



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PROGRESS HIGH SCHOOL FOR PROFESSIONAL CAREERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M0: **14K474**)

PRINCIPAL: **DR. WILLIAM C. JUSINO** EMAIL: **WJUSINO@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **Ms. Karen Watts**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
William C. Jusino	*Principal or Designee	
Rebecca Morel	*UFT Chapter Chairperson or Designee	
Blanca Quinones Ramirez	*PA/PTA President or Designated Co-President	
Jennifer Perez	Title I Parent Representative	
Daisy Rivera -	Member/Parent Rep	
Rosie Acosta	Member/ Parent Rep	
Rose Garner	Member/Parent Rep	
Juan D. Martinez	President PROGRESS, Inc. CBO Representative	
Amy Morales	Member/Faculty Rep	
Vernessa Defoe	Member/Student Representative	
Victor Urena	Member/ Student Rep	
Christina Rivera	DC 37 Representative	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

**PROGRESS High School for Professional Careers
Needs Assessment
2011-2012**

PHS worked closely with all stakeholders in our school community to identify the needs of the school. We used summative, formative data and ARIS, as well as reports generated on our school such as Progress Report, NYSED School Accountability Report, and Learning Surveys... Teachers were asked to share their insights as to what the accomplishments and barriers to success were for our students. Parents were surveyed to share their opinions and students were surveyed. Our student government is active and shares insights on an ongoing basis. In addition part of the conversations and information gathered helped us formulate the next steps for our school.

What student performance trends can you identify?

An analysis of the class of 2012 Cohort performance i.e. sub group performance on graduation assessment requirements after 4 years of high school for the students in the class of 2012 Regents Cohort indicates the following:

Results for all COHORT 2012 tested students indicate a -0.04% percent decrease (from 94.9% to 94.5%) of students passing the New York State Math regents examination. Results for all students tested indicate a 2.1% decrease (from 10.1% to 8%) of students performing at Level 2 and 3.8% increase of student's performance at or above Level 3 (from 84.8% to 86.5%).

Results for special education students indicate a 10% decrease (from 60% to 50%) of students performing at Level 2, and a 1.1% increase of students performing at or above Level 3 (from 26.7% to 27.8%).

Results for English language learners indicate a 1% change (from 18.2% to 17.2%) of students performing at Level 2, and a 16.3% decrease of students performing at or above Level 3 (from 81.8% to 65.5%).

Results for the Integrated Algebra Regents revealed that 62.7% of freshmen scored a level 3 or more. This is a decrease of 5.65% below the 2011 results. We will continue to provide to our Integrated Algebra students ten periods of algebra a week so that they will be better prepared for the examination.

As a school identified as "School In Good Standing", our State-designated performance target in Math for 2010/11 was to achieve a Performance Index of 172. Our Performance Index for the 2010/2011 year was 181.5. For the current year, 2011/12, our State-designated performance target in mathematics is 179. Without including the January and June Regents, we already met our AYP. Other accomplishments include:

- Department's uniform monthly assessments which include item analysis by subgroups and general population.
- The establishment of a Saturday Academy with an average attendance over 100 students.

- Teachers are in a collaborative Inquiry team where they monitor students' performance prior the Regents examinations in mathematics.

Review of students' diagnostic results, portfolios, and teacher observations reveal that students are demonstrating weakness in problem in part II, III, and IV of the math regents.

Implications for the Instructional Program:

- Math department will conduct uniform monthly assessments, per course; identify students' needs and readiness prior to taking the mathematics regents examination.
- Math teachers will use accelerated math and remediation folders more rigorously to differentiate instruction for students. Math teachers will be available for all students for tutoring every day, during their circular 6 periods.
- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of 90-minutes of instruction for incoming 9th graders and Regents prep courses. Reading and writing will play a bigger role in the math lessons.
- The implementation of a school-wide math program with parallel instruction in all classes, including CTT classes and bilingual classes.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Increased opportunities for students to meet with their math teacher during the lunch period and receive the assistance that they need in order to become more proficient in their math classes.
- Selected teachers will be assigned to collaborative teaching classes in order to fully integrate and mainstream special education students.
- Teachers will use data from the Annual School Report Card, ATS, ARIS, Progress Report, Quality Review, Monthly assessments, and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students and differentiation of instruction.
- Teachers will reinforce problem-solving strategies during content area instruction.
- Investigation of best practices for sustaining and accelerating the achievement of English language learners in math classes.
- Intensive professional development will be provided in the following areas:
 - The components of a ninety-minute math block

- The use of specialized strategies to meet the needs of special education students
 - ESL strategies and the new ELL standards
 - Effective strategies for teaching Integrated Algebra, Geometry, Trigonometry, pre calculus, graphing calculators, interactive computer software, Promethean Teaching Tools and the use of Smart Board Technology.
- Barriers/Areas of Focus:
 - Need for more time for Professional Development
 - Analyzing and using data to identify goals, next learning steps and resetting goals.
 - Students' passing rate has declined for the last two years, affecting their credit accumulation, Regents passing rate, and their graduation.

In the 2010-2011 academic year PROGRESS High School embarked upon a significant review of its academic programs by conducting a review of data, and holding discussion groups with administrators, teachers and students. The purpose of this process was to gather data, input and suggestions to guide in the formulation of goals and objectives for our CEP. A review of credit accumulation data, school-wide Regents scores, Observations of teaching practices and various discussion forums were the primary tools for gathering qualitative and quantitative information from educational partners and stakeholders.

This comprehensive analysis informed the formulation of goals in the areas of credit accumulation, Regents passing rate; alignment to common core standards; and improving teaching practices.

In the area of credit accumulation our analysis was very telling:

Goal one – Credit Accumulation

1. The credit accumulation rate of 3rd year students with 10 credits or more was 61.7% representing a decrease of 3.8% compared to the academic year of 2009-2010
2. Students in the lowest 1/3 earning 10 credits or more the credit accumulation rate were 49.3% vs. 52.7% in the 2009-2010 academic year. This represents a decrease of 3.4%.
3. A review of the 11th grade passing rate for the academic years of 2009-2010 and 2010-2011 demonstrates that we have continued work to do improve student performance:
 - Fall, 2009 passing rate of 84.6%
 - Fall, 2010 passing rate of 80.6%
 - This represents a decrease of 4%

The passing rate of 11th grade students was:

- Spring, 2010 passing rate of 81.9%
- Spring, 2011 passing rate of 85.9%
- An improvement of over 4%

4. (On track to graduation) In order to track 11th grade (graduation track) we reviewed credit accumulation and the number of Regents passed. A comparison of this year's 11th grade and last year's 11th grade shows that for 2011-2012 only 45% of our students are on track to graduate vs. 43% in the year 2010-2011. Again, this clearly demonstrates the significant work we must do.

