



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE SCHOOL FOR DEMOCRACY AND LEADERSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 17K533 _____

PRINCIPAL: _JAMES OLEARCHIK _ EMAIL: _____JOLEARCHIK@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: ___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
Emilie Mittiga	*Principal or Designee	
Tyler Brewster	*UFT Chapter Leader or Designee	
Marcus Brown	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Keisha Theobold Lordani Bonaventure Steffon Isaacs	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Richards	Member/	
Mrs. Toney	Member/	
	Member/	

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.

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

By June 2012, students will demonstrate progress towards achieving state standards as measured by a 5% increase in the percent of students scoring at Level 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

- The School for Democracy and Leadership has 2nd year SINI status for performance on ELA exams for the “all students” category in the high school grades and has 1st year SINI status for performance on Middle Level ELA. In 2011-12, SDL scored significantly lower on the NYC school progress report’s metrics in ELA compared to math. In September, we conducted an all-staff meeting, analyzing data from the progress report, quality review, state tests, and the curriculum audit to develop school-wide goals. In October, we involved department chairs in a day-long instructional rounds process to clarify areas of need. We have biweekly meetings with team leaders and department chairs in which we develop and monitor action plans for our goals. These processes surfaced literacy as an area of focus for the year.

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.

By February

- Conduct all-staff meeting to analyze school data to surface areas of need and brainstorm action plan.
- Institute bi-weekly team leader meetings to develop and monitor action plans
- Conduct day-long instructional rounds with network team, department chairs, administration and AUSSIE coach to identify instructional areas of need
- Institute two “mastery projects” in each class that involve substantial reading and writing
- Create “reading academy” classes to support struggling readers in middle school grades
- Contract with AUSSIE for weekly support

By June

- Institute four “mastery projects” in each class that involve substantial reading and writing
- Provide after-school tutoring in ELA

Strategies to increase parental involvement

We conducted mandated parent orientations for grades 6, 9 and 12. We send home weekly progress reports. Each student is assigned an advisor who works with them for the duration of their time in school. These advisors contact all their advisees' parents weekly. In our middle school, we implement a "paycheck system" in which parents receive weekly information about their students' academic progress and behavior for the week. Parents are invited to quarterly awards ceremonies. Each grade team sends out regular newsletters to families. Parents have access to an online grading system which allows them to track student attendance and progress in real time. Our school's website has links to the school's calendar, teacher's pages and the online grading system.

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.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers*
 - *The administration and pupil personnel secretary work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*
 - *Regular structured common planning time enables teachers to support each other's development*
 - *There are significant leadership opportunities for teachers including the cabinet, grade team leaders and department chairs*

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.
 - CAMBA provides after-school reading program for middle school students
 - We have signed Learner First as our afterschool SES provider, which provides additional tutoring to both middle and high school students
 - Making Proud Choices, funded through Planned Parenthood, promotes healthy behavior
 - Global Kids partnership engages students through after school programming for community service
 - Build On engages students through local and global after school community service opportunities

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.

As a Title I School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June as indicated below:

- Weekly support from AUSSIE consultant emphasizing literacy across the curriculum
- After-school ELA tutoring funded through per session
- Reduced class-class size and strategic groupings in middle school grades
- Reading academies for struggling readings in the high school grades
- Partnership with Reading Horizons

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

- By August 2012, 60% of students in the first two years of high school will earn 10+ credits, including 6 credits in the core subjects (up from 54% in first year and 55% in second year)

Comprehensive needs assessment

- The School for Democracy and Leadership has year 1 SINI status for graduation rates for the “all students” category in the high school grades. In 2011-12, under 60% of students in their first two years of high school earned 10 or more credits. In September, we conducted an all-staff meeting, analyzing data from the progress report, quality review, state tests, and the curriculum audit to develop school-wide goals. In October, we involved department chairs in a day-long instructional rounds process to clarify areas of need. We have biweekly meetings with team leaders in which we develop and monitor action plans for our goals. In these conversations, we reflected on the implementation of our new mastery-based grading system, in which students’ performance on quarterly standards-aligned tests and projects determine 65% of their grades. By focusing on credit accumulation, we will refine this system to support all students in meeting high expectations.

