**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Turgeon</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Bollati</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carmen Mercado</td>
<td>Parent Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle Kong</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bahiji Ali</td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Limato/Special Education</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paula Astor</td>
<td>School Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marisol Rosales</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paula Waldron</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ilyse Leibowitz/Speech Service</td>
<td>Other Related Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eugenia Adams/Pupil Accounting</td>
<td>Other Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bryan Pi/Math</td>
<td>Other Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paula</td>
<td>Astor</td>
<td>Guidance Counselor</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Michelle</td>
<td>Kong</td>
<td>Teacher, ENL</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   [1) The data and methodologies used to assess language preferences of the parent community for both written and oral communication include pertinent information culled from the following:

   - Part III of the Home Language Identification Survey (HLIS) - This is the initial step in identifying what language the student’s family would like to receive written information which may or may not be the same as the language in which the student’s family would like to receive oral communication. This survey is filled out together by the family and the appropriately trained pedagogue.

   - ATS reports - ATS reports used to assess language preferences of the student include the Parent’s Preferred Language Report (RTL) which lists all languages including English, represented in our school community. The Adult Preferred Language Report (RAPL) is used to find out school’s language access
demographic and lists the preferred written and oral language for all adults on the student’s emergency contact lists, and the Parent’s Preferred Language Report (RCPL) gives a composite number of parents who speak a certain language, the percent written and the percent oral.

- Student Emergency Contact Cards - This must be presented to the parents in a language of choice and they must be marked with the language(s) in which the parents prefer information. [i.e. - In the event of an emergency, the parent(s) needs to be contacted by a speaker of the requested home language.]

- Surveys conducted by your school - For better communication, surveys should be sent out asking families which methods of communication is best [i.e. - Phone, Email, Fax, Website, Printed Notification via Student, Printed Notification via USPS, Face-to-Face meeting, etc.] These surveys should also ask in which language(s) families would prefer the different types of communication. [i.e. - A family might want oral communications over the phone in a native language other than English but written communications of notifications mailed home in English.]

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>394</td>
<td>68.4</td>
<td>392</td>
<td>68.06</td>
</tr>
<tr>
<td>Spanish</td>
<td>166</td>
<td>28.82</td>
<td>167</td>
<td>28.99</td>
</tr>
<tr>
<td>Chinese (Any)</td>
<td>9</td>
<td>1.56</td>
<td>6</td>
<td>1.04</td>
</tr>
<tr>
<td>French</td>
<td>6</td>
<td>1.04</td>
<td>6</td>
<td>1.04</td>
</tr>
<tr>
<td>Mandinka (Mandingo)</td>
<td>1</td>
<td>0.17</td>
<td>1</td>
<td>0.17</td>
</tr>
<tr>
<td>Chinese - Mandarin</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.35</td>
</tr>
<tr>
<td>Chinese - Cantonese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.17</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.17</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

3) No languages (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, and Urdu) represented at least 10% of our school’s population