Goal 2 – Our assessment of the data demonstrated that we have far too many students settled in the 55% to 64% Regents score range. The following is the percentage of students in this category during the 2010-2011 academic year for each department:

- English 5%
- Math 8%
- Science 12.5%
- Global 13%

A summary of Regents Examination report reveals that an average of 9.6% of our students scored between 55-64 on the English, Algebra, Living Environment and Global History Regents exam. Our goal is the decrease this by 5%.

Goal 3

A significant aspect of the Common Core standards is its emphasis on college readiness. As such we need to align our curricula to the new common core standards so that our students can attain the requisite skills necessary to enter college and earn a degree.

The 2010-2011 Progress Report reveals that only 8.9% of our students are taking college preparatory courses; 5.6% are college ready and, 38% enrolled in college. Routine observations demonstrate that the rigor in each lesson does not challenge students to the level required by common core standards to improve students' performance and help them become analytical thinkers and problem solvers. Our lessons must be aligned to the vocabulary, rigor and standards of the common core standards.

Goal 4

Formal and informal observations have shown that we need to improve the quality of instruction that our students are receiving. Areas that we will focus on are lesson, planning that include effective teaching strategies to reach all learners, increasing student engagement, increasing rigor, by working on these root causes why our students are not achieving our goal is to increase true academic success.

To improve instruction supervisors will make their presence more visible in the classroom using the Danielson framework for teaching. We will use short frequent cycles of observations to monitor teaching practices and provide feedback to teachers on an ongoing basis. These cycles of observations will help us to assist and improve the level of instruction in the classroom. Expectations will be established and feedback will be given consistently so that supervisors can monitor the overall success of our teaching personnel.

Science

PERFORMANCE TRENDS

The overall Regents passing rate in Living Environment and Earth Science has shown limited improvement for the last three years. The current data from ATS and STARS indicates that our students are making inconsistent progress. A comparison between cohorts shows how our students' performance has made improvement in some areas but declined in others.

In the Cohort of 2011, 72.7% of all students tested passed the Regents with a level 3 or higher. In this current Cohort of 2012, 80% of the students tested in science scored a level 3 or higher. That represents an improvement of 8%. However, STARS revealed that 51% of all of our students tested on June 2011 scored a level 3 or 4 in their science Regents. Last year, June 2010, the passing rate was 48%.

On the basis of these trends we instituted and will take the following proactive steps:

To improve instruction, credit accumulation, and Regents passing rate, we will

- recruit and hire, as needed, highly qualified licensed science teachers
- provide ongoing professional development for newly hired and veteran teachers to build skills needed for effectiveness in the classroom.
- provide models of inquiry-based science lessons by using demonstration lessons and best-practices to train teachers to replicate these models in their classrooms.
- provide feedback of lessons and encourage self-reflection by using classroom observations and pre and post observation conferences.
- Schedule Academic Intervention Services early in the term and continue through June to prepare students for the Regents examinations. AIS will take place during lunch periods, after school and on Saturday.
- Continue with administering uniform monthly assessments and through co-planning identify areas where students are weak and come up with strategies or techniques to improve their performance.

GREATEST ACCOMPLISHMENTS

- Establishing and maintaining an annual Math, Science and Technology Fair. This will be our fifth year of having the Science Fair. Many of our teachers mentor students with their science projects in the various subject areas and participate in the running of the science fair.
- Establishing and maintaining a Pre-Medical Program with Woodhull Hospital. This is the eighth year of the Pre-Med Program. Students enter the program in their

sophomore year and graduate with special recognition in their senior year. Students take classes at PROGRESS H.S. and do rotations in various disciplines at Woodhull Medical Center under the supervision of their Medical staff.

- Maintaining a positive attitude in the department with teachers mentoring each other and working collaboratively to share their best ideas and practices. Lead subject area teachers meet weekly with new teachers at Subject Team Meetings to discuss materials, lessons, demonstrations, laboratory lessons and suggestions for classroom management.

SIGNIFICANT AIDS TO CONTINUED PROGRESS

- Continued support from the Principal and his administration. All of the above accomplishments could not have been achieved if it were not for the support and encouragement of PROGRESS H.S Principal, Dr. William Jusino. He constantly seeks out grants and resources to support the science program.
- An atmosphere of collaboration and support among the members of the Science Department that is permeated throughout the school.

BARRIERS TO CONTINUED PROGRESS

- Budget cuts that will severely affect everything from maintaining personnel to continuation of special programs within the Science department
- Improve the number of students who meet the 1200 minutes of labs so that they may be eligible to take the Regents examination.

Social Studies

PERFORMANCE TRENDS

The Social Studies Department of PROGRESS High School has identified some challenging trends in terms of the scholarship of our students. For example:

1. On the last Regents multiple-choice common assessment a significant number of students failed the exam and there were a significant number of male students who did not perform adequately. For example in on H4 class 3.7% of the females scored from 0-64% while 48.1% of the males scored between 0-64%. In another class, nearly 15% of females scored between 0-64% and over 50% of males scored between 0-64%. To do well on the Regents exam must perform better on the multiple choice component of the examination
2. Our cohort of 2013 is experiencing difficulty in United States History Regents. Of the 250 students 112 of them failed the Regents or were not tested when they originally took the course.
3. On the essay components of the Regents examinations our students continue to hover in the level 2 or 3 range. There is a need to improve upon these scores.
4. Our students need more training on the writing of research papers so that we will implement a research paper project in H7 be college ready.

On the basis of these trends we instituted and will take the following proactive steps:

1. Student work will be looked at as a department and benchmark pieces identified so all have the same expectations
2. A multiple choice plan has been implemented with carefully and ongoing instruction in responding to multiple choice questions. Teachers are expected to infuse five multiple choice questions in their lessons daily culminating in a weekly multiple choice exam.
3. Data systems have been revamped to include subgroup information
4. Regents instruction has been imbedded into daily lessons. The emphasis is on both knowledge and skill. Teachers are monitoring student progress more closely and embedding the strategies students need to pass the Regents into their everyday teaching.
5. Project based instruction has been implemented so that each major unit culminates in a significant project.
6. The teaching of documents in our classes was totally restructured so that it is gradually infused in our H1, H2 courses. Each teacher is charged with the responsibility of including at least seven documents in their class each week.
7. A one course for H1/H2 and H3/H4 was implemented with an area approach to teaching.
8. A United States History Committee will be formed to study make recommendations as to our collective approach to teaching American History.