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.

On going:

- Teachers provide weekly academic progress reports to students, families and administration that track progress toward credit accumulation. This is generated from the online grading system, TeacherEase, which SDL uses and that is accessible to all constituents.
- Grade teams meet twice weekly to monitor student progress and mandate student participation in Extended Day tutoring
- The 9th grade has created three Academic Advisories during the week plus one regular Advisory to help students transition into high school and meet the academic needs.
- The 10th and 11th grades have created bimonthly conferences with students to regularly discuss in depth their academic goals and concerns.
- The 10th and 11th grades have created Afterschool Learning Centers by subject for students to get extra help in their regular academic work and to assist in completion of Mastery Projects.
- A committee of key constituents, including CAMBA, grade team leaders, administration, guidance and special education is in place to assess student support

needs and oversee credit accumulation.

- All grade levels have at least one cohort of students that is a CTT model, requiring an additional Special Education teacher in these rooms.
- In the high school, an additional pull out SETTS/Resource Room has been created to provide additional support to struggling Special Education students.

By end of December:

- Administration will identify best practices for monitoring student progress and develop the staff around them by providing professional development workshops.
- Administration will meet with each teacher for a Student Progress Review regarding all students who have failed the first marking period and develop specific action plans for each student how they will help the struggling students to earn their credits. An initial meeting will occur in the beginning of the month and a second follow up will take place by the end of December.
- 12th Grade Teachers will hold a series of mandatory parent meetings to discuss students progress toward June graduation. In the fall, this is done as a whole group orientation and individual conferences. In December, students who have failed in the first marking period are required to come to another meeting with their families to discuss 12th grade activities and progress towards graduation.

By end of February

- All teachers will have completed individual At Risk Action Plan steps and identified which students are eligible for Credit Recovery programs.
- During Regents Week, At Risk students will be provided time in school to complete missing mastery work.
- All teachers will have met with administration for a final time to discuss all strategies they used to help students earn their credits.

By June

- All teachers will repeat the process listed above for At Risk students
- Credit Recovery Courses will be created and implemented both during the day schedule and after school, using per session money as needed.

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 conducted mandated parent orientations for grades 6, 9 and 12. We send home weekly progress reports. Each student is assigned an advisor who works with them for the duration of their time in school. These advisors contact all their advisees' parents weekly. In our middle school, we implement a "paycheck system" in which parents receive weekly information about their students' academic progress and behavior for the week. Parents are invited to quarterly awards ceremonies. Each grade team sends out regular newsletters to families. Parents have access to an online grading system which allows them to track student attendance and progress in real time. Our school's website has links to the school's calendar, teacher's pages and the online grading system.

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.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers*
 - *The administration and pupil personnel secretary work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*
 - *Regular structured common planning time enables teachers to support each other's development*
 - *There are significant leadership opportunities for teachers including the cabinet, grade team leaders and department chairs*

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.
 - CAMBA provides after-school Access to Careers program for ninth grade students
 - We have signed Learner First as our afterschool SES provider, which provides additional tutoring to both middle and high school students
 - Making Proud Choices, funded through Planned Parenthood, promotes healthy behavior
 - Global Kids partnership engages students through after school programming for community service
 - Build On engages students through local and global after school community service opportunities

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.

As a Title I School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June as indicated below:

- Assistant Principal meets and mentors teachers on a regular basis to assist in credit accumulation,
- Weekly support from AUSSIE consultant emphasizing literacy across the curriculum
- After-school tutoring funded through per session
- Reduced class-class size and strategic groupings
- Reading academies for struggling readings in the high school grades
- Parent events are regularly held,
- Professional development workshops and coaching for teachers
- Partnership with Reading Horizons

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

By June 2012, high school attendance will increase its attendance rate from 80% to 83%.

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.

The School for Democracy and Leadership has year 1 SINI status for graduation rates for the “all students” category in the high school grades. In 2011-12, under 60% of students in their first two years of high school earned 10 or more credits. Students in the lowest third had especially low credit accumulation rates and were also the ones who often did not graduate with their cohorts. Upon analysis, these students were often the ones with the poorest attendance rates. We believe that a coherent attendance structure, action plan and goal will help the struggling students academically by ensuring that they are in attendance regularly.

