



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** BANANA KELLY COLLABORATIVE HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08x530

**PRINCIPAL:** C. POPE      **EMAIL:** CPOPE2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** C. STAPLES



**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
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	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	
	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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

JIT March 2011

School leaders should take urgent steps to improve the level of student engagement. Page 5.

School leadership should set high expectations for academic achievement, graduation rates and student behavior. Page 8.

School leader should ensure that the SLT receives training on roles and responsibilities in helping the school to improve. Page 8

School leader should create an academic program that gives students opportunities for enrichment, maximizing time for credit accumulation during the school day in addition to before and after school. page 8.

The school leader should lead all staff in setting a tone and culture of high expectations for all students. School leader should strive for academic excellence by establishing a new mission and vision statement based on high academic rigor and should seek network support to translate the vision into reality. Page 10.

**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.

  X   2.2 School leader’s vision

  X   2.4 School leader’s use of resources

  X   2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments.

### **Instructional strategies/activities**

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

Elmore's (2000) five principles of distributive leadership will be the research based model used to guide our leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

- Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Principal and Asst. Principal Study Groups (September-June, ongoing)
- Identification and development of staff for shared leadership roles (ongoing)
- PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice
- Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.
- Transparency; sharing information, problem solving, celebrations that include all stakeholders
- Principal and Asst. Principal and Extended Cabinet weekly meetings (August thru June)
- Monthly School Leadership Meetings (SLT) (September-June)
- Newsletters, calendars, distribution and displays of data (monthly, ongoing)
- Fall and Spring calendars for staff (September/February)
- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring).
- Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility  
August thru June :

-Monthly purposeful evaluation of use of resources by the principal and school leaders

-Coordination of resources and support from community stakeholders, external providers, and grant funding

Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, coaches, data specialist guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.

Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. By January 2013 the following assessments will assist in monitoring our progress: a full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, inventory review.

By June 2013 we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

#### **Budget and resource alignment**

• Indicate your school's Title I status: X  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**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-Teacher/Para/School Aide per session for extended day learning and Saturday programs

-Teacher/Para per session for professional development, and data specialist

-NYSTL/School Library allocation/Software

-Students in Temporary Housing (STH)

-Supplies/Materials to support instruction

-Purchased 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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

JIT March 2011

The network should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. Curriculum should be aligned to the new NYS CCLS.... Page 3

All teachers and administrators should participate in professional development on how to plan and implement a curriculum with rigor, as well as methods that are student centered. Page 3.

School leaders and teachers should participate in professional development on how to plan and implement a curriculum with rigor, as well as a delivery model that is student centered. Page 3.

School leaders should participate in training to enable them to write and implement high quality and effective pacing calendars and timelines. They should be implemented consistently in every classroom. Page 3.

The school should seek high quality pd to assist them to design and implement a curriculum that specifically articulates the skills required to be taught in each grade across all content areas. There should be clear articulation between content and grade leaders in a systematic manner. School leaders should play an integral part in this articulation process and ensure that a quality curriculum is delivered to a high standard in every class. Page 3.

**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

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

### **Instructional strategies/activities**

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

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study and multiple entry points
- A systemic approach of refining units of study
- Embedded formative and summative common assessments

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include: setting objectives and providing feedback, cooperative learning, higher order questioning, and reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction. Teachers of Students with Disabilities will receive training in co teaching strategies, modeling and IEP for NYC DOE SpEd reform.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL checklists, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI)(Swanson & Deshler, 2003). RTI is a schoolwide initiative that has as its ultimate goal school improvement across the K-12 spectrum.

Sheltered Instruction Observation Protocols (SIOP) will guide our work with ELL students. This model is designed to make grade level academic content understandable for English Language Learners (ELL's).

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, content specialists, departmental leads. External support staff includes the Network personnel and external

providers such as Pearson , ARC, etc.

Targets and to evaluate the our progress, effectiveness, and impact will include:

- Completion of lesson plans and units of study using CCLS and support Instructional Shifts -beginning August thru June 6-8 week cycles: development of units of study
- beginning August thru June Monthly Professional Development (including Saturday offerings)
- Completion of cycles of mini observations that reflect implementation of this work
- By February, our Network will complete a full day instructional walk with the school leaders
- By January, completion of 3 mini-observation cycles, By June, 6 of mini observations will be completed
- By January, 1 Formal observation for each teacher
- By June, 2 formals observations for each teacher
- Completion of Performance Tasks
- RTI training and implementation facilitated by our Network support specialists September thru June including development of a “core” RTI team
- Benchmarks and targets that demonstrate increase in student progress and performance

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols.

**Budget and resource alignment**

- Indicate your school’s Title I status: x 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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)

-Supplies/Materials to support instruction

**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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

JIT March 2011

School leaders should ensure by observation and walkthroughs, that standards are displayed in every classroom. School leaders should insist that learning objectives are displayed and discussed ....Follow up classroom visits should be made by leadership to ensure that it is common place. Page 5

Outside expertise should be sought in helping teachers develop skills in pacing lessons appropriately. Training should take place on lesson timing and pacing so that students remain engaged. Page 5.

Walkthrus and formal observation should include how well the teacher knows and implements curriculum for the subjects being taught. Page 3.

School leaders should assess, through formal and informal observations, those leaders who are struggling with student engagement, and external support should be sought to help provide pd for teachers on a tiered basis. Page 6.