BARRIERS TO CONTINUED PROGRESS

1. There is a need for better and more structured teacher preparation. Teachers continue to struggle with using data and require more training on the use of data to support teaching. In addition, particularly new teachers would like to have new technology in the classroom but will need ongoing training as to its use.
2. Students not knowing how to set short and long-term goals and bi-annually and annually tracking their success
3. Inadequate preparation of students before reaching high school level – many students reading and writing on an elementary level.
4. Many students lack adequate support systems at home.
5. Students lack basic organizational and study skills would impede their progress

English

PERFORMANCE TRENDS

1. In the 2009 cohort 74 students either failed Regents exam or scored in the 65-69% range requiring taking remedial courses in college.
2. In the 2010 cohort 89 students either failed Regents exam or scored in the 65-69% range requiring taking remedial courses in college. Data shows improvement in passing rate.
3. ELL and SWD students struggle with passing the regents.
4. The English teachers take ownership of their data and look for ways to improve upon past results.
5. English department recognized the need to improve curriculum and set that as a goal for 2011-2012 school year. Focus will be on new Common Core Standards and use of more non fiction materials

On the basis of these trends we instituted and will take the following proactive steps:

1. Target failing students for extra support and identifying them for special Regents assistance
2. Implemented a blackboard configuration structure in the English classroom providing for more structure.
3. Provided for the implementation of common assessment in all English Classes.
4. Implemented a process for the development and refinement of research skills in the senior year
5. Identify a need to establish curriculum for English and developed learning units for each English course consistent with the common core standards. Identify resources to align with common core standard units.
6. Increase use of data to monitor student progress based on common assessments, teacher data and Progress Report and marking period analysis. Identify trends and what changes need to be made based on outcomes.
7. Use of common planning for core courses.
8. Develop teacher team to meet after school to work on new standard aligned curriculum and design some performance tasks that will increase rigor in teaching and have higher expectations for student performance.
9. Use of Danielson's Framework as a guide for the observation process and incorporate short cycles of observations with frequent feedback to teachers.

Barriers to the School's continuous improvement:

1. There is a need to continue to work with teachers to develop systems for using data more effectively to monitor and track student progress. In addition, teachers must see the value of using data to reset curriculum based on the needs of the subgroups of students.
2. Students must learn the value of Progress Reports and marking periods to set goals and identify next steps that will lead to credit accumulation and stay on track for graduation.
3. Need for blocks of time for professional development on an ongoing basis.
4. Inadequate preparation of students before reaching high school level – many students reading and writing on an elementary level.
5. Many students lack adequate support systems at home.
6. Students lack basic organizational and study skills would impede their progress

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals

To monitor credit accumulation during the 2011-2012 academic year for students in 11th grade to keep students on track for graduation. There will be an increase of 5% of students will accumulate 10+ credits in 11th grade during the 2011-2012 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

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Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation

Timeline September 2011-June 2012

Staff: Administrators, Teachers, Parents, Students, and Paraprofessionals and Youth Development Providers
Plan to be followed throughout the 2011-12 school year.

- The cabinet will analyze scholarship reports to identify passing rates for courses and teachers after each marking period in order to identify Scholarship conferences will be held with teachers and trends and next steps will be identified. Failures and NC will be looked at to project areas that need intervention so credit accumulation will be increased.
- Teachers will monitor student progress throughout each semester by the following:
 - 3 Progress Reports per semester to monitor work progress and track credit accumulation. Students review report with teachers and identify what must be done before the end of the marking period.
 - Analyzing report cards and pass/failure rates
 - Common Assessment data will be analyzed to identify areas for all students and subgroups of students that demonstrate weakness.

- Analyze transcripts for credit accumulation
- Grades will be entered into an on line grading system so students and families can monitor student progress.
- Assistant principal conferences with teachers (Scholarship reports)

- Teachers work with students to create goals and plans for each unit.
- On line grading system is used so students and families can monitor and track student progress.
- Teacher and student plans will be revised throughout the semester based on summative, formative, and soft data
- Teachers will meet to create common assessments, mid terms and finals. SWD teachers to meet the needs of all students differentiate assessments. Throughout the semester teaches create other opportunities to collect data....quizzes, conferences, student observations and exit cards.
- Subgroup data is analyzed department wide. Instructional strategies are identified to meet the needs of students based on data outcomes.
- Department wide initiatives will be created to increase scholarship....SS focus on essay writing and multiple choice questions...English develop curriculum that is aligned to new common core standards ...Mathematics focus on writing about math and provide more opportunities for writing in math that are related to real world situations...Science...
- Conferences will be held with groups or individual students to revise to identify next steps the students must take to be on track to pass the course.
- Marking period analysis takes place to identify how many students failed each course and identify reasons for failures or NC
- AIS opportunities will be identified for students in order to receive support for credit accumulation.
- Opportunities for remediation of content will be provided by after school programs, Saturday programs and Regents Prep courses will also be offered.
- Parent outreach will be done to communicate the needs of their children on an ongoing basis throughout the school year. Parents have access to Jupiter grades.
- Youth Development personnel will work with students on achieving academic success. Areas to focus on are attendance, cutting and lateness.

We will evaluate our progress towards meeting this goal by:

- Meeting with the cabinet reviewing the evidence of above
- Ongoing Teacher meetings with discussions and analysis
- Copies of progress reports with next steps written on them.
- Conference notes of teachers
- Attendance sheets of AIS programs
- Copies and logs of parent communication
- Session notes of Youth Development personnel

- ILOG notations
- Report cards and transcripts will demonstrate student credit accumulations
- Student worksheets of credit accumulation

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are committed to building a strong parent/guardian partnership with our families. We believe together we can achieve the goal of preparing our students for college and career readiness and becoming productive members of our society. We strive to have our parents/families be an integral part of the decision making process in our school, participate and serve on different committees and teams in our school and work closely with the staff to monitor and track their child's progress throughout the school year. We provide opportunities for parents to be part of the college readiness process. Our 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. Based on our Title I Parent Involvement Policy (PIP) we will be incorporating the following strategies with our families in order for us to reach our school wide goals:

- 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 and providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, social studies, science and use of technology
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- 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 when available to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- 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
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- provide immediate feedback to parents/guardians on attendance, lateness and cutting by using phone messenger on a daily basis

In addition to the strategies above we want to ensure that parents have 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

It is important for the school to achieve its goals that our parents/guardians take their responsibilities seriously. The following are responsibilities we share with our parents in order for them to support success for their children.