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.

By end of November

- Attendance teacher will set up a target group in ATS which will monitor the attendance of students with 30-79% attendance and devise a plan of action to make interventions and ensure attendance improvement.
- The school will list all of the 4th and 5th year seniors who will not likely graduate via SDL and begin to effectuate transfers to alternate learning centers.
- The school will list all LTA’s eligible for discharge and begin to effectuate the process which should take a maximum of 30 school days.
- The school will have in place an attendance team comprised of Network attendance Teacher, school social worker, guidance counselor, principal, parent coordinator and others.
- The school will have designated a point person to oversee all aspects of attendance.
- The attendance team will meet to discuss strategies to increase attendance which include, but are not exclusive to; utilizing bulletin boards to promote and highlight good and improving attendance, creating a program(s) to incentivize attendance.

Ongoing

- Attendance Team will meet a minimum of two times per month
- Attendance team will track attendance and create visible bulletin boards to help increase student awareness of attendance goals.
- Attendance team will create incentive plans for targeted group to increase their attendance
- Attendance team will hold monthly reward events, with families, to celebrate high attendance rates
- Each student assigned to a Targeted Group student will have an attendance monitor among the staff who will provide regular calls home, in person check ins and overall support for the student's attendance
- Students are enrolled in an Enrichment Club (one per semester) that is of high interest. Enrichment meets once per week.
- Advisors and grade team teachers make weekly outreach to students' homes, especially to those of students who are absent.
- Community Coordinator, Parent Coordinator and School Aide make daily phone calls to absent students' homes to help get students to come and to notify homes if there is a problem they are not aware of.

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 conducted mandated parent orientations for grades 6, 9 and 12. We send home weekly progress reports. Each student is assigned an advisor who works with them for the duration of their time in school. These advisors contact all their advisees' parents weekly. In our middle school, we implement a "paycheck system" in which parents receive weekly information about their students' academic progress and behavior for the week. Parents are invited to quarterly awards ceremonies. Each grade team sends out regular newsletters to families. Parents have access to an online grading system which allows them to track student attendance and progress in real time. Our school's website has links to the school's calendar, teacher's pages and the online grading system.

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.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers*
 - *The administration and pupil personnel secretary work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*
 - *Regular structured common planning time enables teachers to support each other's development*
 - *There are significant leadership opportunities for teachers including the cabinet, grade team leaders and department chairs*

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.

- CAMBA provides after-school programs for both high school and middle school students, and helps organize attendance celebrations.

- We have signed Learner First as our afterschool SES provider, which provides additional tutoring to both middle and high school students
- Making Proud Choices, funded through Planned Parenthood, promotes healthy behavior
- Global Kids partnership engages students through after school programming for community service
- Build On engages students through local and global after school community service opportunities

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.

As a Title I School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June as indicated below:

- Guidance counselor, funded through Title I, runs Pupil Personnel Team, which addresses long-term absences
- Social worker, funded through Title I, provides counseling and reaches out to LTAs.
- Reduced class-class size and strategic groupings help students' presence feel noted.
- Reading academies for struggling readings in the high school grades
- Parent events are regularly held

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

All four departmental teams will redesign one unit of study that is backwards designed and is aligned to Common Core Standards, including opportunities for formative assessment and a culminating rigorous mastery project.

Comprehensive needs assessment

The School for Democracy and Leadership has 2nd year SINI status for performance on ELA exams for the “all students” category in the high school grades and has 1st year SINI status for performance on Middle Level ELA. In 2011-12, SDL scored significantly lower on the NYC school progress report’s metrics in ELA compared to math. In September, we conducted an all-staff meeting, analyzing data from the progress report, quality review, state tests, and the curriculum audit to develop school-wide goals. In October, we involved department chairs in a day-long instructional rounds process to clarify areas of need. Administration has also been conducting an increased amount of informal observations in classrooms. As a result, we have identified a need for increased rigor among student tasks, from the daily tasks to the longer term, culminating projects.

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.