**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**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

### **Instructional strategies/activities**

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

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: “ The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism”(2007). In support of the work of teachers, our strategies and activities with timelines will include:

- PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)
- A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)
- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).
- Preparing teaching in CCLS's and Instructional Expectations (ongoing)
- Preparing teachers in the use of Research based indicators, (RBI's)
- Formal and informal observations using a feedback and tracking progress (September through June, 4 to 6 week cycles)
- Identification of points, coaches, lead facilitators and opportunities for their support
- Principal and Asst. Principal Study Groups

Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- By January, our Network will complete a full day instructional walk with the school leaders
- By January, completion of 3 mini-observation cycles, By June, 6 of mini observations will be completed
- By January, 1 Formal observations/ By June 2 formal observations
- Teacher baseline, mid-year, end-year evaluations and self –evaluation
- October thru June, ongoing) Teacher feedback sessions
- October thru June, ongoing) Looking at Student Work protocol implementation

- January (analysis of mid-year student periodic assessment data)
- June through September: Analysis of state assessment data

**Budget and resource alignment**

- Indicate your school's Title I status: x 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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para per session for professional development, and data specialist
- Supplies/Materials to support instruction

**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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

JIT March 2011

School leaders should ensure there is ongoing articulation among five CBO's, the schools support staff and school personnel. School leaders should ensure students benefit from the full range of services and that the services are customized to meet their needs. Page 8.  
The school leader should arrange for regular training sessions on Skedula, so that they will be better informed of their child's academic progress and achievement. Page 10.

**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**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management syst

**Instructional strategies/activities**

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

Our research based instructional strategies will integrate the American School Counselor (ASCA, 2011) Student Standards. These standards guide the development of effective school counseling and youth development programs around three domains: academic, career and personal/social development. Strategies and activities include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
  - Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
  - Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards.
  - Training for all staff in classroom management and behavioral interventions
  - Opportunities for student voice and student choice
  - Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)
  - High school night, college night for families
  - Trips to colleges and universities for students
  - Student activities/community involvement/afterschool opportunities (August-September, ongoing)
  - Attendance plan (September-June)
  - Guidance and crisis intervention plan (September-June)
  - Establishment of student personal goals and future plans (September-June)
  - Monthly parental opportunities (workshops, breakfasts, evening events)
  - Student recognition events and celebrations (January and June)
  - Identification of community service and volunteer opportunities
  - Identify external supports, community based organizations (CBO's)
- Key personnel and other resources will include school leadership, teachers, guidance, college counselor, paraprofessional, attendance team, network support, SAPIS worker, crisis paraprofessional, instructional leads, and external consultants.
- Targets to evaluate the our progress, effectiveness, and impact will include:
- Increase in student attendance (daily monitoring, mid-year, final attendance rate)
  - Decrease in student lateness
  - Reduction in classroom management issues
  - Reduction in student suspensions
  - Increase in activities and afterschool participation
  - Increase in academic achievement

**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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.  
We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - Teacher/Para/School Aide per session for extended day learning and Saturday programs
  - Teacher/Para per session for professional development, and data specialist
  - NYSTL/School Library allocation/Software
  - Students in Temporary Housing (STH)
  - SAPIS worker allocation
  - Supplies/Materials to support instruction

**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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.  
JIT March 2011
  
- School leaders should regularly canvass parents. This information should be used to help parents take far more active role in decision making promises that affect the educational lives of their children. Page 9

**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**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Response to Intervention (RTI)(Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a Family outreach plan (August-June, ongoing)
- New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
- Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
- Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
- Monthly implementation of parental offerings (workshops, breakfasts, evening events)
- Student recognition events (January and June)

Key staff that will support this work includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support.

**Budget and resource alignment**

- Indicate your school's Title I status: x 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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

### 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	English remediation Homework Help	Tutoring, small group	Extended day, Saturdays
	Credit Recovery	1:15	
Mathematics	Math Remediation Homework Help	Tutoring, small group	Extended day, Saturdays
	Credit Recovery	1:15	
Science	Science Remediation Homework Help	Tutoring, small group	Extended day, Saturdays
	Credit Recovery	1:15	
Social Studies	Social Studies remediation Homework Help	Tutoring, small group	Extended day, Saturdays
	Credit Recovery	1:15	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisory, Counseling,	One to one	During the 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.

#### Recruitment

In order to recruit teachers we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

#### Retention and Support

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professional we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plants that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's Framework for Teacher (2207) as well as through student practice. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research based and evidence based. Research based strategies (RBI's) are emphasized in our trainings, and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing.

**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.

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**PARENT INVOLVEMENT POLICY (PIP)**

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 1<sup>st</sup> 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 1<sup>st</sup> 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.

## Major Recommendation

JIT March 2011

School leaders should take urgent steps to improve the level of student engagement. Page 5.

School leadership should set high expectations for academic achievement, graduation rates and student behavior. Page 8.

School leader should ensure that the SLT receives training on roles and responsibilities in helping the school to improve. Page 8

School leader should create an academic program that gives students opportunities for enrichment, maximizing time for credit accumulation during the school day in addition to before and after school. page 8.

The school leader should lead all staff in setting a tone and culture of high expectations for all students. School leader should strive for academic excellence by establishing a new mission and vision statement based on high academic rigor and should seek network support to translate the vision into reality. Page 10.

## Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

2.2 School leader's vision

2.2 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments.

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### Instructional strategies/activities

Elmore's (2000) five principles of distributive leadership will be the research based model used to guide our leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts.

Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

-Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

-Principal and Asst. Principal Study Groups (September-June, ongoing)

-Identification and development of staff for shared leadership roles (ongoing)

-PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice

- Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.
- Transparency; sharing information, problem solving, celebrations that include all stakeholders
- Principal and Asst. Principal and Extended Cabinet weekly meetings (August thru June)
- Monthly School Leadership Meetings (SLT) (September-June)
- Newsletters, calendars, distribution and displays of data (monthly, ongoing)
- Fall and Spring calendars for staff (September/February)
- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring).
- Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility

August thru June :

- Monthly purposeful evaluation of use of resources by the principal and school leaders
- Coordination of resources and support from community stakeholders, external providers, and grant funding

Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, coaches, data specialist guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.

Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. By January 2013 the following assessments will assist in monitoring our progress: a full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, inventory review.

By June 2013 we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program  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

### **Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- Supplies/Materials to support instruction
- Purchased Services

### **Major Recommendation**

JIT March 2011

The network should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. Curriculum should be aligned to the new NYS CCLS.... Page 3

All teachers and administrators should participate in professional development on how to plan and implement a curriculum with rigor, as well as methods that are student centered. Page 3.

School leaders and teachers should participate in professional development on how to plan and implement a curriculum with rigor, as well as a delivery model that is student centered. Page 3.

School leaders should participate in training to enable them to write and implement high quality and effective pacing calendars and timelines. They should be implemented consistently in every classroom. Page 3.

The school should seek high quality pd to assist them to design and implement a curriculum that specifically articulates the skills required to be taught in each grade across all content areas. There should be clear articulation between content and grade leaders in a systematic manner. School leaders should

play an integral part in this articulation process and ensure that a quality curriculum is delivered to a high standard in every class. Page 3.

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

3.2 Enacted curriculum                       3.4 Teacher collaboration  
 3.3 Units and lesson plans                       3.5 Use of data and action planning

### **Annual Goal #2**

By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

### **Instructional Strategies/activities**

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study and multiple entry points
- A systemic approach of refining units of study
- Embedded formative and summative common assessments

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include: setting objectives and providing feedback, cooperative learning, higher order questioning, and reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction. Teachers of Students with Disabilities will receive training in co teaching strategies, modeling and IEP for NYC DOE SpEd reform.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL checklists, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation

process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI)(Swanson & Deshler, 2003). RTI is a schoolwide initiative that has as its ultimate goal school improvement across the K-12 spectrum.

Sheltered Instruction Observation Protocols (SIOP) will guide our work with ELL students. This model is designed to make grade level academic content understandable for English Language Learners (ELL's).

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, content specialists, departmental leads. External support staff includes the Network personnel and external providers such as Pearson , ARC, etc.

Targets and to evaluate the our progress, effectiveness, and impact will include:

- Completion of lesson plans and units of study using CCLS and support Instructional Shifts - beginning August thru June 6-8 week cycles: development of units of study
- beginning August thru June Monthly Professional Development (including Saturday offerings)
- Completion of cycles of mini observations that reflect implementation of this work
- By February, our Network will complete a full day instructional walk with the school leaders
- By January, completion of 3 mini-observation cycles, By June, 6 of mini observations will be completed
- By January, 1 Formal observation for each teacher
- By June, 2 formals observations for each teacher
- Completion of Performance Tasks
- RTI training and implementation facilitated by our Network support specialists September thru June including development of a "core" RTI team
- Benchmarks and targets that demonstrate increase in student progress and performance

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols.

#### **Budget and resources alignment**

- Indicate your school's Title I status: \_\_\_x School Wide Program \_\_\_ 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

#### **Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)

-Supplies/Materials to support instruction

### Major Recommendation

JIT March 2011

School leaders should ensure by observation and walkthroughs, that standards are displayed in every classroom. School leaders should insist that learning objectives are displayed and discussed ....Follow up classroom visits should be made by leadership to ensure that it is common place. Page 5

Outside expertise should be sought in helping teachers develop skills in pacing lessons appropriately. Training should take place on lesson timing and pacing so that students remain engaged. Page 5.

Walkthrus and formal observation should include how well the teacher knows and implements curriculum for the subjects being taught. Page 3.

School leaders should assess, through formal and informal observations, those leaders who are struggling with student engagement, and external support should be sought to help provide pd for teachers on a tiered basis. Page 6.

### Tenet 4 TEACHER PRACTICES AND DECISIONS

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching  
student learning

4.5 Use of data, instructional practices and

### Annual Goal #3

By June 2013, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

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### Instructional strategies/activities

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and

prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: “ The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism”(2007). In support of the work of teachers, our strategies and activities with timelines will include:

-PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)

-A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)

-Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups

(September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).

-Preparing teaching in CCLS’s and Instructional Expectations (ongoing)

-Preparing teachers in the use of Research based indicators, (RBI’s)

-Formal and informal observations using a feedback and tracking progress (September through June, 4 to 6 week cycles)

-Identification of points, coaches, lead facilitators and opportunities for their support

-Principal and Asst. Principal Study Groups

Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

-By January, our Network will complete a full day instructional walk with the school leaders

-By January, completion of 3 mini-observation cycles, By June, 6 of mini observations will be completed

-By January, 1 Formal observations/ By June 2 formal observations

-Teacher baseline, mid-year, end-year evaluations and self –evaluation

- October thru June, ongoing) Teacher feedback sessions

-October thru June, ongoing) Looking at Student Work protocol implementation

-January (analysis of mid-year student periodic assessment data)

-June through September: Analysis of state assessment data

#### **Budget resources and alignment**

- Indicate your school’s Title I status:  School Wide Program  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

#### **Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal)

based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:  
-Teacher/Para per session for professional development, and data specialist  
-Supplies/Materials to support instruction

## Major Recommendation

JIT March 2011

School leaders should ensure there is ongoing articulation among five CBO's, the schools support staff and school personnel. School leaders should ensure students benefit from the full range of services and that the services are customized to meet their needs. Page 8.

The school leader should arrange for regular training sessions on Skedula, so that they will be better informed of their child's academic progress and achievement. Page 10.

## Tenet 5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional health

5.5 Uses of data and student needs

### Annual Goal #4

- By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.

