



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M292):

PRINCIPAL: CHRISTINE A. LOUGHLIN

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SUPERINTENDENT: ANTHONY LODICO

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
Christine A. Loughlin	*Principal or Designee	Christine A. Loughlin
Michael Tarasovic	*UFT Chapter Leader or Designee	Michael Tarasovic
Mariama D. Sanoh	*PA/PTA President or Designated Co-President	Mariama D. Sanoh
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Daniel Ellis	Member/Teacher	Daniel Ellis
Dorothea Cody	Member/Parent	Dorothea Cody
Shalo Talley	Member/Parent	Shalo Talley
Barbara Luvin	Member/Teacher	Barbara Luvin
Aaron Cody	Member/Student	Aaron Cody
James Sanoh-Monroe	Member/Student	James Sanoh-Monroe
	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

- The school community does not examine root causes of why students are not coming and/or passing classes or state exams. Add-on such as before and after school are created to support failing students. However, by not examining organizational, curricular, and instructional decisions in a systemic way, capacity building is negatively impacted. (Page 5 QR 2010-2011).

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.

<u> </u> 2.2 School leader's vision	<u> x </u> 2.4 School leader's use of resources
<u> x </u> 2.3 Systems and structures for school development	<u> </u> 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- **In June 2013, students in the lowest third will make a 5% gain in progress compared to the 2012 progress report.**

Instructional strategies/activities

- Build capacity by empowering teacher leaders through a rigorous selection process, team building, and leadership development.
- 100% of all teacher leaders were trained at NYU facilitative leadership Program.
- 100% of all teacher leaders use protocols to facilitate their grade team/content area team meetings.
- Within our organizational structure, we have 5 instructional leaders (Mathematics, Science, Social Studies, English Language Arts, The Arts), and 4 grade team leaders (grades 6&7, 8&9, 10, 11&12).
- Two Assistant Principals lead varying components of the school. Edgar Lin supervises instruction in the Lower School; grades 6-9, ESL, Math and Science. Anita Bonner supervises instruction in the Upper School; grades 10-12, ELA, and the Arts. The Principal oversees instruction school wide with a keen focus on Social Studies, Health, and Physical Education. The Cabinet meets on a regular basis (Tuesdays, Wednesdays, and Friday), and on Saturdays for planning.
- All leaders meet on a regular basis with Admin Team to collaborate about structures and systems in place for student and teacher support.
- Identify students in lowest third for their grade level and indicators that speak to specific circumstance of that student (attendance, SWD, ELL, little parental support, motivational factors).
- Advisory program supports this goal. Advisors work to understand indicators that stand in the way of student achievement, make outreach, report back to grade team leader about next steps.
- Develop a deep understanding of the data and use kid talk protocols to solve the problems that stand in the way of student learning.
- Target lowest third students by identifying them as students who are at risk and need academic intervention services.
- After school tutoring for lowest third students and ELLS.
- Rigorous course offering such as AP Psychology and College Now.
- Regents Preparation is offered in December and January, and May and June. Also, AIS is offered to students to target skills.
- Plan to host instructional rounds for the purpose of identifying a problem of practice.
- Monthly Consultation meetings.
- Daily communication with faculty and staff in the form of a daily update on our HSSIS website.
- Hold a morning meeting every morning for the purpose of sharing out and celebrating accomplishments

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: Priority/Focus _____

Service and program coordination

Allocated funds in area of curriculum and staff development contracts and Per-session to create conditions so that the instructional strategies/activities are supported.

- AIS for Middle School students, Regents Preparation prior to the January and June exam; Saturday Academy; 10 teachers; 70 students;
- NYU Metro-tech training for 8 teacher leaders (two weekend sessions; October and December, 9 teachers).
- Building leadership capacity and team building on 12/15/12 at our retreat. Topic: Using the CCLS Standards to motivate students to learn. All grade and content area team members participated, as well as Admin team; 9 teachers.
- Saturday Critical Friends Groups. Purpose: Support leaders in their roles as leaders. Made available to 9 teachers
- After School biweekly Leaders’ meetings. Purpose: Collaboration between Leaders and Admin Team; team building and leadership development with a specific focus. Made available to nine teachers
- Supporting grade team leaders work as they work on an inquiry question about the lowest third . Made available to 4 teachers (12 hours allocated)
- Two teacher leads were accepted into the DOE Teacher Lead program. They share out at our morning meetings about their experience in this program.