By end of 1st Semester

- By November, teachers will have developed more coherent scope and sequence documents that indicate alignment with Common Core Standards
- By end of November, teachers will have participated in professional development around adapting student activities to be more rigorous and identified specific strategies to use in the classroom.
- By December, teachers will analyze baseline data from Mastery Project #1 to identify areas of need for students
- By end of January, all teachers will have had at least two observations (informal or formal) from administration that focuses, in part, on designing rigorous units and creating daily activities that increase the rigor of the student work.
- By end of January teachers will develop and implement a rigorous performance task within a unit of study (Mastery Project #2).
- By mid-February teachers will analyze student work from the newly revised unit (Mastery Project #2)

By end of 2nd Semester

- By April 5, teachers will have designed and implemented a rigorous performance task within a unit of Study (Mastery Project #3)

- By June, teachers will incorporate information from student work to inform unit planning
- By June, teachers will have three backwards designed units with a culminating task included in their curriculum.
- By end of June, all teachers will have had at least four observations (informal or formal) from administration that focuses, in part, on designing rigorous units and creating daily activities that increase the rigor of the student work.
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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.

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Strategies for attracting Highly Qualified Teachers (HQT)

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 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers*
 - *The administration and pupil personnel secretary work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*
 - *Regular structured common planning time enables teachers to support each other's development*
 - *There are significant leadership opportunities for teachers including the cabinet, grade team leaders and department chairs*

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.
 - CAMBA provides after-school programs for both high school and middle school students, and helps organize attendance celebrations.
 - We have signed Learner First as our afterschool SES provider, which provides additional tutoring to both middle and high school students
 - Making Proud Choices, funded through Planned Parenthood, promotes healthy behavior
 - Global Kids partnership engages students through after school programming for community service
 - Build On engages students through local and global after school community service opportunities

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.

As a Title I School wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June as indicated below:

- Principal and Assistant Principal meet and mentor teachers on a regular basis to assist in designing more rigorous instructional activities and assessments, Weekly support from AUSSIE consultant emphasizing rigor across the curriculum
- Reduced class-class size and strategic groupings
- Reading academies for struggling readings in the high school grades
- Professional development workshops and coaching for teachers

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	34	34					10	
7	30	30					7	
8	37	37					8	
9	75	75	75	75			10	3
10	40	40	40	40	5		11	4
11	40	40	40	40	8		7	5
12	20	20	20	20	15		11	13

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	Blocked classes in 6th and 8th Grade After School tutoring Additional literacy classes Reading Horizons during the day
Mathematics	Blocked math classes in 6th, 7th, and 8th grades After school tutoring Additional math periods
Science	After school tutoring Urban Advantage Program
Social Studies	After School tutoring
At-risk Services provided by the Guidance Counselor	Advisory Lessons Individual Counseling
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Various group sessions At Risk Groups Individual Sessions Advisory Lessons

At-risk Health-related Services

Workshops

**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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 17K533 **School Name:** The School for Democracy and Leadership

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The School for Democracy and Leadership has three areas identified as needing improvement.

For both the MS ELA and the HS ELA areas of concern, we have seen low student progress. As part of our ESCA, we identified that many teachers did not feel supported in developing strategies for students with disabilities. According to the ESCA, teachers also felt as if professional development was not helpful to their instruction. This year, we have also undergone Instructional Rounds with the assistance of the school's Network. Through this process, we identified that there was an overall lack of rigor in student tasks and that teachers were doing the majority of the work while students were being too passive in their education.

For our graduation rate, recent City and State report cards indicated that students are not earning the credits they need to progress toward graduation during their first and second year. We have also seen a struggle with Regents passing rates, which we have, in part, identified as having to do with literacy issues.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

For both the MS ELA and HS ELA areas of concern:

1. We have contracted with professional developer AUSSIE for 25 days of professional development, assisting teachers build stronger literacy skills into their lessons and increase the rigor of the student instructional tasks.
2. Department chairs have been trained and then assist their respective departments in more thorough curriculum mapping, Mastery Project development and Student Progress analysis.
3. Staffwide Professional Development continues around increasing Depth of Knowledge/rigor into teacher's daily lessons, unit plans and assessment.
4. Staffwide Professional Development around specific teaching strategies that will find key points of leverage for students.
5. Schoolwide reading initiatives are being developed, including Shakespeare month, nonfiction units, and Reading clubs.
6. After-school (during the week and on Saturday) skill intervention sessions and Regents review.
7. Increase the number of informal observations given to teachers, using the Danielson Framework, which staff receives training throughout the year.