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our commitment is to identify the most highly qualified teachers available to teach our students. We work closely with our network, offices at the DOE that deal with teacher recruitment such as Teacher Select, Fellows and attend all hiring fairs offered by the NYCDOE. We preliminary interview candidates at the fairs and then invite them into the school setting for further interviews. New teachers to the school attend a three-day workshop in August to become familiar with the school and meet with master teachers to begin planning for the term. Mentors are assigned to new teachers to assist them with planning are and youth development issues for the entire school year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

PROGRESS High School will continue to coordinate and provide program support as follows:

1. We will continue to provide teachers with the quality regents-based resources, including materials developed by the assistant principal of the department. These materials and the regents-based books purchased for the purpose of helping students achieve better scores on the English Regents are all quality texts.
2. Students in our 2011 cohort that are already enrolled in English Regents Review classes have been scheduled for tutoring a couple of days a week for our Lunch and Learn Tutoring Program to help further prepare them for the Regents exam.
3. The After School ESL Tutoring Program has been developed for two groups of ELLS, including those in the regents review classes, in order to provide them with the skills necessary to do well in their classes and, in turn, pass the English Regents.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- The fiscal and human resources that will be used to achieve this goal include (Title I, FSF Tax Levy, Title III, IDEA IEP, NYSL) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To decrease the number of students that falls into the 55-64 range on English, Algebra, Living Environment and Global regents. This will increase regents' pass rate and bring students closer to their graduation goal in a four-year period. By June 2012 there be a 5% decrease in students that fall into the 55-64% range, Level 2, on the English, Algebra, Living Environment and Global Regents

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Goal 2 – Our assessment of the data demonstrated that we have far too many students in the 55% to 64% Regents score abyss. The

following is the percentage of students in this category during the 2010-2011 academic year for each department:

English 5%

Math 8%

Science 12.5%

Global 13%

A summary of Regents Examination report reveals that an average of 9.6% of our students scores between 55-64 on the English, Algebra, Living Environment and Global History Regents exam. Our goal is the decrease this by 5%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Timeline September 2011-June 2012

Staff: Administrators, Teachers, Parents, Students, and Paraprofessionals and Youth Development Providers

- Analyze Regents Report Grade Distribution and Regents Exam Report Summary from June 2011 to identify the number of students that fell into this range.
- Share information at department meetings and identify causes for this. Identify ways to improve and steps that must be taken to remedy this situation.
- Analyze curriculum and make adjustments in order to raise the number of students with a 65 or better on the regents.
- Analyze Common Assessments, mid terms and finals to track student achievement. Ensure assessments provide for differentiation of instruction and identify groups and individual needs.
- Identify opportunities to provide regents' prep for students embedded into the curriculum.
- Teacher generates Progress Reports and gives feedback to students based on grade they received and together works on next steps to move to next level.

- AIS opportunities will be offered to students after school, tutorials and regent's prep opportunities.
- Provide professional development for teachers to improve teaching strategies and techniques.
- Snapshots and formal observations will provide feedback to teachers and how they can better meet the needs of these students.
- Youth development activities will be done to support good attendance, and limit cutting and lateness.
- Analysis of Regents Report Grade Distribution and Regents Exam Report for January 2012 will indicate how plan is working and assist us to reevaluate what we are doing and help is identify next steps.
- Student progress on regents based activities will be monitored throughout the course. Information will be shared at cabinet and department level. Based on outcomes next steps will be identified.
- Parents will be informed of how their child is doing and asked to work as an active partner with the school

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are committed to building a strong parent/guardian partnership with our families. We believe together we can achieve the goal of preparing our students for college and career readiness and becoming productive members of our society. We strive to have our parents/families be an integral part of the decision making process in our school, participate and serve on different committees and teams in our school and work closely with the staff to monitor and track their child's progress throughout the school year. We provide opportunities for parents to be part of the college readiness process. Our 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. Based on our Title I Parent Involvement Policy (PIP) we will be incorporating the following strategies with our families in order for us to reach our school wide goals:

- 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 and providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, social studies, science and use of technology
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- 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 when available to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- 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
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- provide immediate feedback to parents/guardians on attendance, lateness and cutting by using phone messenger on a daily basis

In addition to the strategies above we want to ensure that parents have 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

It is important for the school to achieve its goals that our parents/guardians take their responsibilities seriously. The following are responsibilities we share with our parents in order for them to support success for their children.

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our commitment is to identify the most highly qualified teachers available to teach our students. We work closely with our network, offices at the DOE that deal with teacher recruitment such as Teacher Select, Fellows and attend all hiring fairs offered by the NYCDOE. We preliminary interview candidates at the fairs and then invite them into the school setting for further interviews.

New teachers to the school attend a three-day workshop in August to become familiar with the school and meet with master teachers to begin planning for the term. Mentors are assigned to new teachers to assist them with planning and youth development issues for the entire school year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The fiscal and human resources that will be used to achieve this goal include (Title I, FSF Tax Levy, Title III, IDEA IEP, NYSTL) that will support the actions/strategies/activities described in this action plan.

Use of resources

Data, Cabinet, Department Teachers, Youth Development Personnel

Funding

- Title 1, Tax Levy, FSF

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To create literacy unit and mathematics unit aligned with the city wide expectations that it be aligned to the Common Core Standards. Science and Social Studies will use existing curriculum and incorporate the Common Core Standard expectations for their core courses into units.

The English Department and Mathematics Department will submit units for each core course aligned to the new common core standards by March, 2011. Rough drafts and finished units will be the evidence. Student work and performance tasks will serve as evidence for the unit. Formal and informal teacher observations will be done throughout the unit.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A significant aspect of the Common Core standards is its emphasis on college readiness. As such we need to align our curricula to the new common core standards so that our students can attain the requisite skills necessary to enter college and earn a degree. The 2010-2011 Progress Report reveals that only 8.9% of our students are taking college preparatory courses; 5.6% are college ready and, 38% enrolled in college.