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

- Continue to revise curricula to ensure that academically rigorous tasks are embedded across all content areas and provide evidence of college and career readiness (Page 5 DQR 2011-2012).
- Further develop and strengthen curriculum alignment to the Common Core Learning Standards to provide multiple entry points and elevate thinking of all learners in the classroom (Page 6 DQR 2011-2012).

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

 x 3.4 Teacher collaboration

 x 3.3 Units and lesson plans

_____ 3.5 Use of data and action planning

Annual Goal #2

100% of teachers will implement two units of study aligned to Common Core Learning Standards (CCLS) by June 1, 2013.

Instructional strategies/activities

- Build leadership capacity by leveraging the expertise in our PLC by appointing Instructional Leads through a rigorous selection process.
- Admin team meets with Instructional Leads on a consistent basis to support them in carrying out this goal.
- Network support will provide specific expectations through professional development in designing unit plans and performance tasks aligned to CCLS. (9/6/12 – Professional Development – Aligning units to tri-state rubric)
- Instructional team leaders will provide support in drafting, revising, and implementing tasks and unit plans aligned to CCLS.
- Inter-visitation in Mathematics where teachers of the same content area observe a lesson from the NYCDOE Math bundles, and then formally meet to give feedback through a facilitative leadership protocol.
- Instructional leads meet with their content team of teachers during professional collaboration time on Thursday afternoons to support them in aligning tasks and units of study to CCLS.
- Instructional teams will examine student work to identify and understand learning gaps, and inform the revision of their units of study.
- End product resulting in units of study and performance task aligned to CCLS, rubrics, 3 lesson plans from units, annotated pieces of student work (3 high, 3 medium, 3 low).
- Developing a structure for feedback that will inform work going forward.
- Per-session is allotted after school and on Saturdays for content teams to meet for unit planning task design, calibration to tri-state CCLS rubric, and revision.
- January 18, 2013 - 100% of core teachers will have taught one CCLS aligned unit in Math, Social Studies, Science, and ELA
- June 5, 2013 - 100% of core teachers will have taught two CCLS aligned unit in Math, Social Studies, Science, and ELA

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: Priority/Focus _____

Service and program coordination

Allocated funds in area of Per-session for teacher collaboration for the purpose of creating conditions to support the instructional strategies/activities.

Allocated funds in the area of supplies so that every ELA class has a leveled/labeled independent library.

- Purchased independent libraries in every ELA classroom to support differentiation. In area of AIS; General Supplies.
- Through the School Based Option Plan (SBO, our faculty voted to use the 37 1/2 minutes structure for Professional Development. Through early-release Thursdays, and in collaboration with faculty, this structure was devised for the purpose designing coherent instruction to meet the needs of all students would be the focus.
- During this faculty collaboration time, content teams are lead by their respective instructional leaders and they work to create units and tasks aligned to CCLS and to meet the CWI expectations.
- Instructional leads meet after school and on Saturdays for CCLS task and unit writing. Per-session is allocated.
- Saturday Retreats with all school leaders. Topic: Schooling = knowing the standards to get kids to learn. The planning of , team building, and leadership development through the Leadership Academy.

- Saturday, December 15, 2012

- Saturday, May 18, 2013



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

- Classroom teaching strategies reveal that questioning continues to happen at the most basic knowledge and comprehension levels, resulting in uneven levels of engagement and perhaps having a negative impact on students' progress towards elevating their thinking. (page 5; DQR 2011-2012)

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

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- 50% of teachers will progress a minimum of one level on Competency 3b in respect to quality of questions and discussion techniques by end of school year.