For our graduation rate:

1. Attendance Teams and Grade Teacher Teams meet twice a month to monitor student progress towards credit accumulation, develop action plans and conference with students and families.

2. Revamp Advisory structures to provide increased support to 9th graders transitioning into high school, target students' needs and prepare them for ontime graduation.
3. Staff completes Student Progress Reviews and consults with the administration six times per year, including the development of Action Plans for each student not passing a class after first marking period of a semester.
4. Weekly Progress Reports based from our online grade books are given to students and students conference with Advisors twice per month to discuss their academic concerns.
5. Increased parental involvement, including nighttime meetings to discuss students at risk of graduating on time.
6. Senior Interventions: Afternoon classes, Saturday classes, Science Saturdays, altered schedules, Academic Improvement Days, Regents/RCT Prep.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Customized Literacy Professional Development from AUSSIE (per session activity designed to develop teachers' ability to increase literacy into lessons and to increase rigor of work)

5 Teachers x 6 hours = \$1,260

1 Admin x 6 hours = \$258

Curriculum Mapping/Leadership Development for Department Chairs (per session activity designed to help set clear benchmarks and develop comprehensive assessments that measure students' progress)

6 Teachers x 6 hours = \$1,512

1 Admin x 6 hours = \$258

Teaching Resources: Purchasing mentor texts to be used by teachers in Inquiry Teams to develop strategies for better instruction and to be discussed through professional development, informal observation meetings and in team conferences.

Teach Like a Champion: 17.33 per book x 35 = \$606.55

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher mentoring program operates on several tiers. All brand new teachers are assigned a highly qualified mentor from within our teaching and administrative staff. These pairs meet at least two periods per week to assist the new teachers. Currently, Mr. Otto is being mentored by Ms. Mittiga; Ms. Haddo is being mentored by Mr. Olearchik; and Ms. Fielder is being mentored by Ms. Mittiga.

On another level, our Department Chairs serve as mentors and run Professional Development sessions for their respective departments. Chairs receive training from administration, the Network, and outside agencies (such as AUSSIE) and then the chairs turnkey this to department members during Monday PDs.

At various times throughout the year, daily schedules are rewritten to free up blocks of teachers for day long professional development, including intervisitations, visiting other schools, meeting with Network specialists and other activities.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
4. Letters will be both backpacked home with the students and a mailing will be done in addition. In cases of ELL homes, letters will be translated as necessary.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corine Rello-Anselmi	District 17	Borough Brooklyn	School Number 533
School Name Democracy and Leadership			

B. Language Allocation Policy Team Composition [?](#)

Principal James Olearchik	Assistant Principal Emilie Mittiga
Coach type here	Coach type here
ESL Teacher Current Vacany	Guidance Counselor Nicole Jarvis
Teacher/Subject Area Meg Frost/ Special Education	Parent Felisha Brown
Teacher/Subject Area type here	Parent Coordinator Kim Ray
Related Service Provider type here	Other type here
Network Leader Cyndi Kerr	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	25
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	418	Total Number of ELLs	16	ELLs as share of total student population (%)	3.83%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The home language identification survey is administered to students and families when they are enrolled. Mr. Marra, mentor principal, coordinates the effort and Ms. Esther, community coordinator or Ms. Estrada, Spanish teacher, help to translate for the interviews in Haitian Creole or Spanish. The initial intake and informal oral interview are conducted by our guidance counselor, Nicole Jarvis who is a certified English teacher. The HLIS is administered within 10 school days of enrollment. If necessary, Secretary Sonia Ortiz (Spanish), Social Worker Guerline Morency (Creole), teacher Ed Pessutti (French) or Community Coordinator Esther Lormil (Creole) assist in initial screening and administration. AP Emilie Mittiga runs ATS reports to ensure that all ELLs are identified and she coordinates the ordering and delivering of the NYSESLAT. Students who need the LAB-R are then taken to our learning coach who also administers the NYSESLAT each year.
2. The guidance counselor conducts the ELL program orientation and explains the three program choices. After the parents make their choice we discuss the program we offer at SDL. If necessary, Secretary Sonia Ortiz (Spanish), Social Worker Guerline Morency (French and Creole), Teacher Ed Pessutti (French) or Community Coordinator Esther Lormil (Creole) assist in the translation, intakes and interviews. This is done at the time of enrollment.
3. Our pupil personnel secretary manages the letters and ensures completion. We have a social worker available to do home visits if no form returned.
4. The results of the LAB R, the parent choice survey and the translated initial interview are used to place the student.
5. Over the past three years all of our 16 parents of ELLs have opted for Freestanding ESL services.
6. The program models parent requests as they have all opted for Freestanding ESL services. We attempt in all ways to find the best placement for students and their needs