Routine observations demonstrate that the rigor in each lesson does not challenge students to the level required by common core standards to improve students' performance and help them become analytical thinkers and problem solvers our lessons must be aligned to the vocabulary, rigor and standards of the common core standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Timeline September 2011-June 2012

Staff: Administrators, Teachers, Parents, Students, and Paraprofessionals and Youth Development Providers

- Professional development will continue during the 2011-12 school year on implementation and expectations of evidence of the standards for all core areas.
- Focus will be on what college and career readiness anchor standards look like for each core area. Specific standards for each core area will be used also. Teachers will become aware of the following areas in each standard and incorporate contents into units:
 - ◆ Key ideas and Structure
 - ◆ Craft and Structure
 - ◆ Integration of Knowledge and Ideas
 - ◆ Range of reading and Level of text Complexity
- During Professional Development standards will be analyzed and pieces identified that would be incorporated into units.
- A process and system will be developed in each core area to develop unit
 - ◆ Planning time established
 - ◆ Expectations Set
 - ◆ Resources Identified
 - ◆ Format Established
 - ◆ Tasks with multiple entry points identified
 - ◆ Use of language from Common Core Standards embedded into the units
 - ◆ English Language Arts and Literacy in Social Studies, Science and Technical Subjects Appendix B: Exemplars and Sample Performance Tasks will be used to identify and ensure performance tasks that are aligned to the Common Core Standards.
 - ◆ Use words from Common Core Standards in questions so students are prepared for upcoming changes in the test. Examples: cite, demonstrate, trace and evaluate, delineate and evaluate, integrate information....
 - ◆ Range of reading and Level of text Complexity
- Periodic checkpoints will be set up in each department to assess how the units are developing and set next steps for the continuation of the development of the unit.
- Units will be completed and implemented in each class.
- Teachers will meet to identify strength and weaknesses of the unit as it is being taught.

- Student work will be looked at throughout unit.
- Snapshots will be done by the administration during the delivery of the units to note student engagement, quality of instruction use of multiple entry points for different students.
- Performance tasks will be evaluated to assure they are aligned with the standards and student outcomes will be compared.
- Students and teachers will do final evaluation.
- Next unit will be up for consideration.

Use of Resources

- Development of Staff through professional development activities in house and outside.
- Create tools and systems to support the initiative with teachers' feedback
- Conduct professional development sessions to continue to increase understanding of the standards and the impact on instruction and raising student achievement.
- Identify resources to support this initiative.
- Continuous dialog ongoing throughout the process to ensure success.
- Common Core Standards in Literacy and Math
- Common Core Standards for Mathematics Appendix A: Designing High School Mathematics Courses Based on Common Core Standards
- English language Arts and Literacy in History/Social Studies, Science and Technical Subjects Appendix B: Text Exemplars and Sample Performance Tasks

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Professional Development will be ongoing throughout the school year.
- Teachers will produce rough drafts to be revised and edited as the process develops. Assistant principals will be involved in this process in each department.
- Student engagement and work will be monitored throughout the delivery of the unit by teachers and supervisors
- Unit will be handed in before execution. Revised unit will be completed after evaluation process.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are committed to building a strong parent/guardian partnership with our families. We believe together we can achieve the goal of

preparing our students for college and career readiness and becoming productive members of our society. We strive to have our parents/families be an integral part of the decision making process in our school, participate and serve on different committees and teams in our school and work closely with the staff to monitor and track their child's progress throughout the school year. We provide opportunities for parents to be part of the college readiness process. Our 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. Based on our Title I Parent Involvement Policy (PIP) we will be incorporating the following strategies with our families in order for us to reach our school wide goals:

- 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 and providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, social studies, science and use of technology
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- 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 when available to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- 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
- translate all critical school documents and provide interpretation during meetings and events as needed;

- 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
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- provide immediate feedback to parents/guardians on attendance, lateness and cutting by using phone messenger on a daily basis

In addition to the strategies above we want to ensure that parents have 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

It is important for the school to achieve its goals that our parents/guardians take their responsibilities seriously. The following are responsibilities we share with our parents in order for them to support success for their children.

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- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time.

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our commitment is to identify the most highly qualified teachers available to teach our students. We work closely with our network, offices at the DOE that deal with teacher recruitment such as Teacher Select, Fellows and attend all hiring fairs offered by the NYCDOE. We preliminary interview candidates at the fairs and then invite them into the school setting for further interviews. New teachers to the school attend a three-day workshop in August to become familiar with the school and meet with master teachers to begin planning for the term. Mentors are assigned to new teachers to assist them with planning are and youth development issues for the entire school year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

PROGRESS High School will continue to coordinate and provide program support as follows:

1. We will continue to provide teachers with professional development in Common Core Standards, quality regents-based resources, including materials developed by the assistant principal of the department. These materials and the regents-based books purchased for the purpose of helping students achieve better scores on the English Regents are all qualities texts.
2. Students in our 2011 cohort that are already enrolled in English and Math Regents Review classes have been scheduled for tutoring a couple of days a week for our Lunch and Learn Tutoring Program to help further prepare them for the Regents exam.
3. The After School ESL Tutoring Program has been developed for two groups of ELLS, including those in the regents review classes, in order to provide them with the skills necessary to do well in their classes and, in turn, pass the English Regents.
4. Science and Social Studies will use existing curriculum and incorporate the Common Core Standard expectations for their core courses into units.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The fiscal and human resources that will be used to achieve this goal include (Title I, FSF Tax Levy, Title III, IDEA IEP, NYSL) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In order to ensure our students are receiving quality instruction we will use short, frequent cycles of observations to strengthen teacher practice and refine our feedback given to teachers. This will be done weekly throughout the school year.

Principal and Assistant principals will submit 5 Snapshots per week utilizing the Charlotte Danielson Framework as a guide. The Snapshots and formal observation process throughout the school year will evaluate changes in teacher practice.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Formal and informal observations have shown that we need to improve the quality of instruction that our students are receiving. Areas that we will focus on are lesson, planning that include effective teaching strategies to reach all learners, increasing student engagement, increasing rigor, by working on these root causes why our students are not achieving our goal is to increase true academic success

To improve instruction supervisors will make their presence more visible in the classroom using the Danielson framework for teaching. We will use short frequent cycles of observations to monitor teaching practices and provide feedback to teachers on an ongoing basis. These cycles of observations will help us to assist and improve the level of instruction in the classroom.

Expectations will be established and feedback will be given consistently so that supervisors can monitor the overall success of our teaching personnel.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

Timeline September 2011-June 2012

Staff: Administrators, Teachers, Parents, Students, and Paraprofessionals and Youth Development Providers

Plan will be aligned to DOE priorities for instruction and teacher expectations for 2011-12 school year...

“All Teachers are Teachers of Literacy”

Preparing our students to possess the knowledge, habits and skills that can only come from a rigorous rich and well-rounded high school curriculum...

Instructional Expectations for 2011-2012

- Strengthening student work by examining and refining curriculum, assessment, and classroom instruction.
- Strengthening teacher practice by examining and refining feedback the teachers receive.

Teacher Expectations for 2011-2012

- Look closely at current student work to determine and understand the level of performance that the Common Core Standards demand. Tasks include multiple entry points for all learners.
- Engage all students in at least one literacy unit and one math unit aligned to a strategically selected Common Core Standard.
- In teams look closely at student work to continue cycle of inquiry, making future instructional adjustments and communicating lessons learned to other staff and teams

Common Core Standards will be used as a guide to evaluate instruction and identify next steps for instruction and professional development activities.