### Instructional strategies/activities

Our research based instructional strategies will **integrate the American School Counselor (ASCA, 2011) Student Standards**. These standards guide the development of effective school counseling and youth development programs around three domains: academic, career and personal/social development. Strategies and activities include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
- Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards.
- Training for all staff in classroom management and behavioral interventions
- Opportunities for student voice and student choice
- Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)
- High school night, college night for families
- Trips to colleges and universities for students
- Student activities/community involvement/afterschool opportunities (August-September, ongoing)

- Attendance plan (September-June)
- Guidance and crisis intervention plan (September-June)
- Establishment of student personal goals and future plans (September-June)
- Monthly parental opportunities (workshops, breakfasts, evening events)
- Student recognition events and celebrations (January and June)
- Identification of community service and volunteer opportunities
- Identify external supports, community based organizations (CBO's)

Key personnel and other resources will include school leadership, teachers, guidance, college counselor, paraprofessional, attendance team, network support, SAPIS worker, crisis paraprofessional, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- Increase in student attendance (daily monitoring, mid-year, final attendance rate)
- Decrease in student lateness
- Reduction in classroom management issues
- Reduction in student suspensions
- Increase in activities and afterschool participation
- Increase in academic achievement

### **Budget resources and alignment**

- Indicate your school's Title I status:  School Wide Program  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

### **Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

## Major Recommendation

JIT March 2011

- School leaders should regularly canvass parents. This information should be used to help parents take far more active role in decision making promises that affect the educational lives of their children. Page 9

## Tenet 6 FAMILY AND COMMUNITY ENGAGEMENT

x 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, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

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### Instructional strategies/activities

Response to Intervention (RTI)(Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a Family outreach plan (August-June, ongoing)
- New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
- Retention of a full time Parent Coordinator and allocation of space for a Parent Resource

Center/office

- Identification of funding and resources to engage parents in their child’s education (workshops, events, celebrations) August-September
- Monthly implementation of parental offerings (workshops, breakfasts, evening events)
- Student recognition events (January and June)

Key staff that will support this work includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support.

**Budget resources and alignment**

- Indicate your school’s Title I status:  School Wide Program  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

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

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- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

**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 <b>Debra MaldonadoBarbara Gambino</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>530</b>
School Name <b>Banana Kelly Collaborative High School</b>			

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

Principal <b>Antonio Arocho</b>	Assistant Principal <b>AndolynBrown</b>
Coach <b>Natalie Novod</b>	Coach <b>Roberta Kang</b>
ESL Teacher <b>Bahar Paulson and Asisat Edu</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>458</b>	Total Number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>13.10%</b>
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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. 

#### Part II: ELL Identification

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.

Step 1: Students attending New York City public schools for the first time are required to complete an intake packet (all documents are in Spanish and English) that includes the Home Language Identification survey. Our testing coordinator (a licensed pedagogue) assists families in completing all documents including the HLIS. While assisting families in completing documents our testing coordinator interviews the family to determine whether or not the student may be an ELL. If it is determined that the student may be an ELL then the family will watch the DOE ELL video and choose the program most appropriate for their child. If our school does not offer the program that the family wants, we place the families name into a database. Once 20 or more parents request a bi-lingual program our school will be required to open a bi-lingual class to meet parents' desire for their children.

Step 2: Our Testing Coordinator, a licensed pedagogue, reviews the survey on the day in which it is handed in and flags students whose home language is not English to our testing coordinator.

Step 3: Once a student is flagged a licensed ESL instructor administers an informal oral interview within 3-5 days of the students' intake. The ESL Coordinator uses her training and discretion in determining whether or not a student needs a formal initial assessment and/or LAB/R testing.

Step 4: If a student is identified as being in need of an assessment the ESL Coordinator conducts the LAB-R with a student.

Step 5: The school uses the LAB-R results to determine whether or not a child should receive ESL services and which services they should receive.

Step 6: Each spring each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

-Describe the steps taken to annually evaluate ELLs using the NYSESLAT

Step 1: Run RNMR ATS report to determine ELL service eligibility.

Step 2: Identify all ELL students who are eligible for NYSESLAT exam

Step 3: Testing coordinator in consultation with AP and ESL licensed teachers create a testing schedule for students to take each portion of the NYSESLAT exam

Step 4: ESL licensed teachers administer NYSESLAT to all eligible students

#### ELL Evaluation

All Banana Kelly students identified as ELL students are programmed for stand-alone ESL classes. Our school administers the Listening, Reading and Speaking portions of these exams in class. In order to administer the speaking portion of the NYSESLAT exam the ESL department collaborates with the school community in developing a schedule whereby ESL students and their teachers are given a testing time and location. Students report to the testing location and the speaking portion of the NYSESLAT exam is administered by ESL licensed teachers.

2. What structures are in place at your school to ensure that parents understand all three program choices?

Upon entering the school parents of newcomers are shown the DOE video outlining the programs we offer to ELL in the city of New York by our testing coordinator who is a licensed pedagogue. If the parent chooses a program that the school does not have the parents

are advised that their names will be kept in a database.

3. Describe how your school ensures entitlement letters are distributed and Parent Survey and Program Selection forms are returned. Entitlement letters are both mailed to parents' homes and given to students to give to their parents. Our ESL teacher and school support staff calls home to ensure parents have received this letter. Copies of entitlement letters are placed in student files kept in the office of the AP. Program selection forms and parent surveys are completed by parents upon viewing DOE ELL video. Copies of program selection forms and parent surveys are kept in the office of the AP.

