



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: 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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Zoland Chance	*PA/PTA President or Designated Co-President	
Kimberly Ray	DC 37 Representative, if applicable	
Kevin Evariste Steffon Issacs Steven Lawrence Genesis Lopez Keisha Theobald	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Kurt Kohlman	CBO Representative, CAMBA	
Shawn Chandler	Member/Teacher	
Edward Pessutti	Member/Teacher	
Margaret Davidson	Member/Parent	
Catherine Tillsley	Member/Parent	
Victoria Wright	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

2012 NYC DOE Quality Review recommendation, page 6, "Strengthen development of systems that evaluate curricular and instructional decisions in order to increase the coherence of practice ... By not having clear, measurable outcomes in both teacher practice and student work, coherence and school wide improvement is hindered, limiting students achieving at high levels."

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader's vision

____ 2.4 School leader's use of resources

____ 2.3 Systems and structures for school development

X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June, 2013 Administration and coaches will conduct 4 informal observations for each classroom teacher using selected components of a research-based framework to provide meaningful feedback.

Instructional strategies/activities

- In September, the principal reintroduces a research-based teacher-effectiveness framework to the staff in PD.
- In September, teachers select two competencies from the framework as focus areas for professional goals for the year. In the first marking period, the administration conferences with teachers about their goals and form action plans.
- In September, administration develops an ongoing and coherent PD plan that integrates selected components of the Danielson rubric. Administration implements PD plan throughout year. Administration and the cabinet monitors effectiveness of PD and identifies areas of need through evaluation of trends in teacher observations.
- In September, administration creates system for regular observations and feedback. Administration conducts formative observations and feedback sessions aligned to teacher goals on a weekly basis throughout the year.
- In October, administration will participate in a Teacher Effectiveness Program, including two inter-visitations. Participating and interested teachers will attend debriefing sessions regarding the inter-visitations and will develop next steps for increasing student cognitive engagement.
- In second, third and fourth marking periods, administration will conduct additional walkthroughs to calibrate levels of student cognitive engagement and revise plans for teacher support.
- Teachers complete end-of-year reflections on their personal goals.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Leadership Cabinet, Teacher Per Session (6 Staff members X 3 hours per week X 28 Weeks)
- Instructional Lead, Teacher Per Session (1 Staff member X 2.5 hours per week X 28 weeks)
- Datacation Education Software, OTPS Purchase for Educational Software (This software includes Skedula- the online grading, reporting, attendance and academic progress monitoring system, Pupil Path- The student and parent portal for academic progress monitoring, PADS, Data Tool- on line data processing software, DDC Exams portal for the making of an analysis of standard aligned assessments, NCLB/Graduation software, AED Data portal.
- Literacy Coach/Staff Developer, OTPS Purchase through Creative School Services

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

ESCA page 12, "Recommendation 2: Professional Learning and Collaboration - Develop and implement a professional development plan that is aligned to school goals and focused on subject-area content. Professional learning opportunities should be aligned to the teaching of reading and the use of IEPs for students with disabilities."

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 3.2 Enacted curriculum

____ 3.4 Teacher collaboration

X 3.3 Units and lesson plans

____ 3.5 Use of data and action planning

Annual Goal #2

100% of core subject teachers will design and implement two units aligned to the Common Core standards by June 2013.

Instructional strategies/activities

- In September, administration schedules teachers for weekly common planning time with a teacher partner, dedicated to designing the units.
- In the first semester, administration implements a Professional Development plan around Understanding by Design theory to assist teachers in designing quality units.
- In September, administration creates a system for teachers to submit units and task for review. Administration monitors unit submission and provides feedback on units throughout the year.
- Throughout the year, administration adjusts Professional Development plan around needs surfaced through unit reviews.
- In the second semester, teachers analyze baseline data from CCLS units to identify areas of need for students.
- In the second semesters, teachers develop and implement the second Common Core unit, in collaboration with their partners, to address identified areas of need from the first unit.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Leadership Cabinet, Teacher Per Session (6 Staff members X 3 hours per week X 28 Weeks)
- Instructional Lead, Teacher Per Session (1 Staff member X 2.5 hours per week X 28 weeks)
- After-Hours Planning Sessions, Teacher/Supervisor Per Session
- Literacy Coach/Staff Developer, OTPS Purchase through Creative School Services
- UbD Staff Supplies, OTPS Supplies
- Curriculum Team (7 staff members X 3 Hours X 6 sessions)



GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

ESCA page 15, "Recommendation 3: Differentiation of Instruction - Develop learning activities and implement instructional strategies that differentiate instruction for all students, including students with disabilities.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

X 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, at least 80% of all students, including those in the school's lowest third, will earn 10 or more credits in grades 9, 10 and 11, surpassing the average of peer schools, up from 75.8%, 69.4% and 64.5% respectively.