Instructional strategies/activities

- Using focused discussion protocols at faculty collaboration centering on the theory, practice, and application of competency 3b; effective questioning and discussion techniques.
- Conducting two short classroom visits with feedback to each teacher to establish baseline. (Oct. and Nov.)
- Administrative team devised a standard template/tool to gather evidence on teacher observations. Admin team is looking through the lens of 3b questioning techniques. The tool includes three areas of focus; wait time, teacher questions that are evaluative and/or for feedback, and whether questions are directed at the whole class or individual student.
- Conducting two additional classroom visits with feedback to each teacher (Dec., Jan., Feb.).
- Plan and facilitate four in-school workshops/meetings to plan effective questions and discussion facilitation – including planning predictable student responses and possible teacher responses. (Oct-June)
- In-class coaching/modeling to support questioning and discussion. (ongoing)
- Network/Admin meeting to review progress of each teacher, develop supports, revise PD plan as needed.
- Inter-visitation through the lens of 3b; effective questioning.
- ESL teachers participate in all trainings offered by the Office of English Language Learners, as well as other learning opportunities on performance task alignment to the CCLS.

Budget and resource alignment

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

- 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: Priority/Focus _____

Service and program coordination

Funds allocated from curriculum & staff development contracts and per session to provide support for ongoing PD in the area of competency 3b.

- Book study for teachers. Purchased Danielson Framework.
- Admin team provide 8 Professional Development trainings on competency 3b (effective questioning), using time from early-release Thursdays.
- New teachers who were identified as ineffective in this area are participating in network lab sites to observe effective/highly effective teachers through the lens of competency 3b.
- Inter-visitations whereby teachers visit those who are effective in competency 3b, and then write a reflection of what they learned. Coverages are provided for this Professional Development. 7 teachers; 7 hours.

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

- Provide all teachers with additional support to incorporate youth development strategies in their classrooms in order to leverage academics by meeting social and emotional needs. QR 2010-12; p.4
- School leaders do not provide staff with support and strategies that incorporates adolescent issues. Current staff members do not connect to students in ways that build a sense of community or develop personal connections which leads students to feel disengaged and disenfranchised from school. QR 2010-12; p.4
- Current staff members do not connect to students in ways that build a sense of community or develop personal connections which leads students to feel disengaged and disenfranchised from school. QR 2010-12; p.4

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

- **100% of all students participating in extra-curricular school activities, before and after school.**

- The Future Project – a school based mentoring program where students (fellows) are matched with young enthusiastic professionals (Coaches). We have a dream director working on site who coordinates the 40 projects. The purpose is for students to see the fruits of their labor and experience self-efficacy and to practice meta-cognition. In the first year, students have built solid relationships with their coaches and dream director and have reported that they enjoy school more because of the program. There have been several events that involved all of these students insofar. (Dream Day at Henry Street and Richard R. Green, and Future Shops at Google).
- Advisory Program in lieu of C6. All Advisors are assigned to 15 students or less in the grade they teach. Advisors are responsible for conferencing with students and making outreach with parents around student progress (social, emotional and academic)
- Advisory Day Out is a bi-monthly event where our classroom transforms into excursions throughout NYC where all facets of multi-culturalism are explored.
- Bi-monthly Cultural Awareness Assemblies, where performers from various ethnic groups perform cultural dancing and singing. Students participate in these performances by joining the performers on stage.
- Band
- RROS is the language our community uses to communicate with one another. Students are asked by faculty and staff to reflect on their behavior and to take personal inventory about whether their actions/words are respectful, responsible, organized, safe. Students are recognized at wowabratons when they have consistently demonstrated positive RROS.
- Elected Student Government on each grade level so they have voice in the decision making of the school.
- Two deans trained in RROS language and approach student discipline from a proactive stance. Students are clear around the expectations and disciplinary responses of infractions.
- Hired additional support in the area of student guidance so that our full time guidance counselor can work with Upper grades to insure students are College and Career Ready.
- College Trips to Boston and other local colleges.
- Chinese New Year. Celebrating diversity and extended learning.
- An additional College Counselor on staff to provided 1:1 college counseling for all students.