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open House/Orientation Invitation</td>
<td>June</td>
<td>Schedule of Dissemination of Documents Disseminated That Require Translations: <em>We translate most of our written materials in-house with the assistance of staff members who are bilingual. We also use the School Messenger system to call homes using the &quot;Multilingual Broadcast&quot; option to adjust the messages to the proper language for oral communication based on the Parent and the Adult Preferred Language Choices. If we have a need for a written translation that cannot be provided in-house or through School Messenger as requested by the Parent and Adult Preferred Language information from ATS, we will utilize the services of the Translation and Interpretation Unit for both written translations and oral interpretation. Written translation requests will be submitted several weeks in advance.</em></td>
</tr>
<tr>
<td>Orientation Guide</td>
<td>September</td>
<td>*</td>
</tr>
<tr>
<td>Military Opt Out Form</td>
<td>September</td>
<td>Use provided translations from DOE website; will reach out to the Translation and Interpretation Unit well in advance if we have a need for a written translation that is not provided on the DOE site as requested by the Parent and Adult Preferred Language information from ATS.</td>
</tr>
<tr>
<td>Student Allergy Notification Form</td>
<td>September</td>
<td>*</td>
</tr>
<tr>
<td>Condom Availability Opt Out Form</td>
<td>September</td>
<td>Use provided translations from DOE website; will reach out to the Translation and Interpretation Unit well in advance if we have a need for a written translation that is not provided on the DOE site as requested by the Parent and Adult Preferred Language information from ATS.</td>
</tr>
<tr>
<td>Photo Consent Form</td>
<td>September</td>
<td>Use provided translations from DOE website; will reach out to the Translation and Interpretation Unit well in advance if we have a need for a written translation that is not provided</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Contact Card</td>
<td>September</td>
<td>*</td>
</tr>
<tr>
<td>Immunization Reminders</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>School Uniform Policy</td>
<td>September</td>
<td>*</td>
</tr>
<tr>
<td>Cell Phone Policy</td>
<td>September</td>
<td>*</td>
</tr>
<tr>
<td>PupilPath/Skedula Access Sign-up Information</td>
<td>September</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PupilPath/Skedula also operates in Spanish</td>
</tr>
<tr>
<td>School Lunch Forms:</td>
<td>September</td>
<td>Use provided translations from DOE website; will reach out to the Translation and Interpretation Unit well in advance if we have a need for a written translation that is not provided on the DOE site as requested by the Parent and Adult Preferred Language information from ATS.</td>
</tr>
<tr>
<td>Notice of individual ELL Parent Conferences</td>
<td>September</td>
<td>*</td>
</tr>
<tr>
<td>ELL Orientation Announcements</td>
<td>September</td>
<td>*</td>
</tr>
<tr>
<td>ELL Parent Program Choices ELL Entitlement and Non-Entitlement Letters</td>
<td>September</td>
<td>Use provided translations from DOE website; will reach out to the Translation and Interpretation Unit well in advance if we have a need for a written translation that is not provided on the DOE site as requested by the Parent and Adult Preferred Language information from ATS.</td>
</tr>
<tr>
<td>ELL Entitlement and Non-Entitlement Letters</td>
<td>September</td>
<td>Use provided translations from DOE website; will reach out to the Translation and Interpretation Unit well in advance if we have a need for a written translation that is not provided on the DOE site as requested by the Parent and Adult Preferred Language information from ATS.</td>
</tr>
<tr>
<td>ELL Holiday Celebration Invitation</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Monthly School Calendar</td>
<td>Beginning of Each Month</td>
<td>*</td>
</tr>
<tr>
<td>Title I Funding Meeting</td>
<td>November</td>
<td>*</td>
</tr>
<tr>
<td>Notice of Individualized Educational Plan Meeting</td>
<td>As Needed Throughout the School Year</td>
<td>Phone call home by staff in Parent's Preferred Oral Language. Will use the services of the Translation and Interpretation Unit if the oral language need cannot be provided by a staff member.</td>
</tr>
<tr>
<td>Meeting Name</td>
<td>Month/Frequency of Meetings</td>
<td>How does your school plan to provide interpretation service(s)?</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Open House/Orientation               | June                       | Providing Interpretation Services  
*We use in-house adult interpreters with the assistance of adult staff members who are bilingual.  
If we have a need for an oral interpreter who cannot be provided in-house as requested by the Parent and Adult Preferred Language information from ATS, we will utilize the services of the Translation and Interpretation Unit oral interpretation.* |
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School Curriculum Night</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>ELL Parent Orientation</td>
<td>September</td>
<td>Use provided videos from DOE website</td>
</tr>
<tr>
<td>Individual ELL Parent Meeting</td>
<td>Throughout the Year; one per ELL student</td>
<td></td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>Throughout the Year; at least one per student with an IEP</td>
<td></td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>October, March, May</td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator Family Activity Sessions</td>
<td>Throughout the year</td>
<td></td>
</tr>
<tr>
<td>College and Financial Aid Information Nights</td>
<td>Fall /Spring</td>
<td></td>
</tr>
<tr>
<td>School Leadership Meetings</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td>Parent Association Meetings</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>Suspension Hearings</td>
<td>As Needed</td>
<td></td>
</tr>
<tr>
<td>Guidance Counselor Meetings</td>
<td>As Needed</td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

3) Our school uses the following communication strategy to reach limited-English-proficient families in the event of a school emergency:

- Pre-translated emergency situation notifications via phone, emails, and paper notifications for general medical, weather, fire, or facility emergencies.

- The use of an identified second language commonly used amongst speakers of another non-English language from a certain region. [I.e. People who use some African languages such as Bambara, Mandingo/Mandinka, or Garma may be familiar with French; People who use Fujianese or Chichow may be familiar with Mandarin]
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Our school ensures that all staff members are aware of the goals of Chancellor’s Regulation A - 633, “that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education.” We use the following resources to meet compliance:

- English as a New Language (ENL) Specific Professional Developments (PDs)
- NYC Department of English Language Learners Student Support (NYC DELLS)
- Manhattan Field Support Center (MFSC)
- NYS/NYC Regional Bilingual Education Resource Network (RBERN)
- NYC DOE Field Access Language Coordinators
- Language Translation and Interpretation Unit

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

Our school will make limited-English Proficient parents aware of their rights to receive information by using:

- Translated signage - Chart provided by the Field Language Access Coordinators placed in locations frequented by parents including main offices, guidance offices, security desk at main entrance, and the medical office.
- Brochures/flyers/letters shared with parents - Translated to the appropriate languages as indicated from the HLIS, RAPL, and other surveys.
- Any parent engagement events where this is expressed - This includes plain language used to reach all audience members regardless of educational privileges at events such as Parent Association (PA) meetings, Annual ELL Holiday Parties, Parent Orientations, etc.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
Mechanisms that our school uses to gather feedback from limited-English-proficient parents on the language services that they receive include:

- Checking in with parents on any changes to contact information each year including any changes to legal parent/guardian information [i.e. - If the parent recently changed marital status and there is a new language used in the family] and updating the emergency contact card

- Communication received between the school and families through email and online grading programs such as PupilPath/Skedula

- Redistributing school surveys on communication methods

We implement feedback received by providing more translators at large school functions and continuously reminding staff to use the Language Translation and Interpretation Unit for written translations and oral interpretations by phone. We also have moved to using electronic written communication that can be used in languages other than English such as G-Suite and PupilPath/Skedula.