Instructional strategies/activities

- In September, administration identifies "target population" of teachers based on course pass rate data from 2011-12.
- In the first marking period, administration conferences with targeted teachers to identify developmental areas of need – such as assessment design, systems for monitoring student progress, modifications for struggling learners, or other areas preventing students from being successful in the class.
- In the first marking period, administration develops individualized or group plans for supporting targeted teachers with their developmental areas of need. These plans include co-planning and mentoring with lead teachers, network staff, literacy coach and administration as well as participation in external professional developments.
- In September, administration establishes weekly common planning time in partners for all teachers. In marking period 2, teachers implement a system analyzing student progress in units.
- At the end of the each marking period, teachers complete grade reflections and reports listing out which standards students are meeting and not meeting. For students that are not meeting standards, action plans are developed for students.
- Throughout the school year, staff members hold make up work sessions for students after school to complete work and meet standards.
- Throughout the school year, administration monitors student outcomes in targeted teachers' classes, and revise teacher support plans where necessary.
- At the end of the first semester, administration and teachers identify students who need extended time to complete coursework and approve them for course extension work.
- Through the second semester, administration programs targeted students for additional classes which teachers take on in addition to their regular course load.
- At the end of the second semester, administration and teachers identify students who need extended time to complete coursework and approve them for course extension work, which may be done in the summer session.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: NYSTL _____

Service and program coordination

- Literacy Coach/Staff Developer, OTPS Purchase through Creative School Services (1 coach X\$1200 per session (full day) X 18 sessions (one session paid for with Title I SWP)
- Additional Classes Coordination and Teaching, Teacher/Supervisor Per Session
- Programmer, Teacher Per Session
- Apex Online Learning, NYSTL Software Funds
- Data Team/Inquiry Team, Teacher Per Session
- Additional Course Supplies/Workbooks, OTPS Supplies

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

ESCA page 6 "Recommendation 1: Positive Behavior Management System - Increase the consistency of implementation by classroom teachers of the existing School for Democracy and Leadership behavior plan."

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

The percent of students who agree or disagree with the statement "Most students in my school help and care about each other" will increase to 50% from 36% on the 2013 Learning Environment Survey.

Instructional strategies/activities

- In September, the administration and staff drafts a new Student Handbook. Throughout the first month, each grade holds a Parent Orientation/Back to School Night in which the handbook is reviewed.
- In the first semester, positive behavior recognition programs are developed, including the One Simple Act Movement, that celebrate kind acts in the community.
- At the end of the first semester, guidance counselor develops a plan for Respect for All week, including guest speakers and student activities.
- Weekly, two teachers lead select tenth graders through a four-year program called Operation Breaking Stereotypes in conjunction with a school in Maine to help build awareness of other communities and cultures.
- Throughout the year, teachers and students help to organize various student and family activities (Talent Shows, Battle of the Classes Events, Staff/Student Games) to build community.
- At least twice a year, students and staff organize community service outreach programs and/or fundraisers for self-selected organizations or charities (e.g. SDL Cares for Sandy Victims).
- Throughout the year, select students participate in the CORO Leadership program, monitored by a staff member, and hold schoolwide workshops and events.
- Throughout the year, the dean and teachers develop mentorship programs for at-risk students in order to help them feel more positively connected to the community.
- Throughout the year, administration develops Professional Development sessions on positive learning environments and classroom management for staff.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Leadership Cabinet, Teacher Per Session (6 Staff members X 3 hours per week X 28 Weeks)
- Dean and Mentors, Teacher Per Session
- CORO Coordinator, Teacher Per Session
- Operation Breaking Stereotypes, OTPS purchase from OBS
- Battle of the Classes Coordination, Teacher/Supervisor Per Session
- Battle of the Classes and Student Events, OTPS Supplies
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GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

2012 NYC DOE Quality Review recommendation, page 6, "Further strengthen the school's culture and tone in ways that impact students' academic success."

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

By June 2013, SDL will implement at least one new program and continue to expand existing programs to further engage students and families in order to increase academic success.