- Execution of Career Day to give students multiple perspectives on careers.
- Created an Extended Learning Time program to include after school activities like, Math by card play, PSAT Basketball, Drama, Boxing, Soccer, poetry, ping pong, softball, running, Band, Dancing with the Teachers, Spirit Week. (Two days a week for each activity; involving 15 teachers; 3 hours a week allocated).

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: Priority/Focus

Service and program coordination

Funds allocated to support the funding of an F status school social worker to positively impact on student's social and emotional development

Funds allocated for teacher and supervisor per session to create conditions to support the instructional strategies/activities above.

- Hired Coordinator of Student Affairs (COSA) to work with students to create a sense of community and ownership in school.
- Hired F status Social Worker to serve mandated Lower School Students to free up Guidance Counselor for the purpose of focusing on the performance and progress of Upper School students. 2 days a week
- Through Henry Street Settlement Grant, we have a College Advisor who provides college counseling to Upper School students.
- Offering SAT courses to 11th grade students beginning in January – June.
- Organization of Career Day.

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

- Current staff members do not connect to students in ways that build a sense of community or develop personal connections which leads students to feel disengaged and disenfranchised from school. QR 2010-2011; P. 4
- Collaboration between families and school is not supportive of establishing a cohesive working relationship that impacts student progress. Page 4 QR 2010-2011
- Only 23% of parents participated in our 2011-2012 Learning Environment Survey.

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

- **A 10% increase by parents on annual school survey from 23% in 2012.**

Strategies to increase parental involvement and engagement

- Create conditions for increased parental/community involvement
 - School wide Curriculum Night
 - Thanksgiving Day Feast
 - Grade 6 and 9 Orientation
 - Winter/Spring Concert – Showcase our talented Upper School Band Program.
 - Talent Show – Showcase our talented students' grades 6-12.
 - Dancing with the Teachers – to build team relationship between student and teacher.
 - Chinese New Year Celebration – celebrate diversity and extended learning
 - Monthly Newsletter communication – Consistent and pertinent monthly communication with parents.
 - School Messenger -consistent communication about attendance, lateness, and events.
 - Student Government and student council elected
 - Career Day – sponsored by the Henry Street Settlement. “Wow-abrations” in the Lower School – reward students for Respectful, Responsible, Organized, and Safe behavior (RROS)
 - School Wide Spring Musical – “In the Heights”
- Create a Welcoming Environment in the school beginning with the Main Office
- Parent Coordinator on staff who has effective relationships with parents and does consistent outreach with parents/guardians.
- Holds monthly meetings with new parents.

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: Priority/Focus & Parent engagement_____

Service and program coordination

Allocated funds in area of Per-session for teacher participation to create conditions to support the instructional strategies/activities. Allocated funds in the area of supplies and curriculum & staff contracts to support the instructional strategies/activities above.

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	Regents Preparation AIS focus on Informational Writing	Small Group; Tutoring	After School and Saturdays During School Day
Mathematics	Regents Preparation in Algebra and Geometry	Small Group; Tutoring	After School and Saturdays During School Day
Science	Regents Preparation in Living Environment and Earth Science	Small Group; Tutoring	After School and Saturdays During School Day
Social Studies	Regents Preparation in Global Studies and US History	Small Group; Tutoring	After School and Saturdays During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are consistently referred to GC for at risk counseling.	Individual and Small group	During school day

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.

**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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Henry Street School for Intern	DBN: 01M292
Cluster Leader: Knecht, Doug	Network Leader: Kathy Pelles
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 3
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: According to 2011-2012 NYSESLAT data, HSSIS had success in moving students designated on the intermediate and advanced levels forward in all modalities tested. However, we struggled with moving students designated as beginners. Most of these students are recent arrivals to the country and have little or no English language experience. Research shows that prior to acquiring academic language, language learners must first gain proficiency in conversational and social language. It is also essential that teachers link new concepts with students' background experience and past learning. This link should not be inferred but must be made explicitly. Teachers will work on making connections with what students are going to learn with what they have already learned. This will be done through KWL charts, student journals, reviews of previously learned information, and information charts. Teachers will develop background knowledge, deliver content that is contextualized, and use gestures, pictures and realia to make input comprehensible. The teachers will provide plenty of visual clues to meaning and assign "hands-on" tasks. Visuals include pictures, photographs, realia, maps, graphic organizers and charts. Hands-on activities that help ELLs are collaborative projects such as mobiles, murals, demonstrations, science experiments, timelines, and pictures with labels. All the teachers will give clear, simple directions to ESL students, break complex directions down into simple steps, and ask students to retell, in their own words, what the teachers are asking them to do before they attempt a task.