Parent Survey and Program Selection forms are distributed and collected during parent orientations. Parents who do not attend orientation are contacted via telephone. Their options are presented to them and the program selection form is first given to a student to take to their parent and later (if not returned to the ESL coordinator within 3 days) mailed to the parent.

4. Describe the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs. After HLIS determines that a student is LAB-R eligible the ESL coordinator administers the LAB-R. If a student scores below proficiency the student is an ELL. If a student is determined to be an ELL an entitlement letter is issued and a letter introducing program placement is issued to the family in the families home language, a copy of this letter is kept on file in the office of the AP. Currently we do not have enough students on a grade to form bilingual classes, therefore, all students are programmed for an ESL class and parents are informed that their names will be kept in a database. If 20 or more parents request a bi-lingual program our school will be required to open a class to meet parents' desire for their children.

5. What is the trend in program choices that parents have requested?

Our records indicate that the trend in program choice has been ESL by newcomer parents.

6. Are program models offered at your school aligned with parent requests?

Yes, program models are aligned with our parent requests.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1		1		2
<b>Push-In</b>										2	3	2	1	8

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	3	1	10

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	25
SIFE	11	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	31

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	0	1	22	8	6	31	3	14	60
<b>Total</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>22</b>	<b>8</b>	<b>6</b>	<b>31</b>	<b>3</b>	<b>14</b>	<b>60</b>

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

<b>This Section for Dual Language Programs Only</b>	
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: ____

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	21	11	10	57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0

## 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
Albanian														0
Other										2	0			2
<b>TOTAL</b>	<b>0</b>	<b>18</b>	<b>21</b>	<b>11</b>	<b>10</b>	<b>60</b>								

## 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. How is instruction delivered?
  - a. Our school offers all ELL students a combination of stand-alone and push in ESL instruction.
  - b. Our school offers an ungraded, heterogeneous program model based aligned to students' proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in eac program model?
  - a. Our Assistant Principal collaborates with our programmer to highlight students' proficiency levels and properly program them for stand alone ESL classes to meet the mandated number of instructional minutes. All Beginner ELL students are programmed for one, one 40 minute, stand alone ESL classes that meet 5 times per week, one and one hour content area class that has a liscensed ESL teacher and a liscesed content area teacher. This class meets 5 times per week. All Intermediate ELL students are programmed for one, 40 minute, stand alone ESL classes that meet 5 times per week and one, one hour content area class that has a liscensed ESL teacher and a liscensed content area teacher. This class meets 5 times per week. All Advanced ELL students are programmed for one, one hour, content area class that meets 5 times per week. This class has a liscensed ESL and a liscensed ELA teacher. In grade 9, designated ESL push in content areas are ELA and Social Studies in grade 10 designated ESL push in content areas are Science, Math and Social Studies, in grade 11 designated ESL push in content areas are ELA and Social Studies in grade 12 designated content area is Social studies.
3. Describe how the content areas are delivered in each program model.
 

All ESL students receive push in support through designated content areas 5 days per week. All instruction in these courses are in English. Students are provided native language support in the form of dictionaries and glossaries in these classes. Additionally, Beginner and

## A. Programming and Scheduling Information

Intermediate ELL students receive 5, one-hour periods of ESL Monday through Friday. These courses focus on literacy development and language acquisition. In these courses teachers use a variety of texts aligned to students' literacy levels and engage students in a number of projects and activities designed to aid in students' reading, writing, speaking and listening abilities.

4. How do you ensure that ELLs are properly evaluated in their native language?

The school will utilize foreign language regents examinations to assess student language development in their native language.

5. How do you differentiate instruction for ELL subgroups?

a/b. Our ESL and ELA teachers collaborate to create differentiated lessons and activities for ELL subgroups using periodic assessment data and class generated data.

Additionally SIFE students, beginner level students and new comers are invited to receive additional language acquisition support through Saturday school classes. During these classes students will participate in the Hooked on Phonics program and Rosetta Stone Program in English in order to increase their decoding, vocabulary acquisition as well as to lower their affective filter.

c. Students receiving 4 to 6 years of service are one of two target groups created by our ESL department. We look closely at these students' NYSESLAT testing patterns alongside their regents performance and classroom performance in developing action plans for these individual students. These action plans may in class strategies that teachers could use in working with these students and they may involve afterschool tutoring and/or in class reading/writing conferences with licensed ESL teachers.

d. Long Term ELL students are the second target group of the ESL department. For this group, again, we look closely at these students' NYSESLAT testing patterns alongside their regents performance and classroom performance in developing action plans for these individual students.

6. What instructional strategies and grade level materials do teachers of ELL-SWD's use that both provide access to academic content areas and accelerate English Language development?

Teachers of ELL-SWD's utilize word walls to assist students in both learning content related vocabulary and enhancing students' language development. Additionally, teachers encourage students to utilize native language classroom dictionaries and glossaries to assist students in re-enforcing students' content related vocabulary. Teachers also utilize sentence starters to assist students in participating in classroom discussions and compose writing samples. The programs of ELL-SWDs are reviewed by the AP, school programmer and special education coordinator to ensure that ELL-SWD's receive all services mandated on their IEPs and appropriate mandates.

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment?

Our school limits its use of self contained ESL classes in order to ensure flexibility in programming ELL-SWD's.