Areas of Common Core Standards that will be focused on during the observation cycle:

- English, Mathematics, Social Studies and Science
- College Readiness-What does it look like?
- Focus on Nonfiction Reading

- Use of writing in all core areas
- All teachers are teachers of literacy

Charlotte Danielson Framework-NYC DOE Priority Competencies will be our focus:

- Planning
- Designs Coherent Instruction
- Instruction
- Uses Effective Questioning and Discussion Techniques
- Engages Students in Learning
- Uses different types of assessments in the instructional program

Steps in plan are as follows:

- Professional development will be ongoing on the Common Core Standards and Danielson Framework throughout the year.
- Format for Snapshots developed and Assistant Principals trained on its use. Snapshots are short frequent cycles of observations.
- Feedback will be given to teachers.
- Feedback will be received from teachers.
- Identify progress of subgroups and entry points for them in the lessons.
- Snapshots will be reviewed to identify next steps for teachers and creation of an ongoing professional development plan.
- Formal observation process will be used.
- Observations on teachers will be evaluated for individual teacher growth.
- Evidence of literacy skills will be noted in observations.
- Changes in teacher practices will be celebrated.

Use of Resources

- Professional development on standards and framework will be ongoing throughout the school year.
- Opportunities for pd activities will be in house and outside.
- Professional library will be developed.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Snapshots will be collected weekly.
- Assistant Principals will meet to identify trends, strengths and weaknesses department wide and school wide.
- Teacher practice will show improvement over time. U ratings for unsatisfactory teachers.

- Master teachers identified through this practice.
- Support for new teachers will be ongoing.
- Curriculum adjustments made when necessary.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are committed to building a strong parent/guardian partnership with our families. We believe together we can achieve the goal of preparing our students for college and career readiness and becoming productive members of our society. We strive to have our parents/families be an integral part of the decision making process in our school, participate and serve on different committees and teams in our school and work closely with the staff to monitor and track their child's progress throughout the school year. We provide opportunities for parents to be part of the college readiness process. Our 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. Based on our Title I Parent Involvement Policy (PIP) we will be incorporating the following strategies with our families in order for us to reach our school wide goals:

- 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 and providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, social studies, science and use of technology
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- 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 when available to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- 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
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- provide immediate feedback to parents/guardians on attendance, lateness and cutting by using phone messenger on a daily basis

In addition to the strategies above we want to ensure that parents have 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

It is important for the school to achieve its goals that our parents/guardians take their responsibilities seriously. The following are responsibilities we share with our parents in order for them to support success for their children.

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our commitment is to identify the most highly qualified teachers available to teach our students. We work closely with our network, offices at the DOE that deal with teacher recruitment such as Teacher Select, Fellows and attend all hiring fairs offered by the NYCDOE. We preliminary interview candidates at the fairs and then invite them into the school setting for further interviews. New teachers to the school attend a three-day workshop in August to become familiar with the school and meet with master teachers to begin planning for the term. Mentors are assigned to new teachers to assist them with planning are and youth development issues for the entire school year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 1. Demonstrate high expectations for all students and staff and a commitment to providing the support required to attain them.
 2. Ensure a safe and nurturing environment for students, staff, and families.
 3. Demonstrate cultural competencies and antiracist leadership through behaviors and decision-making.
 4. Develop and implement a Whole School Improvement Plan that sets the direction for school improvement efforts.
 5. Analyze student performance data to inform school improvement efforts and benchmark progress.
 6. Design and implement a professional development strategy that addresses instructional improvement priorities defined by student achievement and the individual needs of staff members.
 7. Conduct daily classroom observations to analyze instruction, and supervise staff to ensure continuous improvement in teaching and learning.
 8. Ensure that the learning needs of all students--Special Education, English Language Learners, and Regular Education--are met.
 9. Reduce and ultimately eliminate the achievement gap, through classroom interventions, school culture, and programming beyond the school day.
 10. Establish a collegial environment that honors and encourages staff's continuous learning.
 11. Foster teacher leadership through delegation, and shared leadership and decision-making.
 12. Align the use of time, people, money, and materials to school's instructional priorities.
 13. Manage school, facilities, and operations
 14. Cultivate and sustain meaningful partnerships with families and community members that support student achievement and well-being.
 14. Engage in continuous learning and on-going professional development with other principal/headmaster colleagues.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The fiscal and human resources that will be used to achieve this goal include (Title I, FSF Tax Levy, Title III, IDEA IEP, NYSL) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals

Create Systems of support to facilitate the college process for college ready students in order to support students to build confidence and stay on track during all stages of the college application process during the 2011-12 school year. There will be an increase of 5% in the number of students that complete the college application process with better understanding of the expectations for each part of the process. Systems will be in place to record each part of the process and checkpoints set up throughout the year to monitor student progress in this process.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A significant aspect of the Common Core standards is its emphasis on college readiness. As such we need to align our curricula to the new common core standards so that our students can attain the requisite skills necessary to enter college and earn a degree.

The 2010-2011 Progress Report reveals that only 8.9% of our students are taking college preparatory courses; 5.6% are college ready and, 38% enrolled in college

Routine observations demonstrate that the rigor in each lesson does not challenge students to the level required by common core standards to improve students' performance and help them become analytical thinkers and problem solvers our lessons must be aligned to the vocabulary, rigor and standards of the common core standards

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Timeline September 2011-June 2012

Staff: Administrators, Teachers, Parents, Students, and Paraprofessionals and Youth Development Providers

To help students with the college application process, we have provided career planning, practice college applications, online admission applications, information about financial aid. Creating a college team to assist with developing college process systems.