Building on our prior investment in Rosetta Stone software, newcomers and beginners will be supported in developing their BICS (Basic Interpersonal and Communicative Skills). Beginning in January, this program will take place after school on Monday, Tuesday, and Wednesday from 3:30 to 5:00 PM and on Friday from 7:30 - 8:30 AM and will target the development of basic communicative skills. Up to 20 students classified as new or recent arrivals from grades 6-12 are targeted to work with two of our fully certified ESL faculty. In addition, a bi-monthly Saturday program from 10:30 AM - 2:00 PM titled American Culture Family Club begins in February to support newcomers and their families in their transition to America. This program will provide language learning support for students and families via Rosetta Stone, as well as through film and multimedia presentations. The language of instruction will be in English with native language support.

The classes will take place 4 days a week for 19 weeks for a total of 76 sessions. The Saturday Program will commence in February to May for a total of 8 sessions. These classes will give newcomers and beginners more confidence and more practice with content and basic communications. In addition to reviewing content with their teachers, the students will do various speaking activities that include, but are not limited to, role playing, oral presentations, interviews, and dialogues.

In addition to the PM program for beginners and intermediate ELL's, Regents Prep courses in Intergrated

Part B: Direct Instruction Supplemental Program Information

Algebra, Global History, U.S. History, and Living Environments team taught collaboratively with ESL teachers (3) and content area faculty (4) will be provided after-school for high school ELL students. ESL and content area faculty will plan cooperatively with ESL faculty providing ELL teaching strategies and scaffolding support. The program will comprise two one hour sessions per week for 12 weeks. The program will consist of 24 total session and Title III funds will compensate would require 2 ESL staff members.

Part C: Professional Development

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

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

Begin description here: The School-based professional development continues to center around the expressed needs of our students as well as our ELL faculty. Collaborating with our ELL faculty, the administrative cabinet is charged with planning and structuring meaningful professional development that meets the needs of our faculty in the ELL department as well as all pedagogues responsible for delivering instruction to ELLs. All pedagogues are scheduled for a mandatory team-planning period, once a week, for professional development. Professional development topics to be addressed will include:

- Differentiating and scaffolding instruction (2.21.13/2 - 3:30 PM)
- Aligning performance standards for ESL, ELA, and NLA students (2.28.13/2 - 3:30 PM)
- Integrating ESL into the content areas, using the SIOP model (3.12.13/12:20 - 2:00 PM)
- Writing strategies for ELLs (3.14.13/2 - 3:30 PM)
- Use of graphic organizers (3.21.13/2 - 3:30 PM)
- Using assessment to guide instruction (4.11.13/2 - 3:30 PM)
- Classroom Strategies to use with Newcomers (4.18.13/2 - 3:30 PM)

All ESL faculty have attended QTEL as well as other relevant ELL professional development programs and regularly turnkey and lead ELL-centered professional development for school staff throughout the year. Content area teachers who work with our ESL population will get an opportunity to learn the skills and strategies developed from QTEL. This information will be shared by our ESL teachers. They will present a workshop on tools that can assist our ELL population. On a monthly basis, our ESL team will share strategies and ideas during the team and content planning periods. The topics that are bulleted above will be introduced during these meetings. In our team-planning meetings, grade level teachers,