### 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

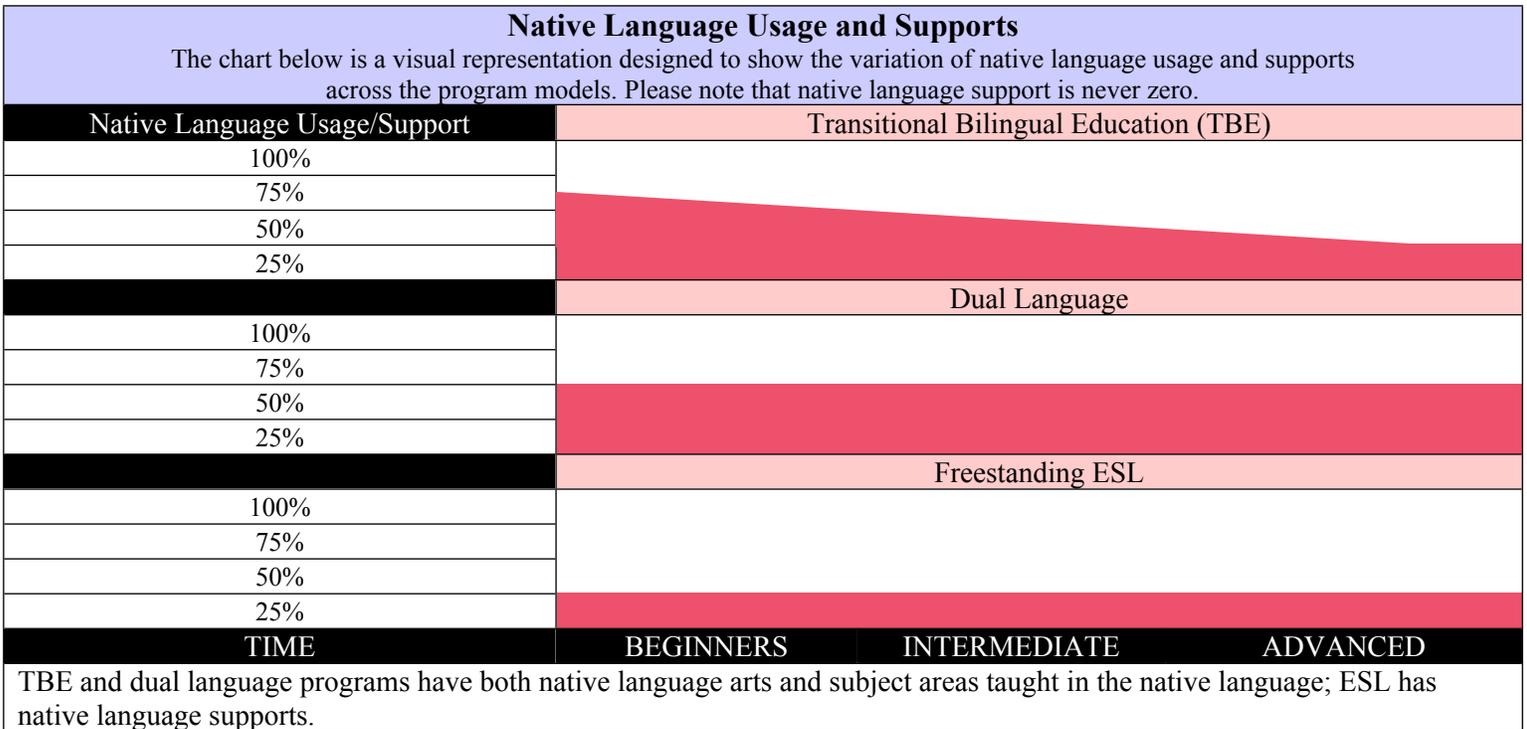
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**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. Describe your targeted intervention programs for ELLs in ELA, math and other content areas.

SIFE and newcomer students receive push in support in any course they take that terminates in a regents examination in the content areas of Social Studies, ELA, Math and Science. In the Science, Math, Social Studies and Math classroom push in teacher utilize the following interventions in assisting ELL students:

-Providing graphic organizers to form non-linguistic representations of key content being taught in the class

-Providing students direct instruction on summarizing and note-taking

-Providing students with content in their native language to assist in vocabulary acquisition

9. Describe your plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT.

In weekly grade team meetings ESL teachers will collaborate with the general education teachers of ELL students who have reached proficiency on the NYSESLAT to monitor the progress and (when necessary) provide intervention strategies to teachers to ensure student progress/success. These students will continue to receive the proper testing accommodations including the use of a bi-lingual dictionary and/or glossary and extended time.

10. What new programs or improvements will be considered for the upcoming school year?

Our school will be explore the possibility of developing a dual language program in the 2012-2013 school year..

11. What programs/services for ELLs will be discontinued and why?

We do not anticipate discontinuing any programs for our ELL students, however, as stated earlier, we will consider strengthening our push in model so that students have the opportunity to accumulate more credits in the school year.

12. How are ELLs afforded equal access to all school programs?

All ELL students are offered extra support in afterschool. Teachers of ELL students invite ELL students and their families to participate in school activities. Our ELLs participate our credit recovery program and regents preparation programs offered on Saturdays.

Additionally, we provide extracurricular activities, which include Varsity Basketball, Soccer Club, Yoga, Build on, Live Poets Society, United Playaz, Freestyle Therapy and Varsity Wrestling. The ELLs are encouraged to participate in these activities to promote social language and exposure to English. One part of our Title III program is our Saturday Academy. Our 18 Beginner and SIFE students in grades 9-12 will be attending Saturday school from 10:00am-1:00pm during the months of January, April, May and June. This program is taught by an ESL licensed teacher where they will have the opportunity to practice English outside of the classroom curriculum. During these sessions they will use an online literacy enhancement tool such as Rosetta Stone in order to improve their reading and speaking skills. Another part of our Title III program is parental outreach. The parents of our 71 ELL students, grades 9-12, will be provided with a meeting twice per year. Students and parents are expected to attend both of these events, bringing our total number of participants to approximately 140 people. Our initial meeting, was held on December 2011 is an outreach and orientation for parents regarding their students progress in trimester 1. This meeting will also re-introduce parents to our LAP program and Title III rights and programs. Food and Metro Cards will be provided in order to maximize attendance. Our second meeting, to be held May 12, 2012, will be a meeting where parents can meet one-on-one with our licensed ESL teachers to discuss students' literacy progress as is evidenced using a combination of DY0 and performance series assessments. At this meeting parents and students will also collaboratively create short term goals for the end of the year and longer term goals for the 2010-2011 school year. We will request DOE translation services to provide interpretation for parents for all parental meetings.