Strategies to increase parental involvement and engagement

- In September, administration and teachers will begin using Datacation online grading tool to help involve more students and families in their daily academic progress. Throughout the first month, each grade holds a Parent Orientation/Back to School Night in which Datacation is introduced and explained to families.
- In September, the administration reworks its Advisory system into a daily Academic Advisory Period, which involves daily check ins, self reflection and literacy components.
- Every month, the administration develops work products for the Academic Advisory Periods that highlight the good work that students are doing. This work is celebrated publicly on a centrally located bulletin board.
- Every month, the administration works with its CBO, CAMBA, to celebrate its Leading to College students who are taking pre-college and college-level courses. Celebrations include recognition on a centrally located bulletin board and special meetings/events throughout the year.
- Twice a month, the administration meets with its Leadership Cabinet and Parent Coordinator to assess family and student needs. Various events are planned to address these concerns (e.g. Family Pot Luck Dinner, Family Action Network, Battle of the Classes Events, Family Workshops).
- Every two weeks, advisors use Datacation as a tool to reach out to families to provide updates on students' academic successes and struggles.
- In the first semester, the administration develops a new Academic Honors Program, which celebrates top-ranking students and involves them in rigorous programs, seminars, field trips and other events. In the second semester, students are invited into the program and begin to participate in its events.
- At the end of each semester, grade-level Awards Ceremonies are held to celebrate the academic achievements and growth of each student. Awards and medals are given for both top earning students and for students who have shown specific growth.
- At the end of the second semester, the administration and teachers organize a special Senior Awards Night event for 12th graders to celebrate their culmination of high school.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Datacatation, OTPS Purchase of Educational Software by Datacatation (This software includes Skedula- the online grading, reporting, attendance and academic progress monitoring system, Pupil Path- The student and parent portal for academic progress monitoring, PADS, Data Tool- on line data processing software, DDC Exams portal for the making of an analysis of standard aligned assessments, NCLB/Graduation software, AED Data portal.
- Battle of the Classes Coordination, Teacher/Supervisor Per Session
- Battle of the Classes and Student Events, OTPS Supplies
- Honors Program, Teacher/Supervisor Per Session
- Awards Ceremonies, OTPS Supplies
- Leadership Cabinet, Teacher Per Session (6 Staff members X 3 hours per week X 28 Weeks)
- Noncontractual Services, Parent Engagement (These are costs related to increased parent/family events including the Parent Pot Luck, Special Guest Speakers in the Evening, Other services for families)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Block schedule in 6 th and 7 th grades; Academic Advisory Periods with extra literacy; after school tutoring; Adolescent Literacy Program; Access to Careers Program; Leading to College Program; Guided Reading Groups;	Small group, one-to-one, tutoring; whole class	During and After School
Mathematics	Block Schedule in 6 th , 7 th and 8 th grades; Academic Advisory Periods; after school tutoring	Small group, one-to-one, tutoring;	During and After School
Science	After School Tutoring	Small group, one-to-one, tutoring	After School
Social Studies	Block schedules in 6 th , 8 th and 12 th ; After School Tutoring	Small group, one-to-one, tutoring	During and After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	Advisory Lessons Individual Counseling Various group sessions	Small group, one-to-one,	During and After School

Worker, etc.)	At Risk Groups		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- *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.*
- *Administration conducts regular informal observations of teachers and provides non-evaluative feedback.*
- *Regular structured common planning time enables teachers to support each other's development*
- *Planning partners are assigned so new teachers have time with more experienced teachers to work on lesson planning.*
- *A literacy coach was hired to work with select teachers as well as the entire school for unit planning and general academic support.*
- *Network professional development opportunities are equitably distributed among staff members to build capacity and then they turn-key the information to other teacher teams.*
- *There are significant leadership opportunities for teachers including Leadership cabinet, grade team leaders and other positions.*

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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