Part C: Professional Development

paraprofessionals and administrators are present. The ESL team will also attend professional development offered by the City to develop new strategies. The ESL team will research data-driven instructional tools to use in order to best assist this sub-group. Professional Development will not be paid with Title III funds.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Research indicates that parent engagement is essential for student success. In accordance with that, parent engagement activities that highlight ELL student achievement are the center pieces of our school's efforts. Two awards ceremonies (mid-year - 2.07.12/5:30 - 6:30 PM and year end - 6.6.13/5:30 - 6:30 PM) have been planned to specifically highlight the ELL programming and support services students receive and recognized the learning and achievements of our ELL student populations. These activities will be lead by school staff. Parents will be notified via translated invitations. An additional Parent Meeting will be held mid-June to inform parents of preliminary NYSESLAT testing outcomes and student programming for the following academic year.

In addition, a bi-monthly Saturday program described above from 10:30 - 2 PM titled American Culture Family Club lead by an ESL faculty will engage students and families together for English language support via the use of Rosetta Stone as well as opportunities to learn about Ameican culture via film and other multi-media presentations.

Part E: Budget

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

Allocation Amount: \$12012

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		Extended Learning Time; Professional Development; Planning
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$12012

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		Learning materials outlined in narrative; Computer and peripheral hardware to support the Rosetta Stone license software needs.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

2013-14 School/Comprehensive Educational Plan (S/CEP) Initial Goal and Budget Alignment Form

01M292

DBN

Christine A. Loughlin

Principal Name

June 20, 2013

Completion Date

The S/CEP Initial Program and Budget Alignment reflect the School Leadership Team’s (SLT) review of the 2012-13 S/CEP goals and creation of preliminary 2013-14 S/CEP goals.

Directions:

As part of the annual school based planning process, your school’s SLT will review the preliminary S/CEP goals, programs, and budget allocations for the upcoming school year. The SLT will revise the 2013-14 S/CEP in the fall of 2013 to ensure that the S/CEP goals and programs are updated to reflect your students’ achievement data from 2012-2013, once it is available. The preliminary goals and/or programs below listed should be discussed with the SLT and included in the revised S/CEP. For all SLT meetings, minutes, sign-in sheets and agendas should be kept on file at the school.

Using the chart below, write in your school’s preliminary 2013-14 S/CEP goals and budget allocations. Indicate in the appropriate column if the goal and/or program are the same as those for 2012-13. **Marking “X” without including the written goal will be considered incomplete.** A written explanation justifying that the school based budget is aligned to the S/CEP should be included in the “Budget and Resource Alignment Justification” section of the form. This form must be completed and uploaded to the [iPlan portal](#) by June 21, 2013. *Schools that are “In Good Standing” which complete a CEP should have between three and five goals. Priority and Focus schools that complete an SCEP must have five goals and address each tenet of the Diagnostic Tool for School and District Effectiveness (DTSDE).* A copy of your most recent S/CEP can be found on the [iPlan portal](#).

Goal number	Preliminary 2013-14 S/CEP Goal and/or Program Description	Mark “X” if the preliminary S/CEP goals and budget allocation are the same as those for 2012-13	2013-14 Budget and Resource Allocation Alignment Justification
1	100% of teachers will be provided with Teacher Effectiveness Training through the lens of the Danielson Framework.		School Wide Program, Tax Levy
2	100% of teachers will create units of study that are aligned to CCLS.		Contract for Excellence, Tax Levy, and Grants
3	In June 2014, there will be a 10% increase in Math and ELA Regents Scores.		School Wide Program, Tax Levy and Grants

4	In June 2014, more than 51% of Middle Students will meet or exceed promotional Criteria.		School Wide Program, Tax Levy and Grants
5			

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Henry Street School for Intern	DBN: 01M292
Cluster Leader: RELLO ANSELM, CORINNE	Network Leader: Pellis, Kathy
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: When our teachers present a new concept to ELLs it is essential that links are made to the students' background experiences or to past learning. This link should not be inferred but must be made explicitly. Teachers will work on making connections with what students are going to learn with what they have already learned. This will be done through KWL charts, student journals, reviews of previously learned information, and information charts. Teachers will develop background knowledge, deliver content that is contextualized, and use gestures, pictures and realia to make input comprehensible. The teachers will provide plenty of visual clues to meaning and assign "hands-on" tasks. Visuals include pictures, photographs, realia, maps, graphic organizers and charts. Hands-on activities that help ELLs are collaborative projects such as mobiles, murals, demonstrations, science experiments, timelines, and pictures with labels. All the teachers will give clear, simple directions to ESL students, break complex directions down into simple steps, and ask students to retell, in their own words, what the teachers are asking them to do before they attempt a task.