13. What instructional materials, including technology, are used to support ELLs?

Beginner and Intermediate ELL students have Milestones leveled reading libraries along with Milestones ESL texts and Pearson Readers. Additionally, we will be using Rosetta Stone technology to support beginner level and intermediate level ELL students. Additionally,

readers in students' native language will be used to support student language acquisition.

14. How is native language support delivered in each program model?

Our school has purchased dictionaries and downloaded glossaries in our students' native languages and we also have books select books in students' native language.

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

Using NYS ESL performance indicators as an anchor, our ESL department in consultation with our content area departments strive to create relevant curricula that speaks to students' ages and grade levels and also aligns to the general education courses students are programmed for.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

In June our school has an open school night in which we invite newly enrolled students to meet their teachers and learn about our schools' culture and expectations. During this orientation ESL instructors speak to students and families about the ESL program at Banana Kelly and invite students to participate in the schools Summer Academy. While the Summer Academy is designed to assist students in gaining credits the program is specialized to also assist students in improving literacy and numeracy skills.

17. What language electives are offered to ELLs?

All Banana Kelly students are offered Spanish electives.

### **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)?

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

#### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school.

-The ESL teacher meets with the content area teachers monthly to discuss student progress and curricular design

-The schools' assistant principal receives periodic updates of OELL professional development trainings relating to ELL students at the high school level. She consistently attends relevant PD's offered by BETAC and other DOE affiliated groups along with ESL and content area teachers.

-Our schools' guidance counselors, social workers and special education teachers review the performance data of ELL students at the end of each trimester during scholarship conferences to uncover any possible patterns and trends in their performance and assist the administrative team in developing strategies to address any negative pattern uncovered

-Our school psychologist, special education teachers, paraprofessionals and related service providers review the performance data of ELL students periodically to uncover any possible patterns and trends in their performance and assist the administrative team in developing strategies to address any negative pattern uncovered

Three times per year our ELL teacher meets with general education teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, OT/PT staff, speech therapists and secretaries during a PD session to review ELL periodic assessment data and develop strategies to address patterns and trends found in data.

2. What support do you provide staff to assist ELLs as they transition to high school?

We encourage staff to examine students' academic data in the ARIS system. Additionally, ESL teachers work with content area teachers to develop strategies to improve the academic performance of ESL students within content classes..

3. Describe the minimum 7.5 hours of ELL training for all staff.

Once per year ELL teacher meet with the school staff to review ELL periodic assessment data to share promising practices when working with ELL students. The assistant principal along with the ELL teacher develops agendas and materials for this meeting. A sign in sheet and a reflection sheet will be used to record staff participation in this workshop.

## E. Parental Involvement

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

1. Describe parent involvement in your school, including parents of ELLs.  
 Currently, our school is working to improve parental involvement within the school. We hope to improve parental involvement through hosting during school and afterschool showcases of student work all parents will be invited for these events and the parents of ELL students will receive specialized invitations to attend these events. Within these events we will couch conversations on important information pertaining to student achievement including: student regents performance, student credit accumulation, new programs and curricula etc. However, currently, all parents are invited to participate in our school's School Leadership Team and our Parent Association. The school will reach out to the DOE translation unit for support in providing translation services at these events.

2. Does the school partner with other agencies or CBO's to provide workshops or services to ELL parents?  
 Currently our school does not provide workshops or services targeted to ELL parents. However, this year we developed a relationship with the Children's Aid Society which will give us access to trainings and workshops that we could offer for our parents including: Job readiness, college readiness and civil rights. The school will reach out to the DOE translation unit for support in providing translation services at these events.

3. How do you evaluate the needs of the parents?  
 Our parent coordinator holds monthly Parent Association meetings in which she is responsible for eliciting parent needs. At the beginning of next year our SLT will develop a survey to elicit these needs so that our CAS workshops can be targeted. All surveys will be translated into families' home language.

4. How do your parental involvement activities address the needs of the parents?  
 Our CAS parent workshops will be integrated into our Parent Association meetings. The school will reach out to DOE translation unit for support in providing translation services at these events.

## 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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	0	0	0
	I										1	2	2	1
	A										3	7	3	7
	P										5	8	6	2

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>										2	0	0	0
	<b>I</b>										6	8	9	6
	<b>A</b>										3	9	2	4
	<b>P</b>										0	0	0	0

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
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									0
7									0
8									0
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									0
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	19	0	7	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	37	0	10	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	3	0	0	0
Math	0	0	0	0
Biology	21	0	5	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	21	0	5	0
Physics	0	0	0	0
Global History and Geography	34	0	8	0
US History and Government	10	0	2	0
Foreign Language	17	17	15	15
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs?

Currently our school uses DY0 periodic assessment data to collect information around the writing ability of our ELLs. We also use performance series to collect information relating to the reading ability of our ELL students. These tools have told us that our ELL students need additional instruction in essay composition/organization and in supporting their thoughts with supporting details. Additionally, we have learned that our ELL students need additional instruction in decoding texts. ELL teachers and general education teachers work directly with ELL students on these skills during push in classes

2. What is revealed by the data patterns across proficiency levels and grades? 3. How will patterns across modalities affect instructional decisions?