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1							1
Push-In							2	1	2	3	3	2	2	15
Total	0	0	0	0	0	0	3	1	2	3	3	2	2	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	8			5			3				16
Total	8	0	0	5	0	0	3	0	0		16

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2			1	2	1	1	7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian							1	1	2	1	1	1	1	8
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	3	1	2	3	3	2	2	16

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Although we have an ESL vacancy, the following systems are in place to allow for service to be provided when the vacancy is field:

- a. Students are scheduled to receive services from a push-in teacher. There are a few students who are also in a self-contained class in addition to push in services. While we have a vacancy, English teachers provide differentiation in their classes, including small group instruction. We also use Extended Day to fill the needs of these students, as they are placed in one small group to receive ESL instruction,

A. Programming and Scheduling Information

including use of Reading Horizons online software.

b. Students are in their regular grades but are placed in the same cohort so they can receive push in services. All of our classes throughout the school are cohorted. In classes, teachers differentiate their instruction, grouping students by ability in some cases and in heterogeneous groupings in other cases.

2. Services are designed as push-in services, we have a vacancy for a teacher who would be able to travel with the various cohorts for different periods of the day to ensure that the appropriate number of minutes for each level is met.

a. Explicit ESL, LA and NLA minutes are met through push in services.

b. When we have an ESL teacher, the appropriate number of minutes are delivered as small group instruction, per the results of their last year's testing. Without the ESL teacher, we give the required minutes in a combination of small group instruction and Extended Day services.

3. All classes are taught in English. Students are paired to provide native language support and teachers are trained to develop the four modalities of language within their content area (speaking, listening, reading, writing).

4. Students are given the option of taking State Exams in their native language.

5.a. SIFE: Students will get literacy support from the push in teacher and through pull out programs such as Reading Horizons. In addition, they meet with a counselor who assists them with managing course load and any other issues that arise. Students also receive academic support through weekly advisories and weekly progress sheets.

b. ELLs in US SCHOOLS LESS THAN THREE YEARS: Students get literacy support from the push in teacher and through pull out programs such as Reading Horizons. The school uses DRAs to measure student need and student progress and ensure that students are making progress towards the exams. In addition, they take interim assessments that we use to measure progress and provide interventions.

c. ELLs 4-6 YEARS: These students receive support from a push-in teacher.

d. LONG-TERM: These students receive support from a push in teacher.

6. Use of leveled texts, use of picture books, computer as a aids in the classroom, option for audio books, option to chose how to demonstrate mastery.

7. We allow students to stay in inclusion classes, group them together to support one and other and provided services through push in to prevent them from being excluded from an academic or social opportunities.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