- Students were given a survey to identify where they are in the college process and identify the support they need to navigate the process successfully.
- Students attended meetings to give feedback on identifying progress and current needs.
- Counselors and teachers work as teams and meet with students individually and groups and assist with the task they are presently targeting in the process.
 - SAT sign up and waivers provided in a timely manner.
 - College essay writing done with students
 - Requests for letters of recommendation processed
 - Identify types of college: private, CUNY and SUNY and help students understand what each type of school offers
 - Attend College fairs throughout the year and bring in guest speakers
 - Hosted parent meetings for application process and financial aid packages
 - Reviewed Financial Aid, Scholarships, Grant Money when students receive letters
 - Understanding acceptance letters and financial packages offered
 - College expectations will be shared with students through fairs, guest speakers and teacher input
 - Parent meetings held throughout the process
 - Assemblies

We will evaluate our progress towards meeting this goal by:

- Monitoring SAT, SUNY and CUNY sign up
- Building Relationship developed with the English department to support college readiness and meeting with teachers to receive feedback on students progress
- Review college essays written in English classes that will be part of the college application

- Letters of recommendation will be completed in a timely manner and ready for college application
- Applications for college will be monitored throughout the school, year
- Acceptance letters and financial support will be reviewed with each student to ensure a full understanding of the package being offered to the student

Use of resources

- Attendance teacher, attendance coordinator, guidance counselor, supervisor school aide, parent coordinator and CBO.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- SAT, SUNY and CUNY sign up will be monitored
- Relationship developed with the English department to support college readiness
- Essays will be written in English classes
- Letters of recommendation will be completed
- Applications for college will be monitored

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are committed to building a strong parent/guardian partnership with our families. We believe together we can achieve the goal of preparing our students for college and career readiness and becoming productive members of our society. We strive to have our parents/families be an integral part of the decision making process in our school, participate and serve on different committees and teams in our school and work closely with the staff to monitor and track their child’s progress throughout the school year. We provide opportunities for parents to be part of the college readiness process. Our 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. Based on our Title I Parent Involvement Policy (PIP) we will be incorporating the following strategies with our families in order for us to reach our school wide goals:

- 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 and providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, social studies, science and use of technology
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress
- 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 when available to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- 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
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- provide immediate feedback to parents/guardians on attendance, lateness and cutting by using phone messenger on a daily basis

In addition to the strategies above we want to ensure that parents have 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

It is important for the school to achieve its goals that our parents/guardians take their responsibilities seriously. The following are responsibilities we share with our parents in order for them to support success for their children.

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Our commitment is to identify the most highly qualified teachers available to teach our students. We work closely with our network, offices at the DOE that deal with teacher recruitment such as Teacher Select, Fellows and attend all hiring fairs offered by the NYCDOE. We preliminary interview candidates at the fairs and then invite them into the school setting for further interviews. New teachers to the school attend a three-day workshop in August to become familiar with the school and meet with master teachers to begin planning for the term. Mentors are assigned to new teachers to assist them with planning and youth development issues for the entire school year.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								

9	159	266	22	N/A	23	3	6	4
10	154	110	143	75	40	1	5	2
11	90	80	88	123	39	3	17	1
12	30	25	35	107	40	1	5	3

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Incoming freshmen scoring level one and two on their junior high school ELA NY State exam are scheduled with a second English course meeting 45 minutes daily with the aim of improving reading comprehension and writing skills.</p> <p>Students that have failed the ELA Regents are scheduled for an English Regents review course. This course meets daily for 45 minutes and is scheduled in each student's program.</p> <p>PM (after school) school is offered to students needing extra help and regents review two times per-week.</p> <p>"Lunch and Learn" Interested English teachers offer and or are assigned to tutoring during their circular six assignment</p>
Mathematics	<p>Incoming freshmen are grouped according to their 8th grade NY State Math exam scores and are scheduled for a second math course. Math teachers use this second math course to diagnose and address student deficiencies.</p> <p>Students failing the algebra regents are assigned to a four term algebra curriculum. Teachers review the algebra regents results, use acuity and common assessments to identify students areas of weakness and target those areas throughout the semester.</p> <p>"Lunch and Learn" Interested Math teachers offer and or are assigned to tutoring during their circular six assignment</p> <p>Saturday Academy is offered from 9-12 to all students in need of extra help, remediation and regents review.</p>

Science	Students who did not meet the Regents' requirements for science are scheduled for a review class that meets daily for 45 minutes. "Lunch and Learn", Interested Science teachers offer and or are assigned to tutoring during their circular six assignment Saturday Academy is offered from 9-12 to all students in need of extra help, remediation, regents review and lab make-up
Social Studies	Students who did not meet the regents' requirements for U.S. History and or Global Studies are scheduled for a review class that meets daily for 45 minutes. "Lunch and Learn", Interested History teachers offer and or are assigned to tutoring during their circular six assignment
At-risk Services provided by the Guidance Counselor	Individual and small group counseling; parental outreach (telephone calls, letters mailed, home visits, parent meetings); collaborations with teachers and deans; psycho-social, behavioral and academic referrals as needed; school-wide assemblies and Town Hall meetings; student monitoring (conduct sheets, student contract); accurate class programming and Regents programming; case conferencing; participation in Pupil Personnel Teams
At-risk Services provided by the School Psychologist	Attend monthly PPT meetings; provides individual and small group counseling for crisis intervention; meets with parents, teachers, and school staff to assist with classroom management; conducts FBAs and formulates behavior intervention plans for students experiencing behavioral challenges
At-risk Services provided by the Social Worker	Attend monthly PPT meetings; provides individual, group and family counseling; crisis intervention in emergency situations; provides assistance and mediation between student-parent, student-teacher, student-student relationships; connects parents and students to recreational, educational, medical, and self-empowering programs and services; conducts parent outreach and makes appropriate referrals
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - After distributing and receiving the Bilingual Education Student Information Survey (BESIS), as well as providing our parents with a needs assessment, we concluded that we had a great need for translated documents in Spanish.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. Parents and students were informally surveyed. Based on our own school data we have a large number of students with Spanish as their home language. We reported the findings to our school leadership team and PTA Executive Board. They agreed that it is vital that our parents are communicated with in their native language. We informed the school community via memos and at PTA meetings. We hire bilingual support staff to help with the verbal and written communication.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- PROGRESS will survey and identify staff that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.
 - We will contact the Office of English Language Learners and request their translation materials.
 - School personnel will provide written translation services.
 - School staff in charge of parent coordination will provide written translation and request translation material from the Office of ELLs.
 - PROGRESS will mail home surveys to identify the need of different languages.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit will be used to provide translation for languages that cannot be translated at school.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
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2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PROGRESS HIGH SCHOOL	DBN: 14K474
Cluster Leader: Jose Ruiz	Network Leader: Roberto Hernandez
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ✱Other: during school
Total # of ELLs to be served: 186 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

1. Rationale

One of the school's goals is to raise student achievement by providing the students the skills, strategies and confidence to meet proficiency levels in all content areas by passing regents exams and accumulating credits. It also aims to help our ELLs strengthen their English skills in order for them to do well on all subject area classes, including math, science, and Social Studies. Language acquisition is the primary goal with an emphasis on the rhetorical modes of writing. We also work on building students academic language so they can navigate the demands of the content areas.

The primary focus of these sessions is to provide effective guidance so that students will be able to grasp the content, concepts, and skills needed to develop their English language skills – skills they will need to pass all classes and Regents exams across subject areas. The students will then be given the option to take the other content area exams in their native Spanish language. The English Regents being the only exception.