According to last years NYSESLAT results and this years' predictive results our students largest deficiencies are in reading and writing. This has guided our decisions to have literacy based ESL courses that explore all four modalities, but focus on the development of reading and writing skills.

4. For each program answer the following:

a. What are patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language? ESL teachers along with coach and AP discovered in analysis of the NYSESLAT exam that students are more successful at reaching proficiency in the listening/speaking portion of the NYSESLAT than they are on the Reading/Writing. Students opt to not take tests in their native language.

b. Describe how school leadership and teachers are using the results of the ELL Periodic Assessments?

School leadership along with the ESL teacher collaborates with the ELA teachers to analyze the results of periodic assessment data and modifies instruction based on an analysis of patterns and trends. Teachers design strategies to assist students in meeting target goals based on our periodic assessment data.

c. How is the school learning about ELLs from the Periodic Assessment?

In this years' periodic assessments we have learned that our ELL students are having significant difficulty in writing in their ELA and Social Studies classes. As a result of this data our administrative team is developing programs to provide students with targeted strategies to assist students in improving their outcomes in these content areas. Native language is use within content classes in the form of bilingual content glossaries as well as classroom books in native language.

6. Describe how you evaluate the success of your programs for ELLs.

Success is evaluated based on NYSESLAT scores reported in the RNMR report , credit accumulation, regents performance and DY0 growth.

### **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.

## Part VI: LAP Assurances

School Name: <u>Banana Kelly HS</u>		School DBN: <u>08X530</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/30/11
	Assistant Principal		11/30/11
	Parent Coordinator		11/30/11
	ESL Teacher		11/30/11
	Parent		11/30/11
	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		11/30/11
	Coach		11/30/11
	Coach		11/30/11
	Guidance Counselor		11/30/11
	Network Leader		11/30/11
	Other		11/30/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 530 School Name: Banana Kelly HS**

**Cluster: \_\_\_\_\_ Network:**

**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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We look at the New York City home language surveys to assess the language spoken by our students' families. Additionally, we are holding a parent meeting for parents of ELL students once per semester in which we will survey their satisfaction with the oral and written communications of our school.

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.

According to the language surveys the vast majority of our students who speak languages other than English speak Spanish, however, we also have a growing number of French families. In planning for open school night and parent teacher conferences this has been communicated to our school community.

## Part B: Strategies and Activities

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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.

The school will use the DOE translated parent letters in regards to Parent-Teacher conferences, promotion in doubt and summer school. For all other letters, we will use staff and/or DOE translation services to communicate with parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation in Spanish and French will be provided by staff fluent in those languages.

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>.

We will fulfill the Chancellor's Regulations by using the translation services provided by the DOE. We will request the services at least weeks in advance of school mailings.

## 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: Banana Kelly Collaborative HS	DBN: 08X530
Cluster Leader: Barbara Maldonado	Network Leader: Gerard Beirne
This school is (check one): <input 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: # of certified ESL/Bilingual teachers: 1 # of content area teachers:

### 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: One part of our Title III program is our Saturday Regents Prep and after school tutorial program. Our 6 Beginners and 10 newcomers and 27 ELL's LTE students in grades 9-12 will be attending Saturday Regents prep program taught by an ESL and content area teacher to assist students in acquiring English Language skills. Our 2013/14 ELL cohort have only passed between 2-3 out the 5 Regents Exams need to meet graduation requirements for These programs are intended to develop proficiency in English language skills, including reading, writing, speaking and listening.

### 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: Another major part of our Title III plans regarding professional development programs involves on-going, in house and off site professional development. This year our school, under the leadership of our administrative cabinet has created opportunities for both ESL teachers and content area teachers to receive in house and offsite PD. Topics include SIOP training (Sheltered Instruction Observation Protocol) in conjunction with Pearson. These training are given over a three day period ( 11/6/12,12/15/12,1/28/13) where teachers focus on planning lessons collaboratively to incorporate both academic language and non-academic language strategies into their lessons. Monthly opportunities are provided through our network (CEI-PEA) focused on instructional strategies for acquiring English language skills. Off site PDs have been scheduled for 10/18/12 ( Instructional Strategies for ELL s with special needs) 11/27/12: (Co-teaching: How to have a Successful Push In ESL Model) 2/26/13:( Literacy, Vocabulary and Writing) 5/14/13: Co-teaching and Collaboration. Additionally, the ESL team will share the assessment data of the NYSESLAT will assess the effectiveness of the Professional development provided.

Part D: Parental Engagement Activities?????

### Part D: Parental Engagement Activities

**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: The parents of our 66 ELL students, grades 9-12, will be provided with a meeting twice per year. Students and parents are expected to attend both of these events, bringing our total number of participants to approximately 100 people. Our initial meeting, was held on December 2012 is an outreach and orientation for parents regarding their students progress in trimester 1. This meeting will also re-introduce parents to our administration, LAP program and Title III rights and programs. The purpose of these parent meetings is to inform parents of ways and opportunities to support their children Food and Metro Cards will be provided in order to maximize attendance. Our second meeting, to be held May 12, 2013, will be a meeting where parents can meet one-on-one with our licensed ESL teachers to discuss students' literacy progress as is evidenced using a combination of DY0 and performance series assessments. At this meeting parents and students will also collaboratively create short term goals for the end of the year and longer term goals for the 2012-2013 school year. We will request DOE translation services to provide interpretation for parents for all parental meetings.?????

**Part E: Budget**

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

Allocation Amount: \$

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$5000.00	Teacher per session pay for 25 Saturday November 2012 through June 2013
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly</li> </ul>	\$4000	Instructional Materials

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other	2000.00	Trips to support curriculum units
<b>TOTAL</b>		