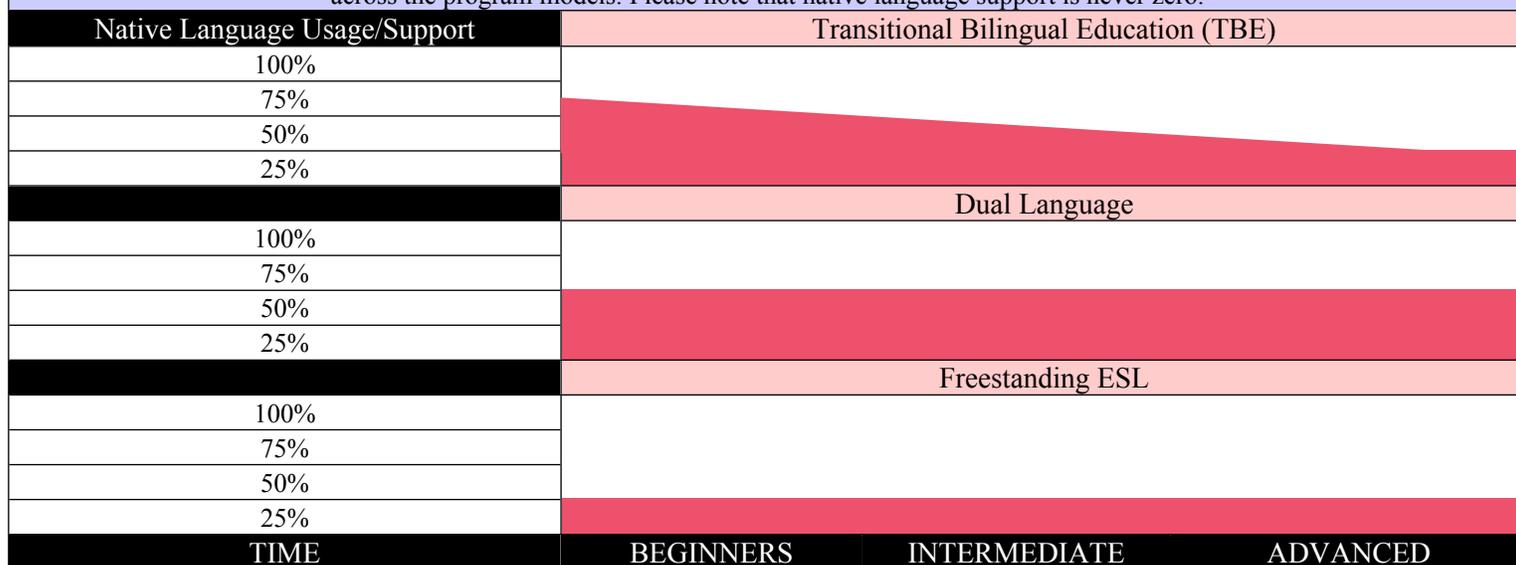
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. All services and interventions are offered in English except for State Exams. Studnets may chose to take a State exam in their native languaug. We offer exams in Hatian Creole, Spanish and Aribic. Students are schedule to recive push in servies and extended day small group instruction to support them in all content areas. Teachers are given professional development around differentitation, including how to reach ELLs, in all subject matters.
9. Students continue to be scheduled to receive the services listed above until they have reached full proficiency on the NYSESLAT.
10. We are attempting to hire a full time ESL teacher, we are encouraging severl current teachers to seek out an ESL extention.
11. None
12. ELL's are offered full access to all programs in our school as they are in inclusion classes. Our school offers afterschool reding programs, extended day tutoring, community service clubs, enrichment clubs and sports. When necessary, translation and interpretation services are provided.
13. Instructional materials include Leveled readings, audio books and use of computers. We have also subscribed to the Reading Horizons online literacy program, which has an ESL component.
14. It is not.
15. Yes
16. Students particpate in small orientations, family meet and greets and small group advisories. Student's participate in an enrichment club each week where they may chose to be paired with a student who speaks tehir native language.
17. Spanish or small reading groups.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. We have vacanacy for ELL. We plan to send the hired teacher to DOE offered ELL training sessions. All teachers receive professional development in literacy and in the basics of language acquisition. Some administration and teachers are targeted to learn specific programs, such as Wilson and Reading Horizons.