As to the process, students are identified as ELLs upon enrolment via their last NYSESLAT score or their home language identification survey. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent's program of choice. When a student is new to the New York City Public School system, parents complete a home language identification survey where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within five days by our Bilingual/ESL program coordinator (certified ESL teacher) to identify if they are indeed ELLs. The ESL coordinator gives parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice.

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam.

Students in our bilingual program receive ESL classes along with core classes. The Math department

Part B: Direct Instruction Supplemental Program Information

provides five classes of bilingual Math. The Social Studies department provides five classes of history instruction. The Science department provides five classes of science instruction.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, or volleyball teams, as well as participating in student government, yearbook, and various student committees.

2. Subgroups and Grade Levels

The ESL program is not organized by grade level, but by proficiency level as identified by the latest NYSESLAT score. There are 2 classes for each of the beginning, intermediate, and advanced levels.

The different subgroups are: Students with Disabilities (SWD), Bottom 1/3, By gender, Hispanics, Other Language Groups

3. Schedule and Duration

Number of Sessions - 82 Sessions

After School - Mondays, Tuesdays, Wednesdays in Rm 295 and the school library (3:00-4:00 pm- upper level ELLs, 4:00-5:00 pm for lower level ELLs)

During School - In an effort to provide supplemental and accelerated instruction to the whole population of ELLs since not all of them can attend the after-school program, the school provides an extra 155 minutes every week to the beginning level students on top of the mandated 540 minutes, 120 extra minutes to the intermediate level, and 45 extra minutes to the advanced level.

Classes have reduced sizes, a CTT teacher is provided in a beginner class, and some ESL classes have paraprofessionals.

4. Language of Instruction - English

5. Number and Types of Certified Teachers - 1 certified ESL teacher for afterschool, 3 certified ESL teachers, 1 certified CTT teacher with bilingual extension certification and 2 paraprofessionals for the extra supplemental instructional minutes provided during school.

6. Types of Materials -

Afterschool - differentiated materials that are NYSESLAT and Regents-based, use of technology such as projectors and computers, RIGOR program, use of software like First Words for ESL designed to teach key English Vocabulary by Essential Skills company, Rosetta Stone, Castle Learning Online, CUNY Project-Stretch, among others.

During school supplemental/extra instruction time - Our ESL program follows the ESL Learning

Part B: Direct Instruction Supplemental Program Information

Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. We will also be using graphic novels as well as more abridged versions of literary works, educational DVDs, translating dictionaries, other adapted texts specifically geared for the English Language learner, a curriculum focusing on the rhetorical strategies with an emphasis on paragraph and essay composition, as well as an emphasis on response to literature strategies in preparation for the English Regents. Also, teachers are provided with hands-on manipulatives that will enhance learning in the classroom, such as authentic and computer-based pictures, visuals, film adaptations of books, demonstrations, simplified rubrics, and this year we are incorporating more technology in the classroom via the use of a laptop and projector. The emphasis is also on teaching good study skills, more cooperative learning activities, and more frequent use of visuals and real objects to enhance instruction.

Part C: Professional Development

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

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

Begin description here:

1. Rationale

To keep abreast with the current teaching and learning effective practices, the teachers will continue to work on ESL presentations and methodologies in teaching ELL students. Professional Development focused on helping ESL teachers improve students' reading and writing skills will be provided by the school during departmental meetings, and professional development days. ELL teachers will participate in other workshops facilitated by the Department of Education specifically CFN and the Office of ELLs.

2. Teachers to receive training - All ESL and bilingual education teachers

3. Schedule and duration

Every first Monday of the month - Staff meeting

Every second Monday of each month, department meetings for instructional and support staff across subject areas are focused on different areas of language arts instruction to enhance learning for ELLs.

Part C: Professional Development

Once a month - other providers

4. Topics to be covered

Our topics of discussion and the materials provided to the teachers are related to the following:

*RIGOR

*Teach Struggling ELLs Fundamental Strategies for Effective Learning

*Common Core Standards

*Charlotte Danielson Framework- NYCDOE Priority Competencies

*ELL Institute- Aligning ELL instruction to Common Core Standards

*Determining teacher pedagogical goals for the current academic year.

*Differentiation of Instruction/adjusting lesson plans to meet the challenges of ELLs.

*Literacy (focus on reading comprehension strategies, vocabulary-building, and phonemic awareness)

*Integration of Technology

*Examination of Student Work (with other teachers and with students) and using rubrics written in language accessible to the students.

*Classroom Management, etc.

5. Name of Providers

* Children's First Network

* Office of English Language Learners

* School Administration and School Consultant

* Castle Learning Online

* CUNY Project Stretch

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

1. Rationale

PROGRESS High School recognizes the importance of keeping the parents of ELLs informed of academic issues and events affecting their children, including information about the college application process. Research indicates the following:

- Effective programs that engage families embrace a philosophy of partnership between the teachers, parents, administrators, and school community as a whole.
- Studies find that students with parents who are well informed about activities in school are more likely to:
 - a. have parents who will be more involved in their children's academic life
 - b. earn higher grades and test scores,
 - c. pass their classes, earn credits and be promoted,
 - d. attend school regularly,
 - e. have better social skills, show good behavior and adapt well to school,
 - f. graduate and go on to further education

2. Schedule and Duration

Once a month, either Thursday or Saturday - on Thursdays, the time is 6-8 pm and on Saturdays its 10:00 to 12:00 noon. The location of these meetings is the school library.

3. Topics to be covered

* Educational Resources from Channing Bete for Parent-Teacher Conference Days – easy to read guidebooks on several topics affecting their lives such as "Helping children through the learning process," (in English and Spanish).

* Computer and internet literacy

*Using the Snapgrades/Jupiter Account

* Health fairs

* Guide in the College Application Process

4. Name of Provider - School Administration specifically the Assistant Principals with the assistance of

Part D: Parental Engagement Activities

school aides and volunteers

5.How the parents will be notified of these activities

Parents will be notified using English and Spanish languages -

* by mail

*by using phone masters

differentiated materials that are NYSESLAT and Regents-based, use of technology such as projectors and computers, RIGOR program, use of software like First Words for ESL designed to teach key English Vocabulary by Essential Skills company, Rosetta Stone, Castle Learning Online, CUNY Project-Stretch, among others.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$15,461.00	Per Session provided for Direct Instruction and supervision of the program.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. 	\$5,019.00	Differentiated materials that are NYSESLAT and Regents-based, use of RIGOR program, use of software like First Words for ESL designed to teach key English Vocabulary by Essential Skills company, Rosetta Stone, Castle

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">Must be clearly listed.		Learning Online.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$20,480.00	