This program will take place before School and will target the development of basic communicative skills. Supplemental programming will take place on Tuesday, Wednesday, and Thursday mornings from 7:30 AM to 8:30 AM. Our newcomers will be supported in developing their BICS (Basic Interpersonal and Communicative Skills). Up to 20 students from grades 6-12 will work with two of our fully certified ESL faculty. The language of instruction will be in English with native language support. The Rosetta Stone interactive program and other online tools will be used to assist our students. The teachers will work directly with individual students to help them practice with their speaking skills. Our newcomer students are often timid in class and hardly participate. This program will give them an opportunity to speak and share their thoughts while developing their English skills.

The Title III program will commence in March. The classes will take place 3 days a week for one hour after school from 3:30-4:30 for a total of 36 sessions. This program will start in November and continue until the second week in June. These classes will give newcomers and beginners more confidence and more practice with content and basic communications. In addition to reviewing content with their teachers, the students will do various speaking activities that include, but are not limited to, role playing, oral presentations, interviews, and dialogues.

In addition to the PM program for beginner and intermediate ELL's, Regents Prep courses in Global History, U.S. History, and Living Environments team taught with ESL and content area faculty will be provided on Saturdays. The program will comprise two one hour sessions per week for 12 weeks. The program will consist of 24 total session and would require 5 total staff members.

Part B: Direct Instruction Supplemental Program Information

Students will also get an opportunity to have cultural experience by visiting various areas in New York City. These places will include Central Park, the Empire State Building, and South Street Seaport, Statue of Liberty, museums. Parents will also be invited to these activities. [REDACTED]

Part C: Professional Development

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

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

Begin description here: The School-based professional development centers around the expressed needs of our students as well as our ELL faculty. Collaborating with our ELL faculty, the administrative cabinet is charged with planning and structuring meaningful professional development that meets the needs of our faculty in the ELL department as well as all pedagogues responsible for delivering instruction to ELLs. All pedagogues are scheduled for a mandatory team-planning period, once a week, for professional development. Professional development topics to be addressed will include:

- Differentiating and scaffolding instruction
- Aligning performance standards for ESL, ELA, and NLA students
- Integrating ESL into the content areas, using the SIOP model
- Writing strategies for ELLs
- Use of graphic organizers
- Using assessment to guide instruction
- Classroom Strategies to use with Newcomers

All ESL faculty have attended QTEL as well as other relevant ELL professional development programs and regularly turnkey and lead ELL-centered professional development for school staff throughout the year. Content area teachers who work with our ESL population will get an opportunity to learn the skills and strategies developed from QTEL. This information will be shared by our ESL teachers. They will present a workshop on tools that can assist our ELL population. On a monthly basis, our ESL team will share strategies and ideas during the team-planning period. The topics that are bulleted above will be introduced during these meetings. In our team-planning meetings, grade level teachers, paraprofessionals and administrators are present. The ESL team will also attend professional development offered by the City to develop new strategies. The ESL team will research data-driven instructional tools to use in order to best assist this sub-group. Professional Development will not be paid with Title III funds.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Research indicates that parent engagement is essential for student success. In accordance with that, parent engagement activities that highlight ELL student achievement are the center pieces of our school's efforts. Two awards ceremonies (mid-year and year end) have been planned to specifically highlight the ELL programming and support services students receive and recognized the learning and achievements of our ELL student populations. These activities will be lead by school staff. Parents will be notified via translated invitations. An additional Parent Meeting will be held mid-June to inform parents of preliminary NYSESLAT testing outcomes and student programming for the following academic year.

Part E: Budget

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software		

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		