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. We have vacancy for ELL. We plan to send the hired teacher to DOE offered ELL training sessions. All teachers receive professional development in literacy and in the basics of language acquisition. Some administration and teachers are targeted to learn specific programs, such as Wilson and Reading Horizons.
2. We hold numerous professional development sessions and coaching/mentoring to help teachers assist ELLs to transition into both the middle school and the high school. Both new 6's and 9's participate in orientation programs and before this, we meet with all teachers and help them identify strategies for assisting ELLs in this time period.
3. This PD focuses mainly on literacy, including vocabulary instruction and nonfiction literacy skills. Teachers coplan and adapt mastery projects during this PD for differentiation purposes. These are recorded with the principal in the main office.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are involved in the school in a number of ways. A Parent Association is organized by our Parent Coordinator. Outreach is done on a weekly basis by students' Advisors. Parents are also informed of their school's events, news and student performance through weekly progress reports, monthly newsletters, and outreach from grade level teams. In any case necessary, information is translated for ELL families.
2. Our lead partner, CAMBA, provides services for parents, particularly newer immigrants. They offer language programs, assistance with immigration issues, and assistance with a wide variety of issues that may arise for families who are new to the U.S. Whenever translation or interpretation services are needed, they help the school to find them.
3. We survey the parents at each parent-teacher conference. The Parent Coordinator and Community Coordinator meet with all families of ELLs, reminds them of their rights and offers the Bill of Rights in their home language. Translation service is provided by in-house staff members for all key documents and communications; this is done through per session work.
4. Our survey asks parents what types of programming they would like to see, and we plan programs with this feedback.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1							1
Intermediate(I)										2	2	1		5
Advanced (A)							2		2	1		1	1	7
Total	0	0	0	0	0	0	3	0	2	3	2	2	1	13

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I							1			1			1
	A											1	1	
	P							1	1	2	2	2	1	1
READING/ WRITING	B							1						
	I										2	3	1	1
	A							1	1	2	1		1	1
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1	1		3
7		1			1
8		2			2
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		1	1					3
7			1						1
8	1		1						2
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		1				4
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra	2	1	0	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		0	
Physics				
Global History and Geography	2		0	
US History and Government	2		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We administer DRAs to all 6-9 students and select 10-12 students. We use this data to assess students' reading levels, comprehension

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Democracy and Leadership

School DBN: 17k533

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Olearchik	Principal		1/1/01
Emilie Mittiga	Assistant Principal		1/1/01
Kim Ray	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Meg Frost	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nicole Jarvis	Guidance Counselor		1/1/01
Cyndi Kerr	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K533 **School Name:** School for Democracy and Leadership

Cluster: 1 **Network:** CFN 106

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.

Historically, we have had a low number of non-English speaking families. Based on this data and trend, we determine our needs each year during the intake process. Families are given the home language survey and we identify any families that require written translation and oral interpretation. Once identified, we utilize staff members who are fluent in Spanish, French and Creole to provide the necessary services.

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.

We have found that we have very few families in need of written translation and oral interpretation. There are less than 10 families this year. This information is shared to the school community in a number of ways. First, all grade Team Leaders are notified of the families' needs so that all communications can be prepared in advance. These needs are also noted in the staff-wide Google Docs, where each student has their own page, communications are listed and special needs (such as language barriers) are noted; this informs all staff members of the need. Specific situations are also discussed when needed in the twice weekly Common Planning Time meetings of the grade team teachers. The Family Coordinator, Secretary, Social Worker, Guidance Counsellor, school aides, and Administration are also made aware of this through weekly PPT meetings.

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.

When written translation services are needed, our in-house school staff provides the written translation. Per session is offered to staff members who translate these notifications. For notifications that come from the school itself, authors of the memo hand in the notice three days in advance to the administration who then assigns the translation service to the appropriate staff member. This allows for timely translation. For notifications that come from the DOE, translated copies are usually available and handed out to the specific students who need them.

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.

On our school staff, we have fluent speakers of Spanish, French and Creole. When necessary, such as for the parent teacher conferences or as-needed parent meetings, we schedule it so that the appropriate language speaking staff member is free to sit in on the meeting and provides oral interpretations.

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>.

When intakes are done and language needs are identified, families are provided with the appropriate Bill of Rights document taken from the DOE Web site (<http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>). In addition, in the main office, there is a welcome sign in all appropriate languages, including the posting that translation/interpretation services are available. In regard to the Safety Plan and reaching homes in need, we use our in-house staff members to express any needed information.