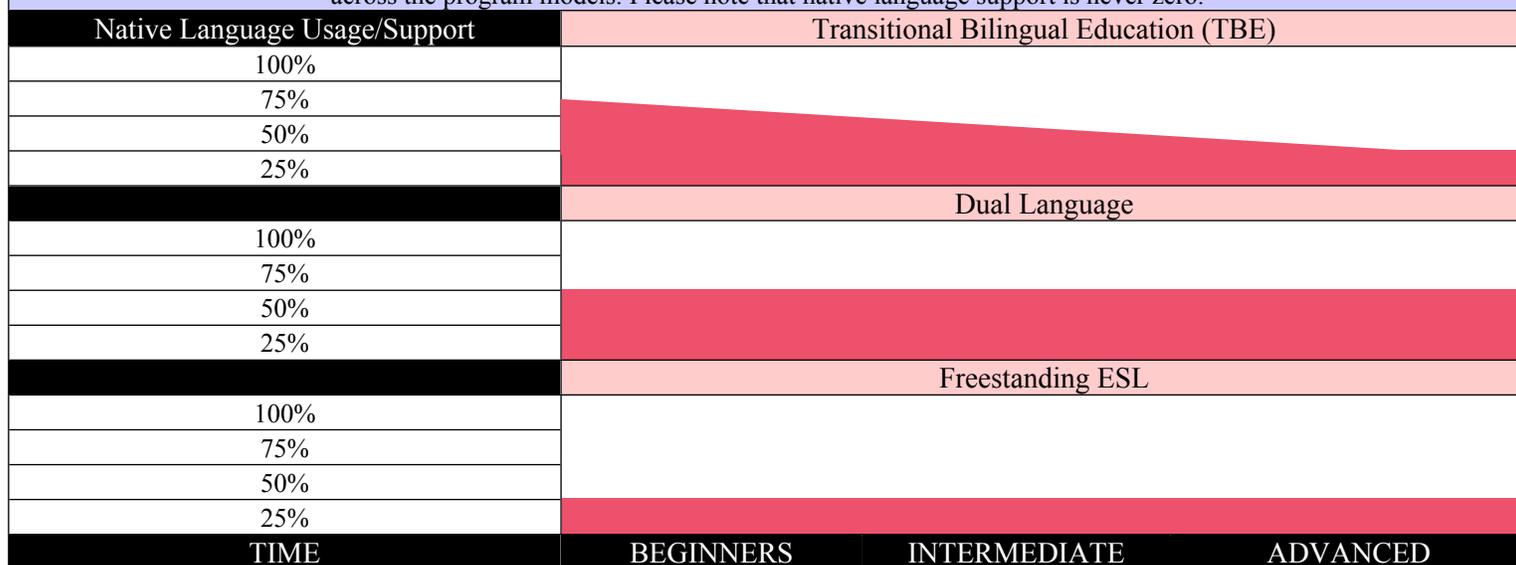
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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 langauag. 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 attenpting 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 langauge.
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

<ol style="list-style-type: none"> Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
<ol style="list-style-type: none"> 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. 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. 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

<ol style="list-style-type: none"> Describe parent involvement in your school, including parents of ELLs. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? How do you evaluate the needs of the parents? How do your parental involvement activities address the needs of the parents?
<ol style="list-style-type: none"> 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. 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. 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. 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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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 levels, fluency and to monitor progress. We then do strategic running records throughout the year to monitor growth. This information then helps us to identify which students, including ELLs, are in most need of Academic Intervention Services. The DRAs are still being completed as of writing; in general, we tend to find that our ELL population is quite diverse, ranging from the most basic to advance.
2. Overall, our students are mainly in the Intermediate and Advanced levels, allowing for them to be in mainstream classes and receive additional support in the class and outside of it. One 6th grade student is a Beginner and needs more increased instruction and support.
3. More students scored in the Intermediate range when it came to the Reading/Writing section of the NYSESLAT, as opposed to the Listening/Speaking. This means that reading and writing will continue to be a focus for the students. Speaking and Writing, for those who scored as Intermediate, will be incorporated into pull out/push in services and differentiation in Mastery Projects.
4. a) Our middle school students continue to be more advanced than the high school students. The majority of students in middle school are scoring at Level 2 in both ELA and Math. In the High School, ELL students have not had success passing their Regents, with a 0% pass rate in the exams that they have taken so far. There was no noticeable difference in the two cases of students taking the exam in their native language. This analysis was arrived at by the principal and the assistant principal, with the assistance of the network.
- b) We use the data from periodic assessments to measure student progress and ensure the students are working toward being prepared to take state exams. When needed, certain interventions are used, including extended day, pull out from class, and Reading Horizons.
- c). We need more aggressive interventions for certain students. This includes the level 1 6th grader and the high school students who are not able to pass the REgents. These aggressive interventions will include after school study groups, a self-contained ELL support class (in addition to the push-in services) and Regents Prep/literacy review classes.
5. n/a
6. We evaluate the success of our programs based on student attendance to school, credit accumulation, and performance on state-wide exams.

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: <u>Democracy and Leadership</u>		School DBN: <u>17k533</u>	
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.

